



FLORIDA STATE UNIVERSITY

# FIFTH-YEAR INTERIM REPORT

FOR THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON COLLEGES



SUBMITTED MARCH 2020



## THE FIFTH-YEAR INTERIM REPORT

**Name of Institution: Florida State University**

**Address of the Institution: 222 South Copeland Street, Tallahassee, FL 32306**

**Name, title, contact numbers of person(s) preparing the report: Ruth Feiock, Associate Vice President for Academic Affairs, [rsfeiock@fsu.edu](mailto:rsfeiock@fsu.edu), (850) 644-5122**

The Fifth-Year Interim Report is divided into five parts:

- **Part I: Signatures Attesting to Integrity (*applicable to all institutions*).** Requests that the chief executive officer and accreditation liaison attest to the accuracy of institutional assessment and documentation supporting that assessment.
- **Part II: Institutional Summary Form Prepared for Commission Reviews (*applicable to all institutions*).** Requests that the institution complete the “Institutional Summary Form Prepared for Commission Reviews.”
- **Part III: Fifth-Year Compliance Certification (*applicable to all institutions*).** Monitors continued compliance with identified Core Requirements, Comprehensive Standards, and Federal Requirements.
- **Part IV: Fifth-Year Follow Up Report (*applicable to select institutions and formerly called an “Additional Report”*).** Addresses issues identified in an action letter following a recent review of the institution. If applicable, issues are identified in an attached letter.
- **Part V: Impact Report of the Quality Enhancement Plan (*applicable to all institutions*).** Demonstrates the extent to which the QEP has affected outcomes related to student learning.

**An institution may also be requested to host an off-campus committee charged to review new, but unvisited, off-campus sites initiated since the institution’s previous reaffirmation. An institution will be notified of this at the time it receives its letter from the SACSCOC President regarding the Fifth-Year Interim Report.**

## General Directions for the Fifth-Year Interim Report

In addition to the general directions below that are applicable to all Parts of the Fifth-Year Interim Report, please also follow the directions specific for each Part. Submit all parts of your Report to your assigned Commission staff member.

1. *Materials may be submitted in print form or electronically. If an audit has been requested, it must be submitted in print form.*
  - ***If print documents are submitted, please provide 8 copies.** Copy all documents front and back, double space the copy, and use no less than a 10 point font. Staple or soft bind the document. Do not submit in a three-ring binder. **Please also provide one print copy without attachments or supporting documentation.***
  - ***If electronic documents are submitted, please provide 8 flash/thumb drives.** Copy the report and all attachments onto each flash/thumb drive. Provide the name of the person who can be contacted if the readers have problems accessing the information. In addition, **provide one flash drive in PDF format containing Parts I, II, III, and V without attachments or supporting documentation.** Please label this copy **distinctively as “without supporting documents.”**
    - Each flash/thumb drive **must be** submitted in a separate paper or plastic envelope not smaller than 4” x 4” and the envelope should be labeled with the name of the institution, the title of the report, and a list of the parts of the report that are included. The flash/thumb drive should be labeled with the name of the institution and the title of the report.
    - Be sure to check the flash/thumb drives before mailing to the Commission office to ensure that all intended documents are included and can be accessed.*
2. *Reread the report before submission and eliminate all narrative that does not directly address the standard or the issue.*
3. *Provide a separate submission for PART IV, if requested. PART IV can be submitted as a print document or on flash/thumb drive. **FIVE COPIES SHOULD BE SUBMITTED.***

## **Part I: Signatures Attesting to Integrity**

*(Applicable to all institutions)*

**Directions:** Please include Part I with Parts II, III, and V on the same electronic device or with the same print document. It should not be combined with Part IV.

By signing below, we attest that Florida State University (*name of institution*) has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Standards of the *Principles of Accreditation*.

Date of Submission: March 12<sup>th</sup>, 2020

### **Accreditation Liaison**

**Name of Accreditation Liaison:** Ruth Feiock

**Signature:** 

### **Chief Executive Officer**

**Name of Chief Executive Officer:** John Thrasher

**Signature:** 

## **Part II: The “Institutional Summary Form Prepared For Commission Reviews”**

*(Applicable to all institutions)*

**Directions:** Please include Part II with Parts I, III, and V on the same electronic device or with the same print document. It should *not* be combined with Part IV.

### **GENERAL INFORMATION**

**Name of Institution:** Florida State University

**Name, Title, Phone number, and email address of Accreditation Liaison**

Dr. Ruth Feiock, Associate Vice President for Academic Affairs

850.644.5122

rsfeiock@fsu.edu

**Name, Title, Phone number, and email address of Technical Support person for the  
Compliance Certification**

Matthew Earhart, Director of Information Management

850.644.0398

mearhart@fsu.edu

### **IMPORTANT:**

Accreditation Activity (check one):

- ☐ Submitted at the time of Reaffirmation Orientation
- ☐ Submitted with Compliance Certification for Reaffirmation
- ☐ Submitted with Materials for an On-Site Reaffirmation Review
- ☒ Submitted with Compliance Certification for Fifth-Year Interim Report
- ☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- ☐ Submitted with Merger/Consolidations/Acquisitions
- ☐ Submitted with Application for Level Change

**Submission date of this completed document:** March 2020

## EDUCATIONAL PROGRAMS

### 1. Level of offerings (Check all that apply)

- ☐ Diploma or certificate program(s) requiring less than one year beyond Grade 12
- ☐ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- ☒ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- ☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- ☒ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- ☒ Professional degree program(s)
- ☒ Master's degree program(s)
- ☒ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- ☒ Doctoral degree program(s)
- ☒ Other (Specify) Undergraduate and Graduate Certificates

### 2. Types of Undergraduate Programs (Check all that apply)

- ☐ Occupational certificate or diploma program(s)
- ☐ Occupational degree program(s)
- ☒ Two-year programs designed for transfer to a baccalaureate institution
- ☒ Liberal Arts and General
- ☒ Teacher Preparatory
- ☐ Professional
- ☐ Other (Specify) \_\_\_\_\_

## GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- ☐ Private (*check one*)
  - ☐ Independent, not-for-profit  
Name of corporation OR  
Name of religious affiliation and control: \_\_\_\_\_
  - ☐ Independent, for-profit \*  
If publicly traded, name of parent company: \_\_\_\_\_

- ☒ Public state \* (*check one*)
- ☐ Not part of a state system, institution has own independent board
- ☐ Part of a state system, system board serves as governing board
- ☒ Part of a state system, system board is super governing board, local governing board has delegated authority
- ☐ Part of a state system, institution has own independent board

\* *If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.*

## INSTITUTIONAL INFORMATION FOR REVIEWERS

### **Directions:**

*Please address the following and attach the information to this form.*

### **1. History and Characteristics**

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Florida State University is one of the oldest of the twelve institutions of higher learning in the State University System of Florida. In 1947, the Florida Legislature renamed Florida State College for Women as Florida State University. In the 2018-2019 academic year, the university enrolled a student population of over 41,000. The university is now a major graduate research institution with an established international reputation. In Fall 2018, Florida State University enrolled students from all 50 states, the District of Columbia, and 129 foreign countries. The enrollment breakdown by class included 575 law (JD) students, 476 medical (MD) students, a total of 32,423 undergraduate students, a total of 8,058 graduate students, and a total of 1,236 non-degree seeking students. Out of 41,717 students enrolled at the University that semester, 43.4 percent were men and 56.6 percent were women. The university employed 2,305 faculty members in Fall 2018, 55.2 percent men and 44.8 percent women. The university has minimum admission requirements, established by the Florida Board of Governors, but the requirements of departments and schools can, and frequently do, exceed those minima for acceptance. The 2013 Legislature created a category of a "Preeminent State Research University" for which Florida State University qualifies. Florida State University now comprises sixteen colleges, including the College of Medicine authorized by the Florida Legislature in 2000, plus the Graduate School, School of Entrepreneurship, and School of Hospitality. Florida State University has expanded from the original few acres and buildings to 384 buildings on 1,633 acres, including the

downtown Tallahassee main campus of 485 acres. The university houses the National High Magnetic Field Laboratory, Engineering facilities with Florida A&M University, and the Marine Laboratory research station on the Gulf Coast. The main campus of the University is located in Tallahassee, the state's capital. The university has branch campuses in Panama City, Republic of Panama, and Panama City, Florida, as well as several off-campus sites such as the Asolo Conservatory for Actor Training in Sarasota, Florida. The year-round study centers are located in Florence, Italy; London, England; Panama City, Republic of Panama; and Valencia, Spain. Florida State University makes clear in its current mission statement its commitment to continuing to be an institution that "preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts." The university is "dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity."

## 2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

### 2018-2019

<b>Educational Credential</b>	<b>Bachelors</b>	<b>Masters</b>	<b>Specialist</b>	<b>Doctorate</b>	<b>Law</b>	<b>Medicine</b>	<b>Certificate (UG)</b>	<b>Certificate (Grad)</b>	<b>Total</b>
03.0101- Environment and Society	69	-	-	-	-	-	-	-	<b>69</b>
03.0104- Environmental Science	104	-	-	-	-	-	-	-	<b>104</b>
04.0301- Urban and Regional Planning	-	22	-	4	-	-	-	-	<b>26</b>
05.0103- Asian Studies	2	3	-	-	-	-	-	-	<b>5</b>
05.0105- Russian and East European Studies	-	5	-	-	-	-	-	-	<b>5</b>
05.0108- Middle Eastern Studies	2	-	-	-	-	-	-	-	<b>2</b>
05.0126- Italian Studies	-	3	-	-	-	-	-	-	<b>3</b>
05.0134- Latin-American	4	-	-	-	-	-	-	-	<b>4</b>



and Caribbean Studies									
05.0201-African-American Studies	1	-	-	-	-	-	-	-	<b>1</b>
09.0199-Communication	-	-	-	5	-	-	1	50	<b>56</b>
09.0702-Communication and Digital Media Studies	187	22	-	-	-	-	-	9	<b>218</b>
09.0900-Professional Communication	202	102	-	-	-	-	-	-	<b>304</b>
11.0101-Computer Science	176	48	-	7	-	-	-	-	<b>231</b>
11.0103-Information Technology	155	41	-	-	-	-	7	28	<b>231</b>
11.0401-Information	-	87	1	3	-	-	-	-	<b>91</b>
13.0301-Curriculum and Instruction	-	50	2	15	-	-	13	4	<b>84</b>
13.0401-Educational Leadership and Policy	-	21	14	20	-	-	15	30	<b>100</b>
13.0406-Higher Education	-	22	-	10	-	-	-	7	<b>39</b>
13.0501-Instructional Systems and Learning Technologies	-	33	-	2	-	-	-	-	<b>35</b>
13.0603-Measurement and Statistics	-	1	-	2	-	-	-	-	<b>3</b>
13.0901-Foundations of Education	-	3	-	3	-	-	-	-	<b>6</b>
13.1001-Special Education	31	-	-	-	-	-	-	-	<b>31</b>
13.1009-Visual Disabilities	10	-	-	-	-	-	-	-	<b>10</b>
13.1101-Counseling Psychology	-	-	26	11	-	-	-	-	<b>37</b>

and Human Systems									
13.1202-Elementary Education	50	-	-	-	-	-	-	-	<b>50</b>
13.1205-STEM Teaching	-	2	-	6	-	-	-	-	<b>2</b>
13.1302-Art Education	-	13	-	-	-	-	-	-	<b>19</b>
13.1305-English Education	11	-	-	9	-		-	-	<b>11</b>
13.1312-Music Education	42	23	-	-	-	-	-	-	<b>74</b>
13.1317-Social Science Education	26	-	-	1	-	-	-	-	<b>26</b>
14.0501-Biomedical Engineering	-	1	-	6	-	-	-	-	<b>2</b>
14.0701-Chemical Engineering	81	10	-	6	-	-	-	-	<b>97</b>
14.0801-Civil Engineering	101	19	-	-	-	-	-	-	<b>126</b>
14.0901-Computer Engineering	14	-	-	10	-	-	-	-	<b>14</b>
14.1001-Electrical Engineering	46	30	-	11	-	-	-	-	<b>86</b>
14.1901-Mechanical Engineering	116	29	-	-	-	-	-	-	<b>156</b>
14.2701-Systems Engineering	-	-	-	9	-	-	-	-	<b>-</b>
14.3501-Industrial Engineering	38	9	-	-	-	-	-	-	<b>56</b>
16.0399-East Asian Languages and Cultures	18	-	-	-	-	-	-	-	<b>18</b>
16.0400-Slavic	-	2	-	-	-	-	-	-	<b>2</b>
16.0402-Russian	4	-	-	-	-	-	-	-	<b>4</b>
16.0501-German	2	1	-	-	-	-	-	-	<b>3</b>
16.0901-French	10	1	-	-	-	-	-	-	<b>11</b>
16.0902-Italian	3	-	-	-	-	-	-	-	<b>3</b>
16.0905-Spanish	19	6	-	1	-	-	-	-	<b>26</b>

16.1200- Classics	9	12	-	3	-	-	-	-	<b>24</b>
16.1202- Greek	-	-	-	-	-	-	-	-	-
16.1203- Latin	1	2	-	3	-	-	-	-	<b>3</b>
19.0101- Human Sciences	-	-	-	-	-	-	-	-	<b>3</b>
19.0701- Family and Child Sciences	259	-	-	-	-	-	-	-	<b>259</b>
19.0901- Retail Entrepreneur ship	149	-	-	-	-	-	-	-	<b>149</b>
22.0101- Law	-	-	-	-	170	-	-	-	<b>170</b>
22.0201- Juris Master	-	15	-	-	-	-	-	-	<b>15</b>
22.0202- American Law for Foreign Lawyers	-	5	-	-	-	-	-	-	<b>5</b>
22.0205- Business Law	-	5	-	-	-	-	-	22	<b>27</b>
22.0207- Environment al Law and Policy	-	1	-	-	-	-	-	9	<b>10</b>
23.0101- English	353	7	-	18	-	-	-	6	<b>384</b>
23.1302- Creative Writing	-	6	-	-	-	-	-	-	<b>6</b>
24.0102- Preparing Future Professional	-	-	-	-	-	-	-	2	<b>2</b>
24.0103- Interdiscipli nary Humanities	92	1	-	-	-	-	-	-	<b>93</b>
25.0101- Library Science/Libr arianship	-	-	-	-	-	-	-	7	<b>7</b>
26.0101- Biological Sciences	339	5	-	10	-	-	-	-	<b>354</b>
26.0102- Biomedical Sciences	-	13	-	3	-	-	-	-	<b>16</b>
26.0202- Biochemistr y	47	-	-	-	-	-	-	-	<b>47</b>

26.0206-Molecular Biophysics	-	-	-	3	-	-	-	-	3
26.0908-Exercise Physiology	249	15	-	4	-	-	-	-	268
26.1102-Biostatistics	-	6	-	1	-	-	-	-	7
26.1104-Computational Biology	4	-	-	-	-	-	-	-	4
26.1501-Neuroscience	-	-	-	10	-	-	-	-	10
27.0101-Mathematics	35	12	-	12	-	-	-	-	59
27.0501-Statistics	40	37	-	16	-	-	58	14	165
30.2301-Global Citizenship	-	-	-	-	-	-	31	-	31
30.3001-Computational Science	6	4	-	8	-	-	-	-	18
30.9999-Preparing Future Faculty	-	-	-	-	-	-	-	3	3
31.0301-Recreation, Tourism, and Events	18	-	-	-	-	-	8	2	28
31.0504-Sport Management	124	49	-	3	-	-	-	-	176
38.0101-Philosophy	28	10	-	2	-	-	-	-	40
38.0201-Religion	8	5	-	5	-	-	-	-	18
40.0401-Meteorology	22	10	-	2	-	-	-	-	34
40.0501-Chemistry	20	27	-	25	-	-	-	-	72
40.0599-Chemical Science	10	-	-	-	-	-	-	-	10
40.0601-Geology	12	5	-	-	-	-	-	-	17
40.0607-Oceanography	-	8	-	10	-	-	-	-	18
40.0801-Physics	22	8	-	16	-	-	-	-	46
40.0899-Physical Science	5	-	-	-	-	-	-	-	5
40.1001-Materials Science and Engineering	-	1	-	3	-	-	-	-	4

40.9999-Physical Environmental Sciences	-	-	-	1	-	-	-	-	<b>1</b>
42.0101- Psychology	651	35	-	15	-	-	-	-	<b>701</b>
42.2806- Educational Psychology	-	12	-	6	-	-	-	152	<b>170</b>
43.0104- Criminology	473	62	-	13	-	-	-	-	<b>548</b>
43.0107- Public Safety and Security	29	-	-	-	-	-	-	1	<b>30</b>
43.0116- Cyber Criminology - Computer Science	16	-	-	-	-	-	-	-	<b>16</b>
43.0116- Cyber Criminology - Criminology	23	-	-	-	-	-	-	-	<b>23</b>
43.0118- Law Enforcement Intelligence	-	-	-	-	-	-	-	-	-
43.9999- U.S. National Intelligence Studies	-	-	-	-	-	-	27	9	<b>36</b>
44.0401- Public Administrati on	-	37	-	2	-	-	306	64	<b>409</b>
44.0701- Social Work	69	-	-	1	-	-	6	57	<b>133</b>
45.0101- Social Science	300	-	-	-	-	-	2	-	<b>302</b>
45.0201- Anthropolog y	28	4	-	-	-	-	-	-	<b>32</b>
45.0501- Demography	-	8	-	-	-	-	-	-	<b>8</b>
45.0601- Economics	270	11	-	10	-	-	-	-	<b>291</b>
45.0602- Applied Economics	-	27	-	-	-	-	-	-	<b>27</b>
45.0701- Geography	18	1	-	3	-	-	-	-	<b>22</b>
45.0702- Geographic Information Science	-	13	-	-	-	-	-	-	<b>13</b>

45.0901- International Affairs	301	18	-	-	-	-	-	-	<b>319</b>
45.1001- Political Science	341	26	-	8	-	-	16	-	<b>391</b>
45.1101- Sociology	167	5	-	11	-	-	-	-	<b>183</b>
49.0199- Application of Unmanned Aircraft Systems	-	-	-	-	-	-	3	-	<b>3</b>
50.0301- Dance	20	12	-	-	-	-	-	-	<b>32</b>
50.0408- Interior Design	40	10	-	-	-	-	-	-	<b>50</b>
50.0501- Theatre	53	22	-	2	-	-	-	-	<b>77</b>
50.0504- Motion Picture Arts Writing	-	8	-	-	-	-	-	-	<b>8</b>
50.0602- Motion Picture Arts	26	23	-	-	-	-	-	-	<b>49</b>
50.0702- Studio Art	112	14	-	-	-	-	-	-	<b>126</b>
50.0703- History and Criticism of Art	19	14	-	1	-	-	-	-	<b>34</b>
50.0901- Music - Liberal Arts	32	5	-	-	-	-	-	-	<b>37</b>
50.0903- Music Performance	47	39	-	21	-	-	-	-	<b>107</b>
50.0904- Music Theory and Composition	4	4	-	2	-	-	-	-	<b>10</b>
50.0905- Musicology	-	7	-	5	-	-	-	-	<b>12</b>
50.0908- Opera Production	-	3	-	-	-	-	-	-	<b>3</b>
50.1002- Arts Administrati on (Art)	-	3	-	-	-	-	-	-	<b>3</b>
50.1002- Arts Administrati on (Music)	-	8	-	-	-	-	-	-	<b>8</b>
51.0000- Interdiscipli nary	29	-	-	-	-	-	-	-	<b>29</b>

Medical Sciences									
51.0204-Communication Science and Disorders	77	31	-	2	-	-	200	18	<b>328</b>
51.0912-Physician Assistant Studies	-	-	-	-	-	-	-	-	-
51.0913-Athletic Training	34	-	-	-	-	-	-	-	<b>34</b>
51.1201-Medicine	-	-	-	-	-	114	-	-	<b>114</b>
51.1503-Social Work	-	219	-	-	-	-	-	-	<b>219</b>
51.1505-Marriage and Family Therapy	-	-	-	2	-	-	-	-	<b>2</b>
51.2201-Public Health	-	28	-	-	-	-	-	-	<b>28</b>
51.2301-Art Therapy	-	12	-	-	-	-	-	-	<b>12</b>
51.2305-Music Therapy	8	9	-	-	-	-	-	-	<b>17</b>
51.3101-Food and Nutrition	20	9	-	-	-	-	-	-	<b>29</b>
51.3102-Dietetics	28	-	-	-	-	-	-	-	<b>28</b>
51.3801-Nursing	113	-	-	-	-	-	-	36	<b>149</b>
51.3804-Nurse Anesthesia	-	21	-	-	-	-	-	-	<b>21</b>
51.3818-Doctor of Nursing Practice	-	-	-	24	-	-	-	-	<b>24</b>
52.0101-Business Administration	43	150	-	16	-	-	-	-	<b>209</b>
52.0201-Management	200	-	-	-	-	-	-	-	<b>200</b>
52.0206-Civic and Nonprofit Leadership	-	-	-	-	-	-	-	-	-
52.0301-Accounting	183	88	-	-	-	-	-	-	<b>271</b>
52.0701-Entrepreneurship	52	-	-	-	-	-	-	-	<b>52</b>
52.0801-Finance	514	38	-	-	-	-	-	-	<b>552</b>

52.0901- Hospitality Management	201	-	-	-	-	-	-	-	<b>201</b>
52.1201- Management Information Systems	80	18	-	-	-	-	-	-	<b>98</b>
52.1301- Business Analytics	-	14	-	-	-	-	-	-	<b>14</b>
52.1304- Actuarial Science	62	-	-	-	-	-	-	-	<b>62</b>
52.1401- Marketing	419	-	-	-	-	-	-	-	<b>419</b>
52.1501- Real Estate	66	-	-	-	-	-	-	-	<b>66</b>
52.1701- Risk Management and Insurance	108	20	-	-	-	-	-	-	<b>128</b>
54.0101- History	89	13	-	8	-	-	-	-	<b>110</b>
54.0104- History and Philosophy of Science	-	2	-	-	-	-	-	-	<b>2</b>
<b>Grand Total</b>	<b>8741</b>	<b>1981</b>	<b>43</b>	<b>451</b>	<b>170</b>	<b>114</b>	<b>693</b>	<b>530</b>	<b>12,723</b>

In 2018-19, the university conferred 187 Associate of Arts degrees, upon request.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

English for Academic Purposes (for credit) and Intensive English Program (non credit) offered on the Tallahassee, Florida, campus.

English Language Program at Republic of Panama is a non-credit, non-degree English as a Second Language program.

### 3. Off-Campus Instructional Locations and Branch Campuses

List *all approved off-campus instructional locations* where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

**Table 1: Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported to and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.



Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Asolo Conservatory for Actor Training	5555 North Tamiami Trail Sarasota, FL 34243 United States		1973	Theatre (MFA)	Currently active

Note: The site has been included in previous reaffirmation reports and is included in the SACSCOC database of off-campus instructional sites. The documentation regarding dates is fragmentary.

**Table 2: Off-campus instructional sites** at which the institution offers 25-49% of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. **Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.** For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC letter accepting notification	Date Implemented by the institution (year at this physical location)	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
FSU Florence Study Center	15 Borgo degli Albizi Firenze 50122 Italy		1985	No educational programs offered; courses offered count toward degree programs	Currently active
FSU London Study Center	99 Great Russell Street London, England		2002	No educational programs offered; courses offered count toward degree programs	Currently active
FSU Valencia Study Center	2 Calle Blanqueras Valencia 46003 Spain		2006	No educational programs offered; courses offered count toward degree programs	Currently active
New York, NY	9 West 10 <sup>th</sup> Street New York, NY 10011 United States		2004	Dance (BFA), American Dance Studies (M), Dance Studio and Related Studies (M), Dance (MFA)	Currently active

<b>Name of Site</b> (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	<b>Physical Address</b> (street, city, state, country) Do not include PO Boxes.	<b>Date of SACSCOC letter accepting notification</b>	<b>Date Implemented by the institution</b> (year at this physical location)	<b>Educational programs offered</b> (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	<b>Is the site currently active?</b> (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Saint Petersburg College – University Partnership Center	FSU Suite 122 9200 113 <sup>th</sup> Street North, Seminole, FL 33772-2800 United States		2001	Visual Disabilities BS/MS	Currently active
FSU College of Medicine – Sarasota Campus (offer DNP courses)	FSU College of Medicine - Sarasota Campus 5560 Bee Ridge Road #D5 Sarasota, FL 34233	February 18, 2020 (moved location within Sarasota for delivery of courses)	2020	Doctor of Nurse Practice	Currently active

Note: These sites have been included in previous reaffirmation reports and are included in the SACSCOC database of off-campus instructional sites. The documentation regarding dates is fragmentary.

**Table 3: Branch campus**—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported to and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

<b>Name of Branch Campus</b>	<b>Physical Address</b> (street, city, state, country) Do not include PO Boxes.	<b>Date of SACSCOC approval letter</b>	<b>Date Implemented by the institution</b>	<b>Educational programs</b> (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	<b>Is the campus currently active?</b> (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Panama City, Florida	4750 Collegiate Drive Panama City, FL 32405 United States		1982	Law Enforcement Intelligence (M) Nurse Anesthesia (M)	Currently active

				Professional Communication (B, M) Public Safety and Security (B) Recreation, Tourism, and Events (B) Law Enforcement Intelligence (Graduate Certificate) Special Events (Undergraduate Certificate) Underwater Crime Scene Investigation (Undergraduate and Graduate Certificate)	
Republic of Panama	FSU – Panama Edificio 227 Ciudad del Saber Panama Republic of Panama		1957	Latin American and Caribbean Studies (B) International Affairs (B, M) Interdisciplinary Program in Social Sciences (B) Environment and Society (B)	Currently active

Note: These sites have been included in previous reaffirmation reports and are included in the SACSCOC database of off-campus instructional sites. The documentation regarding dates is fragmentary.

#### 4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

SACSCOC approved Florida State University to offer distance education in Fall 1999.

Undergraduate Degree Programs	Program Delivery	Delivery to a Specific Site
Computer Science, BA or BS	Asynchronous	
Criminology, BS	Asynchronous	
Public Safety and Security, BS	Asynchronous	
BS in Social Science, BS	Asynchronous	

Graduate Degree Programs	Program Delivery	Delivery to a Specific Site
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Art Education, MS	Asynchronous	
Business Administration, MBA	Asynchronous	
Communication Science and Disorders, MS	Synchronous	
Criminology, MS	Asynchronous	
Curriculum and Instruction, MS	Asynchronous	
Educational Leadership & Policy, EdD	Asynchronous	
Educational Leadership & Policy, EdS	Synchronous	
Educational Leadership & Policy, MS	Asynchronous	
Educational Psychology, MS	Asynchronous	
Information Technology, MSIT	Synchronous	
Information, MSI	Synchronous	
Information, Specialist	Synchronous	
Instructional Systems and Learning Technologies, EdD	Asynchronous	
Juris Master	Asynchronous	
Law Enforcement Intelligence, MS	Asynchronous	
Management Information Systems, MS	Asynchronous	
Nursing Practice, DNP	Synchronous	<p>FSU Panama City (branch campus) 4750 Collegiate Drive Panama City, FL 32405</p> <p>FSU College of Medicine - Sarasota Campus 5560 Bee Ridge Road #D5 Sarasota, FL 34233</p> <p>[Note: this site is an administrative site for the College of Medicine. The only courses delivered at this location are the DNP courses]</p>
Public Administration, MPA	Asynchronous	
Risk Management and Insurance, MS	Asynchronous	
Social Work, MSW	Synchronous	

<b>Undergraduate Certificates</b>	<b>Program Delivery</b>	<b>Delivery to a Specific Site</b>
Emergency Management and Homeland Security	Asynchronous	
Leadership Studies	Asynchronous	
Multicultural Marketing Communication	Synchronous	
Special Events	Asynchronous	
U.S. National Intelligence Studies	Asynchronous	

<b>Graduate Certificates</b>	<b>Program Delivery</b>	<b>Delivery to a Specific Site</b>
Autism Spectrum Disorder	Asynchronous	
Coaching	Asynchronous	
Emergency Management and Homeland Security	Asynchronous	
Health Information Technology	Synchronous	
Human Performance Technology	Asynchronous	

Information Architecture	Synchronous	
Information Leadership and Management	Synchronous	
Institutional Research	Asynchronous	
Law Enforcement Intelligence	Asynchronous	
Leadership in Executive and Administration Development	Asynchronous	
Modified Certificate in Educational Leadership and Administration	Asynchronous	
Multicultural Marketing Communication	Asynchronous	
Nursing Leadership	Asynchronous	
Online Instructional Development	Asynchronous	
Online Teaching and Learning	Asynchronous	
Program Evaluation	Asynchronous	
Project Management	Asynchronous	
Psychiatric Mental Health	Asynchronous	
Reference Services	Synchronous	
School Librarian Leadership	Synchronous	
Speech-Language Pathology Prerequisites (BRIDGE) Program	Synchronous	
U.S. National Intelligence Studies	Asynchronous	

## 5. Accreditation

- (1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each. See separate file provided under “Supporting Documentation.”
- (2) SACSCOC is the university’s primary accreditor for access to USDOE Title IV funding.
- (3) Florida State University has not voluntarily withdrawn or had its programmatic accreditation terminated by any USDOE-recognized agency.
- (4) No university program has had sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report.

## 6. Relationship to the U.S. Department of Education

Florida State University’s Office of Financial Aid is currently in good standing with the U.S. Department of Education. There are no current nor recent (past 3 years) limitations, suspensions, or terminations by the U.S. Department of Education in regard to student financial aid or any other financial aid programs at Florida State University. Florida State University’s Office of Financial Aid is not on reimbursement nor any other form of exceptional status as it pertains to federal and/or state aid.

### **Document History**

*Adopted: September 2004*

*Revised: March 2011*

*Revised: January 2014*

*Revised: January 2018*

## Part III: The Fifth-Year Compliance Certification

*(Applicable to all institutions)*

### 5 ADMINISTRATIVE AND ORGANIZATION

**5.4** *The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (Qualified administrative/academic officers)*

☒ Compliance

☐ Non-compliance

#### Narrative

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

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

In September 2014, the FSU Board of Trustees selected John Thrasher to serve as the University's 15th president. Mr. Thrasher has significant experience as an attorney, businessman, and state legislator. The University President selects the General Counsel, Chief Ethics and Compliance Officer, Athletic Director, and the Chief Audit Officer. In addition, the University President selects the vice presidents and the Associate Vice President for University Relations who serve in either executive service or faculty positions. Each of these positions reports directly to the University President.

The Provost and Executive Vice President for Academic Affairs, Dr. Sally McRorie, has served in the position since November 2015. Before becoming the Provost, Dr. McRorie served as the Vice President of the Office of Faculty Development and Advancement and as an academic dean from 2004-2012 at Florida State University. As the Provost, Dr. McRorie is responsible for

promoting excellence in academics, teaching, research, and public service. She currently chairs the Florida Council of Academic Vice Presidents, a statewide committee consisting of provosts from each of the public Florida universities.

Each of the vice presidents is active in their respective field. Dr. Tom Jennings, Vice President for Advancement and President of the FSU Foundation, is a leader in advancement professional organizations and has made numerous presentations at national meetings, including the Council for the Advancement and Support of Education. Previously, he served in advancement at the University of Virginia. Dr. Gary Ostrander, the Vice President for Research, previously served as Vice Chancellor for Research and Graduate Education at the University of Hawaii. Vice President of Student Affairs Dr. Amy Hecht has previously served in a number of leadership roles and has published a book on the role of student affairs administrators.

Previously, Dr. Hecht was Vice President for Student Affairs at the College of New Jersey. Mr. Kyle Clark, Vice President for Finance and Administration, had previously served as Vice President for Administration and Finance and Chief Financial Officer at Texas Tech University. All of the vice presidents are active in relevant higher educational professional organizations.

In addition to the vice presidents, Florida State University has sixteen deans of academic colleges; a Dean of the Graduate School; Dean of Undergraduate Studies; and Dean of the University Libraries. The academic deans, with the exception of the Dean of the College of Engineering, report directly to the Provost and Executive Vice President for Academic Affairs. The Dean of the Florida Agricultural and Mechanical University–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 Graduate School, Dean of Undergraduate Studies, and the Vice President for Faculty Development and Advancement report to the Provost and Executive Vice President for Academic Affairs. It is standard procedure that deans are identified and recruited by search committees chaired by faculty members, and position vacancies announced in national publications (e.g., the Chronicle of Higher Education). [[Dean College of Education Position Announcement, Chronicle of Higher Education](#)] [[Dean College of Education Position Announcement, Diverse Issues in Higher Education](#)] [[Dean College of Education Position Announcement, HigherEdJobs](#)] [[Dean College of Education Position Announcement, Hispanic Outlook](#)] [[Dean College of Education Position Announcement, Inside Higher Education](#)] [[Dean College of Education Position Announcement, Journal of Blacks in Higher Education](#)] [[Dean College of Education Position Announcement, Women in Higher Education](#)] [[Dean College of Education Position Announcement, American Educational Research Association](#)]

A director oversees the operations of the School of Hospitality and a director oversees the Jim Moran School of Entrepreneurship. Both report directly to the Provost and Executive Vice President for Academic Affairs. Deans and directors hold 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. [[Langoni Carlos Rector, FSU Panama](#)] Dr.

Langoni, with a doctorate in engineering, has extensive administrative and academic experience at Florida State University.

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

The Office of Human Resources oversees the administration and documentation of the evaluation process for non-academic employees. The purpose of the evaluation is to assess performance, communicate performance effectiveness, and aid in improving performance in the areas of behavioral expectations, assigned duties and responsibilities, and position competencies.

The President's Cabinet serves as the internal operations committee guiding the activities of the University along policy directions established by the President. The President evaluates his Cabinet members' performance annually in the areas of behavioral expectations, leadership competencies, and duties and responsibilities. In addition, the President meets weekly with his Cabinet to consider issues of general concern and appropriate actions necessary to resolve.

The Office of Faculty Development and Advancement oversees the administration of the evaluation process for faculty in accordance with the Annual Evaluation Policy published in the Faculty Handbook. [[Faculty Handbook, p.70, rev. 2019](#)] [[Annual Evaluation of Faculty Website](#)] [[Faculty Evaluation Summary Form](#)]

University Deans and directors are evaluated annually by the Provost to ensure that they continue to demonstrate effective leadership and competence in their respective roles. In addition, each dean and director submits an annual self-evaluation of performance to the Provost. [[Dean Self-Evaluation 1](#)] [[Dean Self-Evaluation 2](#)] Evaluations are provided for a sample of individuals from each division, including off-campus sites. Names and divisions have been redacted from the evaluations.

- Academic Dean [[2017](#)] [[2018](#)]
- Academic Dean [[2017](#)] [[2018](#)]
- Academic Dean [[2017](#)] [[2018](#)]
- Academic Dean [[2017](#)] [[2018](#)]
- Academic Dean [[2017](#)] [[2018](#)]
- Academic Dean [[2017](#)] [[2018](#)]



- Academic Dean [\[2017\]](#) [\[2018\]](#)
- Academic Dean [\[2017\]](#) [\[2018\]](#)
- Academic Dean [\[2017\]](#) [\[2018\]](#)
- Academic Dean [\[2017\]](#) [\[2018\]](#)
- Director of School [\[2017\]](#) [\[2018\]](#)
- Rector [\[2017\]](#) [\[2018\]](#)
- Assistant Vice President [\[2017\]](#) [\[2018\]](#)
- Assistant Vice President [\[2017\]](#) [\[2018\]](#)
- Associate Vice President [\[2017\]](#) [\[2018\]](#)
- Associate Vice President [\[2017\]](#) [\[2018\]](#)
- Associate Vice President [\[2017\]](#) [\[2018\]](#)
- Vice President [\[2017\]](#) [\[2018\]](#)
- Chief Audit Officer [\[2017\]](#) [\[2018\]](#)
- Chief of Staff [\[2017\]](#) [\[2018\]](#)
- General Counsel [\[2017\]](#) [\[2018\]](#)

The curricula vitae are provided for all senior academic and administrative personnel at the university. Position descriptions are provided for all senior academic and administrative personnel who do not have a faculty appointment; these position descriptions are electronically signed and processed through the institution's human resources system. Faculty appointments do not have position descriptions. Rather, senior academic and administrative officers with faculty appointments have an Assignment of Responsibility to delineate duties. [\[Dean Huckaba, AOR\]](#) [\[VP Kistner, AOR\]](#) [\[Assistant VP Terry\]](#) Faculty members have appropriate credentials that are verified by the Office of Faculty Development and Advancement upon appointment. Deans' credentials are subject to review and verification during the selection period.

Resumes/Curricula Vitae and Position Descriptions:

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

Vice Presidents, Curricula Vitae/Resumes:

- [Provost and Executive Vice President for Academic Affairs, Curriculum Vitae – McRorie](#)

- [Vice President for Finance and Administration – Clark](#) [[Position Description](#)]
- [Vice President for Student Affairs – Hecht](#) [[Position Description](#)]
- [Vice President for Research – Ostrander](#)
- [Vice President for University Advancement – Jennings](#) [[Position Description](#)]
- [Vice President for Faculty Development and Advancement – Kistner](#)

#### Senior Administrators, Resumes:

- [Director Intercollegiate Athletics – Coburn](#) [[Position Description](#)]
- [Chief Audit Officer – McCall](#) [[Position Description](#)]
- [General Counsel – Egan](#) [[Position Description](#)]
- [University Compliance – Blank](#) [[Position Description](#)]
- [University Controller – Scanlan](#) [[Position Description](#)]
- [Chief Budget Officer – Lake](#) [[Position Description](#)]
- [President of Alumni Association – Cheney](#) [[Position Description](#)]

#### Deans, Curricula Vitae:

- [Dean of the College of Arts and Sciences – Huckaba](#)
- [Dean of the College of Business – Hartline](#)
- [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 – Andrew](#)
- [Dean of the FAMU-FSU College of Engineering – Gibson](#)
- [Dean of the College of Human Sciences – Delp](#)
- [Dean of the College of Law – O’Hara O’Connor](#)
- [Dean of the College of Medicine – Fogarty](#)
- [Dean of the College of Motion Picture, Television, and Recording Arts – Braddock](#)

- [Dean of the College of Music – Flowers](#)
- [Interim Dean of the College of Nursing – Grubbs](#)
- [Dean of the College of Social Sciences and Public Policy – Chapin](#)
- [Dean of the College of Social Work – Clark](#)
- [Dean of the College of Fine Arts – Frazier](#)
- [Dean of the Graduate School – Riley](#)
- [Dean of Undergraduate Studies – Laughlin](#)
- [Dean of the University Libraries – Etschmaier](#)
- [Dean, Applied Studies and Panama City Campus – Hanna](#)

Directors, Curricula Vitae:

- [Director of Jim Moran School of Entrepreneurship – Fiorito](#)
- [Director of Dedman School of Hospitality – Farr](#)

Assistant and Associate Vice Presidents, Curricula Vitae/Resumes:

- [Associate Vice President for University Relations – Daly](#) [[Position Description](#)]
- [Associate Vice President for Metrics, Analytics, and Institutional Data – Burnette](#) [[Position Description](#)]
- [Senior Associate Vice President for Facilities – Bailey](#) [[Position Description](#)]
- [Associate Vice President for Faculty Development and Advancement – Buchanan](#)
- [Associate Vice President for Information Technology Services – Livingston](#) [[Position Description](#)]
- [Associate Vice President for Student Affairs – Chong](#) [[Position Description](#)]
- [Associate Vice President for Student Affairs – Crume](#) [[Position Description](#)]
- [Associate Vice President for Research – Fulkerson](#)
- [Associate Vice President /Executive Vice President for FSU Foundation – Jhanji](#) [[Position Description](#)]

- [Associate Vice President and SACSCOC Liaison – Feiock](#)
- [Associate Vice President for Enrollment Management – Barnhill](#) [\[Position Description\]](#)
- [Associate Vice President for Human Resources and F&A Chief of Staff – Gibbs](#) [\[Position Description\]](#)
- [Associate Vice President for Finance and Administration – Williams](#) [\[Position Description\]](#)
- [Assistant Vice President for Student Success – O’Shea](#)
- [Assistant Vice President for Budget and Finance – Harlacher](#) [\[Position Description\]](#)
- [Assistant Vice President for Community and Economic Engagement – Terry](#)
- [Assistant Vice President for International Initiatives – McDowell](#)
- [Assistant Vice President for Administrative Services – Conner](#) [\[Position Description\]](#)
- [Assistant Vice President for FSU Foundation Accounting – Newell](#) [\[Position Description\]](#)
- [Assistant Vice President for Business Services – Kilcrease](#) [\[Position Description\]](#)
- [Director for Public Safety – Brown](#) [\[Position Description\]](#)
- [Assistant Vice President for Student Affairs – Bowden](#) [\[Position Description\]](#)
- [Assistant Vice President for Research – Peluso](#) [\[Position Description\]](#)
- [Assistant Vice President for Research – Anderson](#)
- [Assistant Vice President for Research – Holmes](#)
- [Assistant Vice President for University Communications – Brooks](#) [\[Position Description\]](#)
- [Rector of FSU-Republic of Panama – Langoni](#)
- [Director of Asolo Conservatory for Actor Training – Leaming](#)

In summary, Florida State University employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead it.

## 6 FACULTY

**6.1** *The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (Full-time faculty)*

☒ Compliance

☐ Non-compliance

### Narrative

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The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

### Introduction

Florida State University (FSU) employs an adequate number of full-time faculty to support its mission, vision, and associated strategic goals. In 2014 when the university was last reaffirmed for accreditation, the University had adequate numbers of faculty to accomplish its mission. Leadership made a decision, in line with its mission and revamped strategic vision, to expect more than adequacy and to strive for excellence, with the help of the Florida Legislature's designation of FSU as a preeminent university and its commitment of funds to support faculty hiring initiatives. [[Fl. Statutes Title XLVIII-1.001.7065-Preeminent Research Universities](#)] [[FSU Strategic Plan](#)]

University leadership views strengthening and supporting the faculty as integral to achieving each of its goals and has worked diligently and strategically to do so. These efforts have resulted in enhanced teaching, research, and service as well as increased statewide, national, and international recognition.

### Mission, Vision, and Strategic Goals

Florida State 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 university community envisions itself as entrepreneurial, risk-taking, and innovative, diverse in terms of backgrounds and opinions, and single-minded in its commitment to excellence." [[FSU Strategic Plan, p.6](#)]

Specific strategic goals related to faculty include amplifying excellence across all academic and research programs, enabling all programs to contribute to the success of the university. This striving for across-the-board excellence requires continuously increasing the quality of our teaching and deepening the impact of our research. Developing and growing a diverse and innovative "faculty of the future" eager to work across disciplinary boundaries is integral to accomplishing the strategic goals that stem from FSU's mission. [[FSU Strategic Plan](#),

[p.9\]](#) Having made faculty investments in these strategic ways impacts FSU's ability to improve both its student success measures of all types as well as its excellence and overall reputation.

## **Implications of Mission for Investment in Faculty**

FSU's mission, vision, and strategic goals are ambitious and require that high numbers of qualified faculty be hired, supported, and retained. Hiring investments are guided by the strategic goal of "amplifying excellence across our academic and research programs." [\[Strategic Plan, Goal II, Academic and Research Excellence\]](#) The process for departments to request faculty positions, whether they are replacements for faculty departures or new, requires justification along one of two lines, each of which stems from the Strategic Plan and its associated initiatives:

- 1) faculty hires that strengthen programs in areas of strategic emphasis, and
- 2) faculty positions to meet student demand in high-enrollment degree programs and thus reduce the student/faculty ratio. [\[Faculty Position Request Form\]](#)

Because tenure-track faculty are responsible for accomplishing each of the roles needed to amplify excellence across academic and research programs, they are the primary focus of recent FSU special hiring initiatives. Those initiatives include The Institute for Successful Longevity and Brain Health and Disease. [\[Institute for Successful Longevity\]](#) [\[Brain Health and Disease\]](#) Other faculty are more focused on one aspect of the university's mission and are hired to focus on either teaching or research in support of the tenure-track faculty's efforts. A number of full-time teaching faculty have been hired to reduce student/faculty ratios and faculty teaching loads in high-demand degree programs.

## **Full-Time Faculty Employment Structure and Functions**

FSU defines full-time faculty as "1.0 FTE" and part-time faculty as "below 1.0 FTE," consistent with the state definition required by the State University System of Florida which is defined in terms of contact hours for teaching and a variety of other equivalencies for non classroom duties (i.e., thesis/dissertation supervision, directed individual studies, supervision of student interns, supervised teaching/research, research, public service, academic advising, academic administration, university governance). [\[Florida Statutes s. 1012.945\]](#) This definition includes all paid 1.0 employees who are in a faculty classification, regardless of whether the faculty member is on the tenure track or is a Specialized Faculty position or the site at which they perform their duties (Tallahassee campus, Panama City campus, or online). It excludes Republic of Panama faculty, who are technically employees of the FSU Panama Foundation; all adjuncts, who are by definition part-time; as well as all those on a non-paid Courtesy Appointment. [\[Faculty Handbook, p.12\]](#) [\[Common Data Set 2018-2019, Section 1\]](#) [\[Faculty Job Class Specifications\]](#) [\[Republic of Panama Faculty\]](#) [\[Adjunct Appointments FDA Guidance\]](#) [\[Courtesy Appointments\]](#)

Faculty members' Assignments of Responsibility (AOR) codify the amount of effort dedicated by that person to teaching, research, and service. FSU faculty are represented by the FSU

Chapter of the United Faculty of Florida; thus, the terms and conditions of employment are governed by the BOT-UFF Collective Bargaining Agreement. [[Annual FDA Assignments of Responsibility Memo](#)] [[FSU-BOT Collective Bargaining Agreement 2016-2019](#)]

The “General Faculty” includes all of those holding academic ranks of Assistant Professor, Associate Professor, and Professor (which includes Eminent Scholar). Those in these ranks are commonly called “tenure-track faculty” and are subject to the “Seven-Year Rule,” which dictates that they may not be appointed beyond seven years without achieving tenure. [[Faculty Handbook, p.82](#)] The rigorous Promotion and Tenure process ensures that each of the tenured faculty members has the preparation, ability, and motivation to make substantial contributions to the University’s mission in the core mission areas of teaching (which may include advising and serving as major professor or a member of a graduate student’s committee) and research. [[Promotion and Tenure Process](#)] The General Faculty also lead the University’s service mission, exercising faculty governance in relation to the curriculum at all levels, academic policy, and matters of importance to the university community. [[FSU Constitution](#)] Each tenure-track faculty member’s AOR determines what percentage of their effort is directed at each portion of the mission, yet they must all contribute to each portion. [[Tenure-Track Faculty AOR](#)] Untenured faculty on the tenure track must be given AORs that provide them with an equitable opportunity, in relation to others in their unit, to achieve Promotion and Tenure. [[FSU-BOT Collective Bargaining Agreement 2016-2019, Article 9.1\(d\)](#)] [[Faculty Handbook, p.65-66](#)] Thus, tenure-track faculty take the lead in accomplishing FSU’s strategic goal of “amplifying excellence across our academic and research programs.” [[Strategic Plan, Goal II, Academic and Research Excellence](#)] All tenure-track faculty are evaluated annually, consistent with the standards set out in the Collective Bargaining Agreement. [[FSU BOT-UFF Collective Bargaining Agreement 2016-2019, Article 10](#)] [[Annual Evaluation Summary Form](#)]

In contrast, specialized faculty members, who are not on the tenure-track, have AORs that are concentrated in either teaching (including advising) or research. [[Specialized Faculty AOR](#)] Specifically, their AORs must include at least 75% teaching responsibilities (which can include advising) for the Teaching Track (Teaching Faculty I, II, III) and 75% research for the Research Track (Research Faculty I, II, III). [[Faculty Handbook, p.66-67](#)] Thus, these faculty members serve specific roles that support FSU’s mission and strategic objectives, giving deans the ability to hire specialized faculty to either strengthen teaching in a particular unit or to bolster the cutting-edge research being conducted by the tenure-track faculty. The specialized faculty ranks also include two tracks, Instructional Support I, II, III, and Research Support (Assistant in Research, Associate in Research, and Senior Research Associate), designed to support the efforts of both tenure-track and specialized Teaching and Research Faculty. The Support Tracks contain identical constraints on their assignments, requiring a clear focus on either instructional or research support. [[Faculty Handbook, p.66-67](#)]

Both the Panama City, Florida, campus and the Republic of Panama campus are special cases regarding faculty employment structure. In the Republic of Panama, faculty are not FSU employees and are not included in the total numbers cited below. The FSU Panama Foundation under the jurisdiction of the Panamanian Labor Code hires all faculty members employed at the Republic of Panama campus. Their credentials are reviewed and approved by

department chairs of the FSU degree programs that are authorized by the Tallahassee campus deans to be taught on the Panama Campus. Faculty at the Republic of Panama campus have a process of annual evaluation, and there are ranks for local purposes. Although the concept of tenure does not apply, faculty at the Republic of Panama campus hold indefinite contracts based on the Panamanian Labor Code and are classified into the following ranks: Instructor, Assistant Professor, Associate Professor, or Professor. [\[Republic of Panama Faculty\]](#) On the Panama City campus, most faculty are specialized teaching faculty, in accordance with the teaching mission of the branch campus. Panama City faculty are included in the overall FSU faculty numbers cited below. [\[Panama City Faculty\]](#)

### **Full-Time Faculty Numbers**

Having 1,752 full-time FSU faculty in place during fall of 2014 when the university's accreditation was last affirmed, was deemed “adequate” at that time, with approximately the same number of students enrolled as in fall semester 2018. Due to intentional and strategic efforts to build faculty strength since that time, those numbers increased by 19% in only four years, while enrollment grew by only 0.6% over that period. Thus, in fall 2018, there were 2,086 full-time faculty at FSU. [\[Faculty by Type Fall 2018\]](#) The largest increase occurred in academic year 2018-19, when 125 new faculty lines were added.

Those 2,086 total faculty members break down into the following types of positions within the faculty employment structure. The majority of faculty are tenured (788) or tenure-track (369) faculty, consistent with FSU’s identity and mission as a leading research institution. There is a smaller number of specialized faculty (862), composed of 356 specialized teaching faculty and 38 instructional support faculty. Specialized research faculty numbered 147 in 2018, with a larger number (321) of research support faculty. [\[Faculty by Type Fall 2018\]](#)

Analysis of courses taught by classification reveals that a strong majority of FSU courses in fall 2018 (76%) were taught by regular, full-time faculty. The percentage of graduate courses taught by full-time faculty was even higher, at 83%. Graduate students also gained valuable experience and reduced faculty loads by teaching 16% of the courses in 2018. A small percentage of courses at each level (3.8% of graduate courses and 7.2% of undergraduate courses) were taught by adjunct instructors, many of whom have valuable professional experience to share with students preparing to enter the field. Only 1.3% of graduate courses and 1.2% of undergraduate courses were taught by faculty members on an overload status in fall 2018. [\[Courses Taught by Instructor Type\]](#)

### **Hiring Practices to Meet Benchmarks**

Strength in numbers tells one part of the faculty story, yet much more is necessary to ensure that increased numbers translate into better student educational outcomes, more research that is meaningful and impactful, and greater recognition of the University’s excellence. The strategic goal of building the “Faculty of the Future” requires selecting, supporting, and retaining a highly qualified and diverse faculty. Specifically, tenure-track faculty were hired across campus to advance excellence on all fronts, and teaching and research specialized faculty to better meet



student demand, raise the standards for student learning, and help advance the research mission of the University. [[Strategic Plan, Goal II, Grow the Faculty Initiative](#)]

One important tool for attracting high-quality faculty members is offering competitive salaries. The standard followed at FSU is “OSU-plus-10,” meaning that starting salaries for assistant professors are set at 10% above the average established by the annual Faculty Salary Study by Discipline conducted by Oklahoma State University. Another measure of quality is the level of credentialing held by faculty. At this time, 98.1% of all full-time tenure-track FSU faculty and 92% of all full-time instructional faculty hold the degree that is considered “highest in field,” usually the doctoral level, and the Provost expects that all new full-time faculty hires meet this standard, unless an exception is made. Faculty credentials are tracked carefully, and deans must petition to hire, into a Provisional Appointment, any candidate without proof of credentials, such as a transcript, yet submitted. [[Faculty Credentialing FDA Guidance](#)] [[Policy for Credentialing Faculty Members](#)]

### **Supporting and Retaining Full-Time Faculty**

Graduate Assistants work to directly support the instructional or research efforts of FSU faculty. In the fall 2018, there were 2,939 graduate assistants who are trained by the Graduate School and the academic departments to teach or to provide research or administrative assistance. In accordance with University policy, graduate students must have earned at least 18 graduate credit hours in their field before becoming “instructor of record” for an undergraduate course. [[FSU Policy for Defining Instructor of Record](#)] They are evaluated once during each period for which they are contracted (typically one or two semesters) in accordance with the criteria set out in the Collective Bargaining Agreement. Their participation is governed by the provisions of the collective bargaining agreement with the Graduate Assistant Union as well as the decisions of the Graduate Policy Committee (GPC) of the Faculty Senate. The Collective Bargaining Agreement sets the maximum workload that graduate students may assume and the GPC policy establishes standards that graduates students must meet to perform various instructional duties. [[2015-18 FSU BOT-Graduate Assistants Collective Bargaining Agreement Article 3](#)] [[University-Wide Teaching Standards for Teaching Assistants, Graduate Policy Committee](#)] [[TA Certification Memo Graduate School](#)]

Postdoctoral education plays an important role in the University’s efforts to achieve excellence in its research endeavors. In the fall of 2019, there were almost 300 “post-docs” employed at FSU. These temporary appointments provide recent Ph.D. graduates with mentored research and/or scholarly training that help them achieve their research and career goals. Most of FSU’s “post-docs” assist with research in STEM departments, although the College of Arts & Sciences has also implemented a Dean’s Postdoctoral Scholar program across all Arts & Sciences departments. Recipients have teaching and research appointments. This program also supports the faculty instructional efforts in the College. The Postdoctoral Affairs Office, part of the Graduate School, provides support, information, professional development activities, and advocacy for postdoctoral researchers and instructors. [[Postdoctoral Affairs Office](#)]

Specialized Instructional and Research Support faculty also have a direct and positive impact on faculty support. Instructional Support faculty work to innovate instruction, contribute to curriculum development and management, and help to set up tutoring services for students. Research Support faculty assist in obtaining and managing grants, oversee labs critical to faculty experiments, and contribute to research publications. In fall of 2018, there were 38 full time Instructional Support Faculty and 321 Research Support Faculty in place at FSU. [[Faculty by Type 2018](#)] Support faculty are evaluated on the basis of the promotional criteria found in the faculty Collective Bargaining Agreement. [[FSU BOT-UFF Collective Bargaining Agreement 2016-2019, Appendix J](#)] [[Annual Evaluation Summary Form](#)]

Adjunct instructors support the work of the full-time faculty by fulfilling temporary appointments, one academic term at a time. They are normally compensated on a per-course or per-activity basis, and are compensated from a specific state funding category. They may not be employed for more than 50 percent FTE throughout the year or full-time for more than 26 weeks of a year, unless approved by the President or president's designee on an individual basis for special circumstances. They are evaluated in accordance with the official university policy on evaluating all instructors of record. [[Adjunct Appointments FDA Guidance](#)] [[FSU Policy, Evaluation of Instructors of Record](#)] [[Adjunct Evaluation Reminder Memo 2019](#)] [[Adjunct Instructor Evaluation Form](#)]

The University's structure of colleges, schools, and departments also supports faculty in important ways. Specifically, department/schools help organize faculty effort to build, review, and revise curricula; provide leadership, usually in the form of a department chair or school director; mentor faculty who have not achieved the highest promotional level; evaluate each other annually and for Promotion and Tenure as well as for merit; and communicate university and department policy and procedures. Many of the associated procedures are contained in faculty-generated and approved bylaws. [[Department of Earth, Ocean and Atmospheric Science Bylaws](#)] [[College of Social Work Bylaws](#)] Departments also hire and train support staff to keep faculty apprised of important deadlines and to provide general assistance, while advising staff take the primary responsibility for course (as opposed to career) student advising, especially for undergraduate students. [[Policy on Undergraduate Advising](#)] Academic program reviews required by Florida Board of Governors Regulation give faculty members an opportunity to reexamine many indicators of program quality, such as faculty contributions to the academic unit and the mission of the University. [[Florida Board of Governors Regulation 8.015](#)] [[Quality Enhancement Reviews](#)]

Faculty governance functions exist at the college/school as well as the university levels, including an active Faculty Senate, as described in the University Constitution. Faculty Senate is a representative body that makes academic policy and formulates opinions, sometimes expressed in the form of resolutions, on matters affecting faculty. Much of the Faculty Senate's work is done through its standing committees, which oversee various aspects of academic policy and functioning. [[FSU Constitution](#)] [[Graduate Policy Committee](#)] [[Undergraduate Policy Committee](#)] [[University Curriculum Committee](#)]

The central administration provides many sources of support for faculty development. The Office of Human Resources implements faculty employment practices in collaboration with the Vice President for Faculty Development and Advancement; manages employee benefits, provides leadership in areas related to diversity and inclusion, and provides assistance to academic leaders regarding staffing issues. [[Human Resources](#)] The Division of Finance and Administration also supports the Employee Assistance program, which provides free counseling and referral to support faculty and staff. [[Employee Assistance Program](#)] Information Technology Services provides IT infrastructure and support to all faculty to support their research and teaching. [[Information Technology Services](#)] The Libraries provide extensive services to support faculty research and publication as well as student learning, including access for traveling scholars and office delivery of hard-copy materials through the Library Express Delivery Service. [[FSU Libraries Faculty Services](#)]

The Office of Research promotes and supports research in all fields in which faculty across the University are engaged. It helps with proposal development; administers first-year assistant professor grants, along with other funds to support faculty research; oversees the institutional review board for human subjects; provides research overhead dollars to academic units; cultivates positive relations with relevant governmental and granting agencies; ensures research compliance; and supports a number of centers where faculty perform cutting-edge research. [[Office of Research](#)]

The Office of Distance Learning (ODL) plays a key role in helping faculty adapt their courses to an online format and implement online degree/certificate programs, as approved by the Faculty Senate's Graduate Policy Committee or the Undergraduate Policy Committee. [[Request to Offer Graduate Degree Online](#)] [[Request to Offer Undergraduate Degree Online](#)] Their instructional designers and technical staff provide hands-on assistance that helps to ensure that online course offerings are of the highest quality and integrity possible. ODL also manages the student-learning platform used across campus and oversees the Testing Center as well as coordinates the logistics of the instructor evaluation process. [[Office of Distance Learning](#)]

The Center for the Advancement of Teaching was established in 2017 with the goal of seeking "to recognize and cultivate learner-centered teaching throughout the University by providing support to faculty as they balance cutting-edge research with thoughtful teaching." Its services, including faculty reading groups focused on student-centered pedagogy, weekly teaching tips, consultation regarding curricular and course design and re-design, and orientation sessions for new faculty, are already widely utilized by departments and individual instructors. [[Center for the Advancement of Teaching](#)] [[How am I Doing in this Course Tip](#)]

The Office of Faculty Development and Advancement (FDA) focuses its efforts on attracting, supporting, and retaining excellent faculty and is central to the University's efforts to build the "Faculty of the Future." It provides support throughout the span of each faculty member's career, coordinates important processes such as Promotion and Tenure that help ensure the highest possible caliber of the faculty, and supports effective academic administration through education, information-sharing, and policy-making for faculty employment. FDA support of individual faculty members includes programs such as faculty writing retreats, adoption and group

discussion of resources available from the National Center for Faculty Diversity and Development (NCFDD), and support for national and international faculty awards. In the academic year 2018-19, 137 individual faculty took advantage of 15 such programs sponsored by the office. [\[NCFDD\]](#) [\[Individual Faculty Participants in FDA Events 2018-19\]](#) Examples of support for excellence in academic administration include the Academic Leadership Toolkit, an online resource for department chairs, biannual chairs and deans meetings, and analysis, dissemination, and follow-up on data provided by FSU faculty in the COACHE satisfaction survey. [\[Academic Leadership Toolkit\]](#) [\[COACHE Survey Results\]](#)

### **Evidence of Full-Time Faculty Adequacy: Meeting Key Benchmarks**

There is ample evidence that FSU faculty members, including existing faculty and those who were hired in the past five years, have helped the University meet the strategic goals relevant to its mission. Full-time faculty numbers have enabled the university to meet and exceed research benchmarks, providing evidence of full-time faculty adequacy in this area. Regarding research activity, grant applications in 2017-2018 numbered 1,265, 16% higher than the 2013 total. Grant funding totals also increased by 13%, reaching \$226,296,396 by 2018. Patents during the same time period increased 22%. [\[Research Awards Through 2018\]](#) In fall 2019, FSU announced that a record \$233.6 million dollars in research dollars were awarded by federal, state, and private sources to support the creation of new knowledge in many areas, including health sciences, high-energy physics, and marine biology. [\[Record Research Funding\]](#) FSU faculty also continue to garner prestigious national and international awards such as membership in the American Academy of Arts & Sciences, National Science Foundation CAREER awards, and National Endowment for the Humanities Fellowships. The University was also recognized recently, for the second time, as a top producer of Fulbright scholars. [\[Faculty Awards\]](#)

The most important indicator of faculty adequacy is student success. Student retention rates are high at 92.6%, and due to nationally-recognized support programs such as the Center for Academic Retention and Enhancement, there is no significant difference between first-year retention rates between first-generation students and the rest of the population. [\[CARE Program\]](#) FSU's six-year student graduation rates are the highest in the State University System of Florida, reaching 82.9% for the fall 2012 student cohort. This compares to a 76.9% graduation rate for the fall 2007 cohort and represents a substantial accomplishment. The four-year graduation rate is currently 71.5%, the highest in the State University System of Florida's history. This places FSU's graduation rate eleventh among U.S. public universities' rates. [\[FSU SUS Accountability Plan 2018-19\]](#) [\[Strategic Plan, Goals IV and V, Bolster Curricular and Co-Curricular Offerings to Encourage Engaged Learning and Post-Graduation Success\]](#) Significantly, the student-faculty ratio has seen a dramatic decrease, from 26.1:1 in 2013-14 to 20.5:1 in 2018-19. This represents a 20% improvement that has also affected average class size, a factor that impacts the quality of students' educational experiences and outcomes directly. In the fall of 2018, 56.6% of FSU classes had 19 or fewer students enrolled. [\[Common Data Set 2013-2014 Section I\]](#) [\[Common Data Set 2018-2019 Section I\]](#) The student faculty ratio of 20.5:1 puts FSU comfortably among the best public four year universities in Florida

where the range is from 8.7:1 for New College to 37.7:1 for the University of Central Florida to Florida International University at 38.4:1. [\[IPEDS Fall 2018\]](#)

The institution has adequate full-time faculty to fulfill the service component of its mission. Analysis of Fall 2018 faculty assignment of responsibility data shows 680 faculty engaging in some form of public service, and 60 performing service in the Florida's public schools. Faculty governance is another major element of service, with 1,197 faculty serving on committees and 31 playing other roles in university governance. [\[Faculty Service\]](#)

Faculty are adequate to serve in nontraditional areas. For example, the Resilience Project was conceived and developed by three lead researchers from the Institute for Family Violence Studies at the College of Social Work, with contributions from 10 academic colleges, the Department of Athletics, the Office of Distance Learning, and the Division of Student Affairs. The goal is to help students recognize the impacts of past trauma on the ability to cope with stressful situations and build students' abilities to manage the challenges inherent in college life. The materials developed by the project team, including animated interventions, have been adopted widely by FSU students, faculty, administrators, and staff. In addition, universities across the country have invited the lead researcher, Dr. Karen Oehme, to describe the project as they attempt to follow FSU's lead in this important area. The Resilience Project received the John L. Blackburn Award granted by the American Association of University Administrators in June of 2019. [\[Resilience Project\]](#) [\[Resilience Project FSU News\]](#) [\[Resilience Project National Award\]](#)

One of the ways to measure success in meeting the goal of excellence across all FSU academic and research programs is by comparing its improvement in national rankings to its peers. In the fall of 2019, the Florida State University community learned that, based on these dramatic improvements in the strength of the faculty and evidence of student success, FSU was ranked 18th in the country among national public universities in the U.S. News & World Report's "Best Colleges 2020" Guidebook. This is a remarkable trajectory for the University, which has risen 25 spots since placing 43rd in 2016. Growth in the number of faculty played an important role in the rise in the overall ranking. Most notably, faculty hires directly impact the University's ranking through decreasing student-faculty ratios and increasing the total number of sections and small classes the University can offer. [\[US News and World Report Ranks FSU Number 18 Among Public Universities\]](#) FSU has also received the Higher Education Excellence in Diversity Award from *Insight into Diversity* magazine for six years running and received the 2018 Platinum Level Institutional Award for Global Learning, Research, and Engagement from the prestigious Association of Public Land-grant Universities.

## **Conclusion**

Florida State University employs an adequate number of full-time faculty members to support the mission and goals of the institution.



**6.2.b** *For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (Program faculty)*

☒ Compliance

☐ Non-compliance

## Narrative

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

## Definitions

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

The University defines full-time faculty in a manner consistent with the definition required by the State University System of Florida as 1.0 FTE and part-time faculty as "below 1.0 FTE" and uses this definition to submit this information to the Common Data Set. [[Faculty Handbook, p.12](#)] [[Common Data Set 2018-2019 Section I](#)] Faculty members’ Assignment of Responsibility (AOR) establishes the amount of effort dedicated to teaching, research, and service, the three roles tied most directly to the institutional mission. [[Annual FDA Assignment of Responsibility Memo](#)] The terms and conditions of faculty employment are governed by the FSU Board of Trustees - United Faculty of Faculty Collective Bargaining Agreement. [[FSU-BOT Collective Bargaining Agreement 2016-2019](#)] In the fall of 2018, there were 2,247 full-time faculty at FSU. [[Faculty by Type Fall 2018](#)] [[FSU Fact Book 2018-19, Faculty and Staff Indicators](#)]

## Roles and Responsibilities of Faculty by Type

Under the FSU Constitution, the General Faculty develop and oversee the curriculum. [[FSU Constitution](#)] “General Faculty” includes all of those holding academic ranks of Assistant Professor, Associate Professor, and Professor (which includes Eminent Scholar). Those in these ranks are commonly called “tenure-track faculty” and are subject to the university’s “Seven-Year Rule,” which dictates that they may not be appointed beyond seven years without achieving tenure. [[Faculty Handbook, p.82](#)] The rigorous Promotion and Tenure process ensures that each tenured faculty member has the preparation, ability, and motivation to make substantial

contributions to the University's mission in the core area of teaching in its academic programs (which may include advising and serving as major professor or a member of a graduate student's committee) as well as research. [\[Promotion and Tenure Process\]](#) The General Faculty also lead the University's service mission, exercising faculty governance in relation to the curriculum at all levels, academic policy, and related matters of importance to the university community. Much of the service performed by faculty within the university relates directly to the development, review, and revision of the curricula in degree and certificate programs. [\[FSU Constitution\]](#) Each tenure-track faculty member's Assignment of Responsibility (AOR) determines what percentage of their effort is directed at each portion of the mission. [\[Tenure-Track Faculty AOR\]](#) All tenure-track faculty are evaluated annually, consistent with the standards set out in the Collective Bargaining Agreement. [\[FSU BOT-UFF Collective Bargaining Agreement 2016-2019, Article 10\]](#) [\[Annual Evaluation Summary Form\]](#)

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

All specialized faculty members are hired for their expertise in either teaching or research and have the opportunity to earn, through meritorious performance in their assigned duties, promotion through the appropriate specialized faculty ranks as well as multi-year employment contracts. [\[FSU BOT-UFF Collective Bargaining Agreement 2016-2019, Appendix J\]](#) [\[Faculty Handbook, p.85-89\]](#) They are evaluated annually, consistent with the same provisions that apply to tenure-track faculty. [\[FSU BOT-UFF Collective Bargaining Agreement, Article 10\]](#) Teaching faculty are evaluated in accordance with the official university policy on evaluating all instructors of record. [\[FSU Policy, Evaluation of Instructors of Record\]](#)

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

faculty, in accordance with the special teaching mission of the branch campus. [[Panama City Faculty by Type](#)]

Full-time faculty includes tenure track and specialized faculty as well as the faculty at the Republic of Panama branch campus.

Thus, faculty members in all classifications contribute to the University's three-pronged mission of teaching, research, and service, based on a complex set of factors involving the specific mission of their instructional site, the nature of their academic unit, the nature of their particular degree program, their faculty classification, and their individual Assignment of Responsibility.

## **Support**

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

Faculty governance functions continue at the college/school as well as the university levels, including an active Faculty Senate, as described in the University Constitution. Faculty Senate is a representative body that makes academic policy and formulates opinions, sometimes expressed in the form of resolutions, on matters affecting faculty. Much of the Faculty Senate's work is done through its standing committees, which oversee various aspects of academic policy and functioning affecting academic programs. [[FSU Constitution](#)] [[Graduate Policy Committee](#)] [[Undergraduate Policy Committee](#)] [[University Curriculum Committee](#)] Departments also hire and train support staff to keep faculty apprised of important curriculum deadlines and to provide general assistance. Advising staff take the primary responsibility for course (as opposed to career) student advising, especially for undergraduate students. [[Policy on Undergraduate Advising](#)]

Graduate Assistants work to directly support the instructional or research efforts of FSU faculty. In the fall 2018, there were 3,145 graduate assistants who were trained by the Graduate School and in their academic departments to teach or to provide research or administrative assistance. [[Institutional Research Fall 2018 Fact Sheet](#)] [[Program for Instructional Excellence](#)] Some postdoctoral appointees assist with instruction as well as perform research. The Postdoctoral Affairs Office, part of the Graduate School, provides support, information, professional development activities, and advocacy for postdoctoral researchers and instructors.



Individual mentoring and oversight is provided by the sponsoring faculty member and is considered an essential element of the postdoctoral experience. [\[Postdoctoral Affairs Office\]](#)

Specialized instructional and research support faculty also have a direct and positive impact on faculty instructional efforts in degree and certificate programs. Instructional Support faculty work to innovate instruction, contribute to curriculum development and management, and provide academic advising and help set up tutoring services for students. Research Support faculty assist in obtaining and managing grants, oversee labs critical to faculty experiments, and contribute to research publications. In the fall of 2018, there were 100 full-time Instructional Support Faculty and 151 full-time Research Support Faculty in place at FSU. [\[Faculty by Type Fall 2018\]](#) Support faculty are evaluated on the basis of the promotional criteria found in the faculty Collective Bargaining Agreement. [\[FSU BOT-UFF Collective Bargaining Agreement 2016-2019, Appendix J\]](#) [\[Annual Evaluation Summary Form\]](#)

Adjunct instructors support the work of the full-time faculty by fulfilling temporary appointments, one academic term at a time. They are normally contracted on a per-course or per-activity basis, and are compensated from a specific state funding category. They may not be employed for more than 50 percent FTE throughout the year or full-time for more than 26 weeks of a year, unless approved by the President or president's designee on an individual basis for special circumstances. [\[Adjunct Appointments FDA Guidance\]](#) Adjuncts are evaluated in accordance with the official university policy on evaluating all instructors of record. [\[FSU Policy, Evaluation of Instructors of Record\]](#) [\[Adjunct Evaluation Reminder Memo 2019\]](#) [\[Adjunct Instructor Evaluation Form\]](#) Adjunct instructors do not play a major role in supporting degree and certificate programs. In fact, in the fall of 2018, only 3.8% of graduate courses and 7.2% of undergraduate courses were taught by adjuncts. [\[Courses Taught by Instructor Type\]](#)

The central administration provides many sources of support for faculty participation in academic programs. The Office of Human Resources implements faculty employment practices in collaboration with the Vice President for Faculty Development and Advancement manages employee benefits, provides leadership in areas related to diversity and inclusion, and provides assistance to academic leaders regarding staffing issues. [\[Human Resources\]](#) The Division of Finance and Administration also supports the Employee Assistance program, which provides free counseling and referral to support faculty and staff. [\[Employee Assistance Program\]](#) Information Technology Services provides IT infrastructure and support to all faculty to support their research and teaching. [\[Information Technology Services\]](#) The Libraries provide extensive services to support faculty research and publication as well as student learning, including access for traveling scholars and office delivery of hard-copy materials through the Library Express Delivery Service. [\[FSU Libraries Faculty Services\]](#)

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compliance; and supports a number of centers where faculty perform cutting-edge research. [[Office of Research](#)]

The Office of Distance Learning (ODL) plays a key role in helping faculty adapt their courses to an online format and implement online degree/certificate programs, as approved by the Faculty Senate's Graduate Policy Committee or the Undergraduate Policy Committee [[Request to Offer Graduate Degree Online](#)] [[Request to Offer Undergraduate Degree Online](#)] Their instructional designers and technical staff provide hands-on assistance that helps to ensure that online course offerings are of the highest quality and integrity possible. ODL also manages the student-learning platform used across campus and oversees the Testing Center, as well as coordinates the logistics of the instructor evaluation process. [[Office of Distance Learning](#)]

The Center for the Advancement of Teaching was established in 2017 with the goal of seeking “to recognize and cultivate learner-centered teaching throughout the University by providing support to faculty as they balance cutting-edge research with thoughtful teaching.” Its services, including faculty reading groups focused on student-centered pedagogy, weekly teaching tips, consultation regarding curricular and course design and re-design, and orientation sessions for new faculty, are already widely utilized by departments and individual instructors. [[Center for the Advancement of Teaching](#)] [[How am I Doing in this Course Tip](#)]

The Office of Faculty Development and Advancement (FDA) focuses its efforts on attracting, supporting, and retaining excellent faculty. It provides support throughout the span of each faculty member's career, coordinates important processes such as Promotion and Tenure that help ensure the highest possible caliber of the faculty, and supports effective academic administration through education, information-sharing, and policy-making for faculty employment. FDA support of individual faculty members includes programs such as faculty writing retreats, adoption and group discussion of resources available from the National Center for Faculty Diversity and Development, and support for national and international faculty awards. In the academic year 2018-2019, 137 individual faculty took advantage of 15 such programs sponsored by the office. [[NCFDD](#)] [[Individual Faculty Participants in FDA Events 2018-2019](#)] Examples of support for academic administration include the Academic Leadership Toolkit, an online resource for department chairs, biannual chairs and deans meetings, and analysis, dissemination, and follow-up on data provided by FSU faculty in the COACHE faculty worklife satisfaction survey. [[Academic Leadership Toolkit](#)] [[COACHE Survey Results](#)]

## **Oversight**

University policies require coordinated efforts at many levels to ensure that those faculty and other instructors who lead and provide instruction in programs offered by the institution can perform those functions effectively. One of these qualified faculty members, often the department chair, takes responsibility for directing the program. This role may also be delegated to another qualified faculty member, especially in large departments/schools with several degree programs. Each of the support mechanisms for full-time faculty described in the previous section enable full-time faculty members to fulfill their program oversight responsibilities effectively. Although the availability of certain of these supports varies by campus site – for

example, Teaching Assistants are not available at either the Republic of Panama or the Panama City campus – the director of each program functions with appropriate levels of support. [[Program Coordination, Faculty Handbook, p. 23](#)] [[Degree and Certificate Program Directors](#)] The certificate approval process requires that a qualified faculty member be designated as responsible for the program. Department chairs often do not direct certificate programs themselves; more often, faculty members with interest and expertise in a specific area serve that function.

The Policy for Credentialing Faculty Members sets forth requirements for establishing, prior to hire, that the credentials for new faculty qualify them to teach in and make other contributions to academic programs and describes a short-term provisional appointment process in cases where the official transcript is not yet available. [[FSU Policy for Credentialing Faculty Members](#)] University practices related to overloads are governed by the collective bargaining agreement as well as the Faculty Handbook. They are designed to ensure that overloads are accepted voluntarily by the faculty member; that they are offered equitably and only to qualified faculty; and that they do not create conflicts of interest. [[FSU BOT-UFF Collective Bargaining Agreement, Article 8, p.18](#)] A very small percentage of courses (1.3% of graduate and 1.2% of undergraduate) were taught by faculty on an overload basis in the fall of 2018 [[Courses Taught by Instructor Type](#)] [[Faculty Handbook, p.36](#)]

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

Graduate teaching assistants' role in undergraduate education is governed by a number of entities, including The Graduate School. [[The Graduate School](#)] In accordance with University policy, graduate students must have earned at least 18 graduate credit hours in their field before becoming "instructor of record" for an undergraduate course. [[FSU Policy, Instructor of Record](#)] They are evaluated once during each period for which they are contracted, (typically one or two semesters), in accordance with the criteria set out in the Collective Bargaining Agreement. Their participation is governed by the provisions of the collective bargaining agreement with the Graduate Assistant Union and University regulation, as well as the decisions of the Graduate Policy Committee (GPC) of the Faculty Senate. The Collective Bargaining Agreement sets the maximum workload that graduate students may assume and the GPC policy establishes standards that graduate students must meet to perform various instructional duties. [[2015-18 FSU BOT-Graduate Assistants Collective Bargaining Agreement Article 3](#)] [[University-Wide Standards for Graduate Teaching Assistants, Graduate Policy Committee](#)] [[TA Certification Memo Graduate School](#)] [[FSU Regulation 5.002 - Teaching, Research and Graduate Assistants](#)] [[The Graduate School](#)]

## Regular Reviews

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

Deans and department chairs review program quality on a regular basis, with help from dashboards developed for their use by the Office of Institutional Research. These dashboards display student headcount enrollment by major, credit hours taken and earned by academic department, and degrees awarded among other key metrics of productivity. [[Department Dashboards All Units March 2019](#)] Academic program reviews required by Florida Board of Governors Regulation, called “Quality Enhancement Reviews” at FSU, also give faculty members an opportunity to reexamine many indicators of program quality, such as faculty contributions to the academic unit and to the mission of the University; program faculty adequacy; relevance of the curriculum from the point of view of the external reviewer; quality of program leadership; and whether substantive reviews of the curriculum have occurred on a regular basis. [[BOG Regulation 8.015](#)] [[Quality Enhancement Reviews](#)] Degree maps with course milestones (Academic Requirements Reports) are required for all undergraduate programs and help advisers and students assess progression toward the degree as well as help program directors, department chairs, and deans ensure that the appropriate courses are offered in each semester’s course schedule. [[Academic Requirements Report](#)] [[Human Sciences Second Chance Contract](#)] In addition, Undergraduate Studies convenes the Demand Analysis Numbers Group at strategic points in time to analyze data from course maps to anticipate gaps in course availability so that they can be filled by adding additional sections. [[DANG Course Map Data](#)] [[DANG Seats by Requirement Data](#)]

Another process required by the Florida Board of Governors looks periodically at another measure of program effectiveness – how many students have graduated from the program in the past five years. Using thresholds of 30 graduates for bachelor’s degrees, 20 for masters, and 10 for doctoral and specialist programs, each degree program’s productivity is evaluated, requiring each institution to either justify continuing the program or deciding to terminate the program. The certificate policy requires a review of each certificate at least every seven years and requires terminating the program if no certificates have been earned during that time. [[FSU Policy for Certificates, Specialized Studies, and Minors](#)]

## Faculty Data by Program

In spring semester 2019, the Office of Institutional Research and the Office of Faculty Development and Advancement collected data from several sources to determine how many full-time and how many part-time faculty were associated with each degree program in the fall of 2018. These offices were particularly interested in capturing faculty counts accurately for interdisciplinary programs as well as for “interdisciplinary” faculty who are qualified to teach across academic departments and degree programs. Thus, lists of faculty approved for graduate teaching and/or faculty status were pulled from the Graduate Tracking System for each degree program, and names of faculty teaching courses during fall semester 2018 that matched the C.I.P. Code for each degree were pulled from the student data system. The resulting lists of full- and part-time faculty were sent to academic departments to review and either confirm or correct. [\[Program Faculty Memo and Instructions\]](#) Student-faculty ratios were computed for each program by dividing the fall 2018 student program enrollment by the sum of full-time program faculty for the student-to-full-time faculty ratio. The student-all-faculty ratio was calculated by assigning a weight of one-third to each part-time faculty member, adding the result to the full-time faculty number, and dividing the fall 2018 enrollment by that total. [\[Degree Programs - Student, Faculty, and Ratios\]](#)

In order to capture the wide range of faculty members teaching courses in interdisciplinary degree programs, an additional analysis was performed. Curricular maps were obtained and instructors of required and elective courses were identified through the student data system. Part-time faculty were identified and each given a weight of one-third, and the resulting total of supplemental instructional faculty was added to the primary program faculty, then divided by student enrollment, to obtain a “Student-All Faculty Ratio.” This practice follows the IPEDS calculation of student-faculty ratios, which divides the number of part-time faculty by 3 before adding it to the full-time faculty count to obtain the number of total faculty.

The number of faculty members contributing to certificate programs were obtained from certificate curricula and were confirmed by pulling course instruction data for the specific courses required for certificate completion.

## Results

Data show that full-time faculty are involved in sufficient numbers in all traditional degree and certificate programs. Specifically, analyses revealed that the average student/faculty ratio in degree programs is 7.1:1 for programs offered on the Tallahassee campus, 7.3:1 for programs offered on the Panama City, Florida, campus, 6.8:1 at the Asolo Conservatory for Actor Training in Sarasota, 3:1 for programs offered at the Republic of Panama, and 7.3:1 for online programs. Student-faculty ratios are highest in bachelor’s degree programs, which have an average of 15:1. These by-program student-faculty ratios compare favorably to the institution’s reported overall student-instructional faculty ratio of 20.8:1 because the Provost and the deans have made substantial efforts recently to ensure that high-enrollment undergraduate programs are supported by sufficient faculty. In addition, analysis of the programs with student-faculty ratios below 5.0 reveals that 84% are graduate programs. Doctoral programs have low student-faculty ratios by



design to allow for high levels of student-faculty interaction, and some master's degrees are granted as part of doctoral-program milestones. Several of the master's and bachelor's degrees offered at branch campuses also appear on the "below 5.0" list, pointing to their potential to recruit more students into those degree programs. The two programs with the highest student-faculty ratios are discussed below as "other special cases." [[Degree Programs - Students, Faculty, and Ratios](#)] [[Average Student-Faculty Ratio by Level and Site-Modality](#)]

Results for certificates are even more favorable than for degree programs, with an average student-faculty ratio of 1.3:1. Certificate programs have a smaller number of faculty members associated with them than degree programs, yet they also have many fewer students enrolled. [[Certificate Programs, Students, Faculty, and Ratios](#)]

The low student-faculty ratios resulting from these analyses are also related to the institution's recent efforts to reduce class sizes, which resulted in 56.6% of the classes in fall 2018 having 19 or fewer students enrolled. [[Common Data Set 2013-2014 Section I](#)] In addition, university-wide during fall of 2018, 70.1% of the undergraduate courses and 83% of the graduate courses were taught by full-time faculty. [[Courses Taught by Instructor Type](#)]

## **Interdisciplinary Programs**

Because interdisciplinary programs are structured to provide students more flexibility to design their curriculum than traditional programs, defining how many full-time faculty contribute to them is more difficult. Thus, the methodology described above was used to identify the instructional faculty who supplement the primary faculty responsible for directing and sustaining the program. The resulting average student-faculty ratio across 21 programs is 3.6:1, with a range from .2:1 to 23.1:1. The four large-enrollment interdisciplinary undergraduate degree programs on the Tallahassee campus (International Affairs, Interdisciplinary Medical Sciences, Interdisciplinary Social Sciences, and Interdisciplinary Humanities), are each structured in a similar way. A group of four or five full-time faculty teach core courses required of all students, one faculty member serving as the program director. The remainder of the students' major courses are taught by full-time faculty members in the traditional departments within each student's chosen curriculum. This explains why the "Student-All Faculty Ratio" for each program is considerably lower than the "Student-Primary Faculty Ratio" for each of these programs. [[Interdisciplinary Programs - Student Faculty Ratios](#)]

## **Other Special Cases**

The Finance degree attracts numerous students as either first or second majors; 1,820 students were enrolled at the bachelor's level in fall of 2018, creating a student-faculty ratio of 86.7:1. The Department of Finance lost six tenure-track faculty members in the several years leading up to this 2018 snapshot, most of whom left for positions at other universities, and one of whom died unexpectedly. There is strong competition for qualified tenure-track faculty members in Finance, who can command very high salaries that are more readily available at well-endowed private institutions. Since 2017, six new full-time Finance faculty members have been hired, four of whom are tenure-track and two of whom are specialized teaching faculty. They are currently

interviewing for an additional tenure-track line, and hope to add at least one more in 2020 or beyond. In order to continue to offer a high-quality program despite the large number of students, the Department utilizes doctoral students and qualified master's students as Teaching Assistants to assist in large courses. This arrangement allows students to make progress toward their degree at an efficient pace; approximately 2,000 students per semester are served by these courses. Online learning is also employed strategically in the program; three 3000-level courses are offered online.

The College of Criminology and Criminal Justice was ranked No.1 among the world's leading universities by the Center for World University Rankings in 2017. Its programs attract large numbers of students; in the fall of 2018, 1,493 students were enrolled in the bachelor's degree program, creating a student/faculty ratio of 64.9:1. To ensure quality instruction under these conditions, the College implemented a new instructional model to increase the number of small classes for the required courses that typically have enrolled 50 students or more. The new model of instruction created small class sizes by utilizing combined lecture and discussion components for certain courses. Each course discussion section is now capped at 19 students. The lectures are taught by faculty and the discussion sections are led by visiting faculty, post-doctoral students, or graduate assistants. Along with the small class size initiative, the College continues to request faculty lines and hire new faculty and post-docs. In 2018, the College hired two additional faculty members, as well as two post-doc teaching fellows. Increasing the number of faculty has helped the College meet enrollment demands.

## **Conclusion**

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

**6.2.c** *For each of its educational programs, the institution assigns appropriate responsibility for program coordination. (Program coordination)*

☒ Compliance

☐ Non-compliance

## Narrative

For each of its educational programs, Florida State University (FSU) assigns appropriate responsibility for program coordination. 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, p.4](#)] One aspect of this responsibility is the appointment of academically qualified faculty to coordinate academic programs.

On the main campus in Tallahassee, the process of coordinating degree programs varies across the 16 colleges of the University and is responsive to the organizational structure of individual units. Program coordination is the responsibility of the department chair (or equivalent) or is delegated, when appropriate, to other qualified program faculty. The FSU Faculty Handbook states, "A department chair heads each of the departments of the colleges. Chairs report to deans and serve at their pleasure, subject to written procedures in their unit's bylaws. Bylaws also outline procedures for consultation of faculty regarding appointment of their chair as well as define faculty participation in curriculum development. Department chairs (or equivalent) are responsible for coordinating all aspects of academic program(s) in each academic unit, including degree requirements and curricular offerings." [[FSU Faculty Handbook, p.23, 2018](#)]

Each college or school addresses internal operations regarding the curriculum in its bylaws. 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, p.4](#)] The bylaws of each unit outline which faculty members are responsible for various aspects of program coordination and curriculum. 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...". [[Family and Child Sciences Bylaws, Article IV, p.2](#)]

Depending on the size of the college or department and the variety of degree programs that department offers, responsibility for program coordination and curriculum rests with department chairs, program directors/coordinators, or undergraduate/graduate coordinators for specific programs. Program coordination varies to meet the needs of colleges with different internal structures. To illustrate, the various undergraduate and graduate programs in the College of



Communication and Information are coordinated by Directors for each of the three schools housed in the college. The College of Music, for example, does not have departments. For the Music Performance degree program, a program coordinator is identified for each performance area (e.g. strings, voice, percussion). Program coordinators are also selected for each non-performance degree program – Arts Administration, Music - Liberal Arts, Music Education, Music Theory and Composition, Music Therapy, Musicology, and Opera Production. The colleges and schools adopt program coordination structures that meet their unique internal operations and governance needs.

### **Program Coordination and Faculty Credentialing**

The name of each academic program and the individual(s) responsible for program coordination along with the individual's highest degree earned, discipline, name of degree granting institution, and additional related information notes is provided. [[Academic Program Coordinators](#)] With some exceptions, faculty members hold either the doctoral degree or the terminal degree in their field as determined by the faculty of that unit. The University's Policy for Credentialing Faculty Members requires all faculty members possess "the academic preparation, training, or expertise to teach in an academic setting". [[FSU Policy, Credentialing Faculty Members](#)] The policy outlines the process for faculty credentialing, with primary consideration given to the highest degree earned in the discipline. Beyond the terminal degree, the institution also considers competence, effectiveness, and professional qualifications such as earned degrees, related work experience in the field, and demonstrated excellence in teaching. The responsibility for verification and validation of credentials is given to the instructional unit, typically the department and college, with approval by the academic dean and the Vice President for Faculty Development and Advancement. This documentation must be on file in the college, as well as the Office of Human Resources. Upon appointment, all faculty submit vitae and transcripts, which are maintained in the Office of Human Resources and available to the Office of Faculty Development and Advancement.

Therefore, faculty members responsible for program coordination have a documented, 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. The colleges have web pages that link to the sites of individual departments/programs. These sites also contain information about faculty members such as faculty vitae and accomplishments.

Faculty are evaluated each year by the relevant department chair and academic dean as part of the annual review of all faculty as described in the Faculty Handbook [[FSU Faculty Handbook – 2018, Section 5: Faculty Development, Evaluations, p.70](#)] and in the BOT-UFF Collective Bargaining Agreement. [[Article 10, Performance Evaluations, p.33](#)] Criteria for review are included in each unit's bylaws which are approved by the unit faculty, the Dean of the College or Director of the School, and the Vice President of Faculty Development and Advancement. These

criteria include evaluation of any assigned responsibilities, which include other administrative or related duties such as program coordination. [[Faculty Evaluation Form](#)]

Frequently, program coordination rests with the department chair. For example, the College of Social Sciences includes five departments, and the degree programs in each are coordinated by the department chair, a faculty member elected to serve as the lead academic and administrative officer for a department, in collaboration with undergraduate and/or graduate curriculum committees. The Political Science Department, one of five in the college, elects a chair as the “chief executive officer of the Department... and shall consult with the proper committees on matters such as appointments, tenure, promotion, salary, curriculum, assignment of teaching and research assistantships, and allocation of resources.” [[Political Science Department Bylaws, p.2-4](#)] The current chair, who acts as program coordinator, holds a Ph.D. in Political Science. Additionally, the department has an Undergraduate Studies Committee and a Graduate Studies Committee, charged with ensuring quality programs and recommending curricular changes to the department’s faculty and chair, who is responsible for ensuring implementation in their role as program coordinator. Similarly, the School of Public Administration, also in the College of Social Sciences, has a Director who serves in the same capacity, with the support of a Master’s of Public Administration (MPA) committee and an undergraduate committee which develop, propose, and review the curriculum. [[School of Public Administration Bylaws, p.20-21](#)] The school’s Director/program coordinator is a faculty member with a terminal degree in the field. Finally, the college’s interdisciplinary programs each have an appointed program chair/director who coordinates curricular offerings and policies for degrees in their purview. In these cases, the program coordinator/director has extensive research experience, academic expertise, and cross-disciplinary work experiences in the specific areas of study that are a part of the interdisciplinary program. For example, the Director for the Demography program, Dr. Carl Schmertmann, has a Ph.D. in Economics and is a faculty member affiliated with the FSU Center of Demography and Population Health. Dr. Schmertmann has published extensively on methods for demographical research. Dr. Robert Crew, Director of the bachelor’s program in Interdisciplinary Social Science, coordinates the program that uses courses from eight social science disciplines in order to satisfy the degree requirements; political science, public administration, economics, sociology, urban and regional planning, history, geography, and anthropology. Dr. Crew holds a Ph.D. in Political Science from the University of North Carolina at Chapel Hill, a bachelor’s degree in Anthropology, and a master’s degree in Public Administration. Additionally, the Director of the International Affairs and International Studies programs, Dr. Lee Metcalf, has a Ph.D. in Political Science and has extensive research and teaching experience comparative politics and international relations, the study of which is fundamental to area studies and international affairs. Coursework is chosen from various fields of study, including international affairs and political science.

Often, program coordinators have expertise in the discipline that qualifies them to provide program oversight. For example, in the College of Music, Dr. Jayne Standley coordinates the bachelor's and master's degree programs in Music Therapy. She holds the Ph.D. in Special Education/School Psychology and bachelor's and master's degrees in music therapy. Dr. Standley is an internationally acclaimed researcher in the field of medical music therapy and has published extensively on music in learning and music in medical settings with refereed

publications appearing in nursing, early childhood, and music therapy journals. This knowledge and expertise is appropriate for her role as program coordinator.

## **Program Coordination Structures**

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. [[Faculty Senate Constitution, Section IV, p.2](#)] [[Collective Bargaining Agreement, 26.1, p.115](#)] Much of this work is carried out by department chairs or other designated program directors/coordinators with the support of departmental, college, and university-wide faculty curriculum committees, as explained in more detail below.

Academic program coordinators provide oversight for assessing the quality of the program and content of the curriculum. However, faculty committees charged specifically with curricular review and program policy implementation contribute expertise in their departmental curricular review processes. Department chairs and curriculum committee chairs/directors participate in curriculum committee meetings, approve (or facilitate the approval of) new courses, and implement department policy in the field. For example, in the College of Arts and Sciences, the chair of the Department of Physics “[coordinates] all segments of the academic program, such as degree requirements, curricular offerings, and catalog announcements... in consultation with appropriate committees.” [[Physics Departmental Bylaws](#)] These include both undergraduate and graduate committees. The Bioethics certificate program housed in the Philosophy Department is coordinated by a program faculty member with a doctoral degree in Philosophy. The undergraduate program in Middle Eastern Studies is coordinated by a director who has extensive training in teaching Arabic and is internationally known in the field of Middle Eastern Studies and Arabic. The current Director, Dr. Zeina Schlenoff, holds a Ph.D. in French and teaches courses in Arabic. Following interviews with faculty administrators in the college, the Director is appointed by the Dean of the College of Arts and Sciences. The Director of the Neuroscience program, an interdisciplinary undergraduate and graduate program, is selected from nominations submitted by program faculty to a nominating committee. The committee makes a recommendation to the Dean of the College of Arts and Sciences who appoints the Director. [[Neuroscience Program Bylaws – Director](#)] Similarly, the Director of the Program in Interdisciplinary Humanities is appointed by the Dean of the College of Arts and Sciences in consultation Humanities Area chairs and members of the college leadership team.

The departments in the FAMU-FSU College of Engineering delegate responsibility for program and curricular coordination to the department chair. In the college, each department includes faculty members from both institutions and the department chair is appointed by the Dean with the advice of the faculty. Each department’s chair must “Uphold the academic quality and cohesiveness of the undergraduate and graduate curricula in consultation with the Undergraduate and Graduate Committees”. [[FAMU-FSU College of Engineering Bylaws](#)] [[Chemical and Biomedical Engineering Bylaws](#)] [[Civil and Environmental Engineering Bylaws](#)] [[Electrical and](#)

[Computer Engineering Bylaws](#)] [[Industrial and Manufacturing Bylaws](#)][[Mechanical Engineering Bylaws](#)]

In the Department of English, a large department within the College of Arts and Sciences, program coordinators support the department chair's role as administrative officer. [[English Departmental Bylaws](#)] Undergraduate and graduate curriculum committees support academic quality across the department's degree programs. All degree programs in English are coordinated by the department chair, but the specialized graduate Creative Writing program (MFA/MS) is coordinated by the Director of the Creative Writing program. Both of these program coordinators hold terminal degrees in their fields. Furthermore, a director for each concentration within the English program (Literature, Creative Writing, and Rhetoric and Composition) assists with program coordination and contributes actively to departmental academic administration. The certificate in Editing and Publishing is coordinated by a program faculty member with a doctoral degree in English. Both the Director of Undergraduate Studies and Director of Graduate Studies chair curriculum committees; implement departmental policies relating to the curriculum; guide the process of new course development; and review and assess needs within the undergraduate and graduate programs, respectively. This model supports a department with high undergraduate and graduate enrollments, as well as multiple programs.

The Department of Earth, Ocean, and Atmospheric Science is illustrative of how the structure of the department can support degrees in many different fields. The department is organized into environmental/oceanographic, geological, and meteorological curricular groups. [[EOAS Departmental Bylaws](#)] Though the department chair is the chief executive officer, one faculty member from each area or group is elected to participate in the departmental Executive Committee which advises the chair. Furthermore, one faculty member for each area or group is appointed as program coordinator. Each program coordinator has a terminal degree and history of scholarly contribution aligned with their specific curricular group and graduate programs. Graduate program chairs are also appointed to oversee curriculum committees for each curricular group, and an undergraduate program director is appointed to oversee aspects of the undergraduate programs, supported by an undergraduate program committee. In a department with such breadth, program coordination is therefore supported by faculty elected or appointed to oversee programs in their areas of expertise, with support of graduate and undergraduate curriculum committees.

The College of Law provides an example of another organizational structure. The Dean of the College is "ultimately responsible for the entire operation of the Law School... [and] is personally involved in the program of instruction, faculty, alumni, tuition, communications, and placement when his guidance or authority is needed to resolve an issue regarding any of these matters." [[College of Law QER Self Study, p.21](#)] Academic administration for the College is also delegated to the Associate Dean for Academic Affairs who is "responsible for all matters that relate to the program of study at the Law School" and is therefore the program coordinator for the J.D. and J.M. programs. [[College of Law QER Self Study, p.21](#)]

The College also offers LLM programs, and qualified program coordinators are appointed for each program concentration by the Dean of the College of Law. Each also serves as an

Associate Dean for the College. For example, Jeffrey Kahn, J.D., is the coordinator for the Business Law LLM/MS concentration. He holds a Juris Doctorate from the University of Michigan Law School. He is a nationally recognized scholar in federal taxation, having written dozens of articles and is a co-author on four books in the area. As in other colleges, faculty serve on a curriculum committee that is actively involved in setting academic policy and curricular guidelines to support the work of faculty administrators/coordinators in the College's various academic programs.

### **Program Coordination and Curricular Review**

The quality and content of the curriculum is not only ensured through the work of program coordinators but also by the work of faculty in each academic unit. Curricular review processes are similar across the colleges and departments, though structures vary to best serve each unit. Additionally, many programs are subject to accreditation standards for curriculum review. All programs undergo academic program reviews on a regular basis. Program coordinators ensure the quality of academic programs, but are supported in their work by these groups and on-going review processes. [[Computational Science QER, p.11-12](#)] [[Actuarial Science QER, p.9-12](#)]

Some units have curriculum committees for each graduate and undergraduate program, as well as a committee that oversees the work of the program committees at the unit or the college/school level. The College of Fine Arts is an example of this structure. 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 college. Each school and department in the college has its own curriculum committee to review program-specific academic requirements and courses prior to review at the college level. For example, the chair of the Art Department is the primary coordinator for the academic programs in art. Faculty in the department serve on a graduate curriculum committee and an undergraduate curriculum committee, both responsible for developing and implementing curricular policies and procedures. Faculty members on the respective committees review curricula and program requirements prior to review at the college level. [[College of Fine Arts Bylaws](#)] [[Art Department Bylaws](#)] [[Art Department Graduate Committee Minutes 10.17.2018](#)] [[Art Department Undergraduate Committee Minutes 1.23.2019](#)] [[Art Department Undergraduate Committee Minutes 4.15.2019](#)]

The College of Business has a curriculum committee for each program at the departmental level and a committee that oversees the work of these program committees at the college level. The curriculum committee for each department and program annually reviews the 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 program coordinator. The MBA director is appointed by the



Dean. Consideration is given to the director's involvement with the program, their leadership skills, vision for the program, and ability to recruit and retain students. 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. [[College of Business Bylaws](#)] [[Business Analytics Departmental Bylaws](#)][[Department of Management Minutes 08.14.2018](#)] [[College of Business Undergraduate Policy Committee Minutes 10.26.2018](#)]

The College of Criminology does not have departments, and instead appoints associate deans at the undergraduate and graduate levels, each of whom act as program coordinator. The College also has an Academic Affairs Committee that “shall make recommendations to the College Faculty and the Dean concerning undergraduate and graduate curriculum, academic standards for students, and admission requirements”. [[College of Criminology Bylaws, p.4](#)] Members of the committee are elected from the College faculty by the faculty themselves, and a chair is chosen from the committee membership. At the undergraduate level, a faculty curriculum committee reviews proposals and approves changes. At the graduate level, the college has two faculty committees that review the curriculum: the Methods Committee and the Theory Committee. These committees make recommendations to the faculty of the college. [[College of Criminology Graduate Methods Review 2018](#)]

Similarly, the College of Communication and Information has three school committees and a single Academic Affairs Committee at the college level composed of two faculty members from each School within the College and one faculty member from the College's interdisciplinary program (who serve as program coordinators), a faculty chair appointed by the Dean of the College, and a graduate student member from each unit. This committee is charged with approving new course proposals and curriculum changes at all levels, conducting a periodic review of curricula of the College, and monitoring grading practices. [[College of Communication and Information Bylaws, p.4](#)] [[College of Communication and Information Academic Affairs Committee Memo Fall 2018](#)] [[College of Communication and Information Academic Affairs Committee Review 03.08.2019](#)]

Likewise, the College of Social Work has an Academic Affairs Committee consisting of five elected members, as well as all program directors who serve in the roles of program coordinator. 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, with the exception of matters related to the doctoral program which are brought to the tenured and tenure-earning faculty for review and approval prior to being implemented. [[College of Social Work Bylaws](#)] [[College of Social Work Academic Affairs Committee Minutes 02.07.2018](#)] [[College of Social Work Academic](#)]

[Affairs Committee Minutes 10.06.2018](#)] [[College of Social Work Academic Affairs Committee Minutes 12.07.2018](#)]

The structures adopted for program coordination and on-going curriculum review, as illustrated above, vary across the institution. The structures outlined in bylaws for each unit allow for program coordination tied specifically to the needs of individual departments, schools, or colleges.

### **Program Accreditation**

Discipline-specific accreditation bodies govern academic programs within a number of colleges and units within colleges. These accreditation processes also contribute to curricular oversight and review both internally and externally since these bodies promulgate standards concerning various aspects of curriculum development and review. For example, the Urban and Regional Planning Master of Science in Planning (MSP) program in the College of Social Sciences and Public Policy is accredited by the Planning Accreditation Board. Reports to these accrediting groups include a review of the curriculum and document the faculty responsible for program coordination and curriculum planning and review. [[Urban & Regional Planning MSP Self-Study](#)] The College of Medicine is accredited by the Liaison Committee on Medical Education, which requires an institutional body that oversees the design, management, and evaluation of the curriculum. Therefore, the College has a Curriculum Committee, which consists of faculty appointed by the Senior Associate Dean for Medical Education and one student from each class (Years 1,2,3,4) elected from the student body, that plays this role. The committee has the responsibility for “curricular design and development, implementation, and evaluation consistent with the mission of the college” [[College of Medicine Bylaws, p.3](#)], and considers recommendations from departmental committees that review academic program matters. [[College of Medicine Self-Study Executive Summary, p.18](#)] [[College of Medicine Curriculum Committee Minutes 06.06.2019](#)] [[Liaison Committee on Medical Education Standards, Standard 8, p.12](#)]

### **Program Approval and Review**

All new degree programs and certificates are approved through extensive review by faculty at many levels in the University as outlined in university policy and procedure documents. The Office of the Vice President for Faculty Development and Advancement coordinates the development and approval process for new programs and majors, as well as the process for approval of changes to existing programs. The review involves deans, department chairs, and the various curriculum committees in this process. A similar process is in place for new online degree programs and certificate programs. [[Degree Program Approval Process Flowchart](#)] [[FSU Policy for Certificates, Specialized Studies, and Minors](#)] [[Distance Learning Policy](#)]

Many departments offer certificates in addition to baccalaureate, master’s, and doctoral degrees. University policy dictates that all certificate programs must be approved through a process overseen by the Office of the Vice President for Faculty Development and Advancement. The certificate proposal must identify a credentialed faculty member who will serve as the certificate

program director. [[FSU Policy for Certificates, Specialized Studies, and Minors, p.5](#)] The certificate program coordinator is appointed by the department chair at the time of certificate approval. The certificate is also approved by the college curriculum committee, academic dean, Dean of Undergraduate Studies or the Graduate School, and the Vice President for Faculty Development and Advancement. In the event the program coordinator steps down from the role, a new certificate program coordinator is appointed from the department's faculty membership following their departmental and college procedures. [[Autism Spectrum Disorder Certificate Approval 2018](#)] [[School Librarian Leadership Certificate Approval 2018](#)]

For example, the Graduate Certificate in Program Evaluation is offered in the College of Education. This certificate is coordinated by a faculty member in the Department of Educational Leadership and Policy Studies, Dr. Linda Schrader, who holds a Ph.D. in Research and Evaluation and is an experienced evaluation and program improvement scholar and practitioner. Similar to degree program coordinators in the department, the program coordinator reports to the department chair in the Department of Educational Leadership and Policy Studies.

Online degree programs are reviewed and approved by the Faculty Senate Distance Learning Committee. Following departmental and college approval, requests for online degree programs are submitted to the Faculty Senate graduate or undergraduate policy committee for review, as well as the Office of the Vice President for Faculty Development and Advancement. [[Distance Learning Policy, p.5](#)] This review requires online programs to be equivalent to on-campus versions, when applicable, and departments must demonstrate program faculty and support staff are willing and able to deliver the program at the "requisite level of quality." [[Procedure for Developing and Submitting Proposals for Conversion of Existing Undergraduate Programs to Fully Online \(Or Other Distance-Learning\) Format](#)] [[Procedure for Developing and Submitting Proposals for Conversion of Existing Graduate Programs to Fully Online \(Or Other Distance-Learning\) Format](#)] This review also includes identifying academic oversight for the program. Each department with an approved online degree program provides oversight according to their college/departmental bylaws. For example, the online Ed.D. in Educational Leadership and Policy is coordinated by member of the faculty who teaches in the online Ed.D. program with support of the department chair. [[QER Educational Leadership and Policy Self-Study, p.8-9](#)] This governance is aligned with other programs in the Department of Educational Leadership and Policy Studies. Online degree programs also receive program proposal, instructional design, and auxiliary management support from the FSU Office of Distance Learning.

FSU conducts Quality Enhancement Reviews (QER) of all academic disciplines by integrating specialized accreditation review, peer evaluation, 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 the University and the state of Florida. As noted in the overview of the QER process, the measures used in reviews of academic 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." [[QER Purpose and Overview](#)] The QER



process also has internal components that include an extensive review by the Faculty Senate Graduate Policy Committee, as well as participation by the Faculty Senate 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. [[QER Graduate Program Committee Review Process](#)] [[QER Undergraduate Policy Committee Review Process](#)] [[UPC QER Philosophy Review 2018](#)] [[UPC QER Classics Review 2017](#)] [[UPC QER Review Electrical and Computer Engineering 2019](#)] [[GPC QER Philosophy Review 2018](#)] [[GPC QER Review Classics 2019](#)] [[GPC QER Review Mechanical Engineering 2019](#)]

### **Program Coordination at Off-Campus Sites**

Program coordination, as well as curriculum development and review for programs offered in whole or in part at the University's offsite instructional sites and distance learning, are governed by the processes in place on the main campus in Tallahassee. For example, many programs at the Panama City, Florida, campus are offered in collaboration with the Tallahassee campus; therefore, program coordination rests with the director or coordinator at the Tallahassee campus and follows the same processes described above. To facilitate communications between the Tallahassee-based coordinator and the Panama City-based program faculty, the Panama City, Florida, campus has dean-appointed, local faculty members who serve as “lead faculty” for their programs. Lead faculty work directly with their respective Tallahassee campus academic programs and department chairs to assist with communications and coordination of all academic matters. Programs offered both on the Tallahassee campus and offsite are coordinated by the same individual, and all of those responsible for program coordination and review are listed on the Academic Program Coordinator Roster.

The Elementary Education program, for example, has faculty on the Panama City, Florida, campus, but program coordination falls to the Director of the School of Teacher Education in the College of Education on the Tallahassee campus with the assistance of the local Education lead faculty member in Panama City who is available to help facilitate all program matters. Similarly, at the FSU/Asolo Conservatory for Actor Training, the MFA curriculum and all academic matters are overseen through the School of Theatre on the Tallahassee campus. The Director of the FSU/Asolo Conservatory oversees daily aspects of the curriculum at the conservatory and represents the conservatory to the School of Theatre administration. The curriculum for this program is reviewed by the School of Theater curriculum committee, and the program is accredited by the National Association of Schools of Theater. [[School of Theatre Bylaws](#)]

An exception are programs housed in the College of Applied Studies on the Panama City, Florida, branch campus. In this case, the College of Applied Studies Curriculum Committee reviews and approves course requests and program offerings. [[FSU Bylaws Panama City, FL](#)] Program coordination is the responsibility of dean-appointed coordinators for each program in the college. The program coordinator is the “chief administrative officer of the program,” and serves on the Academic Affairs Committee that oversees “the academic programs... and

procedures related to issues of the curriculum.” [[Panama City, FL College of Applied Studies Bylaws, p.5](#)] All courses that program faculty create are approved by the program coordinator before being reviewed by the college curriculum committee. New programs and courses are also reviewed and approved by appropriate faculty senate committees at the university.

FSU also has a branch campus in Panama City, Republic of Panama, that offers educational programs that mirror the programs on the main campus. The program curricula are thus governed by academic unit in main campus. The Vice Rector is the administrator responsible for the supervision of academic affairs. The campus is not organized into colleges and departments. The Vice Rector oversees the Office of Academic Affairs responsible for the administration of all academic activities of the University. Campus faculty share in the formulation of academic policy and planning, including development of curricular offerings. Programs offered both on the Tallahassee campus and offsite are coordinated by the same individual, and all of those responsible for program coordination and review are listed on the Academic Program Coordinator Roster.

## 8 STUDENT ACHIEVEMENT

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

☒ Compliance

☐ Non-compliance

### Narrative

Florida State University (FSU) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to FSU's mission, the nature of the students it serves, and the kinds of programs offered. Measures used include retention rates, graduation rates, graduate degrees awarded, job placement and continuing education rates, baccalaureate degrees without excess hours, and professional licensure examination passage rates. The institution uses this information in its ongoing assessment and planning activities that aim to improve student performance and success, and these criteria are published annually in the FSU Accountability Plan and used by the Florida Board of Governors in the state's performance funding and preeminence funding models. [\[FSU Accountability Plan 2019\]](#) Several criteria are also components of the university's Strategic Plan. [\[FSU Strategic Plan\]](#)

### Performance Accountability and Establishing Criteria

The university's performance is closely monitored by the Florida Board of Governors, the Florida Legislature, the FSU Board of Trustees, and university leadership primarily through the annual adoption of the FSU Accountability Plan. Once ratified, this document is published online and publicly available on the Office of the Provost website [\[Office of the Provost Website\]](#) [\[Accountability Plan\]](#) along with the Florida Board of Governors website. [\[FL Board of Governors Website\]](#) [\[Accountability Plan\]](#) The metrics and indicators in the Accountability Plan are a direct reflection of the Florida Board of Governor's 2025 Strategic Plan. [\[FL Board of Governors Strategic Plan\]](#) The university's mission and vision are the foundational elements of the university's Strategic Plan, and upon adoption, the plan was aligned with the Board of Governor's Strategic Plan.

From these documents and with respect to the university's mission, there are six goals that the university has set as criteria for student achievement. These six goals are first-year retention rate, four-year and six-year graduation rates, baccalaureate degrees without excess hours, graduate degrees awarded, career and continuing education rate, and professional licensure exam passage rates. The table below provides a summary of relevant criteria along with their current levels, thresholds of acceptability, the university's own goals for each criterion, and the location(s) in which the criteria are published. The sources for this information are data files maintained by the FSU Office of Institutional Research and submitted to the Florida Board of Governors. The

latest information available for this report is from 2017-18, labeled as current throughout this section.

**Table: Summary of Student Achievement Criteria**

#	Goal/Criteria	Current Level (2017-18)	Threshold of Acceptability	University Goal	Published Location
1	First-year Retention Rate (Academic Progress Rate)	91.4%	90%	92%	FSU Accountability Plan; FSU Strategic Plan
2	Graduation Rates	Four-Year: 72% Six-Year: 83%	Four-Year: 50% Six-Year: 70%	Four-Year: 69% Six-Year: 81%	FSU Accountability Plan; FSU Strategic Plan
3	Baccalaureate Degrees without Excess Hours	82.1%	80%	82%	FSU Accountability Plan
4	Graduate Degrees Awarded (Doctoral)	557	400	540	FSU Accountability Plan
5	Career and Continued Education Rate	66%	61.4%	67%	FSU Accountability Plan; FSU Strategic Plan
6	Professional Licensure Exam Passage Rates	Nursing: 95% Law: 83% Med 2Yr: 99% Med 4Y-CK: 96%	Nursing: 92% Law: 66% Med 2Yr: 96% Med 4Y-CK: 97%	Nursing: 95% Law: 84% Med 2Yr: 96% Med 4Y-CK: 96%	FSU Accountability Plan

		Med 4Y-CS: 95%	Med 4Y-CS: 95%	Med 4Y-CS: 96%	
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## Student Achievement Criteria #1: First-year Retention Rate

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

The university measures first-year retention in two ways. The first measure is a more traditional calculation of first-year retention that documents the percent of first-time, full-time students entering the university in the fall term (or summer term and continuing into fall) who continue into the second year. The Office of Institutional Research at Florida State has tracked this retention rate measure since 1975 and publishes retention rates annually in the FSU Factbook. [\[FSU Factbook, p.38, 2017-18\]](#) There are nuanced but insignificant differences in this calculation, which complies with Board of Governors requirements and the nationally recognized IPEDS retention rate calculation. Both calculations are published in the Accountability Plan and make up a key metric in the Preeminent State Research University Program. [\[FSU Accountability Plan 2019, p.11\]](#) To be a preeminent state research university under Florida law, the threshold of acceptability for first-year retention is 90%. [\[FL Statutes Title XLVIII-1001.7065-Preeminent State Research Universities Program, p.1\]](#) As evidenced by the FSU Accountability Plan and FSU Factbook, the university has exceeded the 90% threshold for over 10 years, most recently achieving 93% IPEDS and 92% BOG retention rates in 2017-18.

The second measure for first-year retention adds grade point average into the success calculation by stipulating a 2.0 GPA requirement along with retention into the second year. Often referred to as the "academic progress rate," this measure is used by the Florida Board of Governors as Metric #5 in the state's Performance Funding model. Since 2015-16, the university has set a target of 92% with long term targets increasing to 94% for retention with at least a 2.0 GPA. Although the university fell slightly short of this target goal with a 91.4% in 2017-18, the university exceeded the threshold of acceptability of 90%, which is the benchmark rate required in order to receive the maximum points for the metric. [\[Performance Funding Benchmarks, p.1\]](#) Several years of outcomes of this measure, along with the university's annual targets, are published in the Accountability Plan. [\[FSU Accountability Plan 2019, p.9\]](#) The academic progress rate is also published in the university's Strategic Plan. [\[FSU Strategic Plan – Student Success Initiative D, p.1\]](#)

The university deploys resources on an ongoing basis to sustain and improve its first-year retention rate. The Enrollment Management Committee is composed of key faculty and administrators from academic and student support units and meets on a weekly basis. The committee is charged with assessing progress in the university's ongoing retention and graduation efforts through the review of detailed analytics and implementing recommended actions such as improvements to the advising system and academic maps as well as timely

notification of faculty and students concerning grades or attendance issues. [[Student Progression Institutional Effectiveness Improvement Efforts](#)] [[Enrollment Management Minutes January 17, 2020](#)] [[Enrollment Management Minutes January 31, 2020](#)]

## **Student Achievement Criteria #2: Graduation Rates**

The university also monitors student achievement using two measures of graduation rates: the four-year and six-year graduation rates of first time in college students. Graduation rates, particularly the six-year graduation rate, have long been a priority for student success efforts at the university. Recently, with the Legislature and Board of Governors prioritizing students completing college within four years, the university has increased its focus on the four-year graduation rate. Although the state of Florida has shifted its focus toward the four-year graduation rate, the six-year graduation rate remains a key indicator of student success for the university. This measure is the “traditional” IPEDS overall graduation rate (graduating within 150% of time) and has been designated FSU’s Key Student Completion Indicator for SACSCOC.

### **Four-Year Graduation Rates**

The four-year graduation rate has become a key measure of undergraduate student achievement at the university, and it is well in line with the university’s mission. In addition to fulfilling the university mission’s expectations around excellence in teaching, the university’s success at four-year graduation rates highlights the institutional value of “Responsible Stewardship” in which the university seeks to “transform the resources we are given and the public’s trust in us into powerful impact that betters the lives of those around us, near and far.” [[FSU Core Values](#)] The university leadership views high four-year graduation rates as a marker that we are providing a strong return on investment for students, their families, and the Florida taxpayers. The university measures the four-year graduation rate as the percent of first-time, full-time students entering the university in the fall term (or summer term and continuing into fall) who complete their bachelor’s degree within four years of matriculation. This measure is used by the Florida Board of Governors as Metric #4 in the Performance Funding Model as well as Metric #4 in the Preeminent State Research University Program.

As evidenced by the FSU Accountability Plan, the university’s four-year graduation rate has significantly improved, increasing almost 11 percentage points in four years. The latest four-year rate is 71.5% for 2014-18. [[FSU Accountability Plan 2019, p.9](#)] This rate ranks among the top 10 public institutions in the United States and is the highest in the Florida State University System’s history. The rate also exceeds the university’s own target of 69% for 2014-18 and is approaching the Strategic Plan’s 2022 goal of a 72% four-year graduation rate. [[FSU Strategic Plan – Student Success Initiative A, p.1](#)] The current four-year rate, along with the most recent prior year rates, all exceed the thresholds of acceptability set by the Board of Governors and the Legislature. The university has exceeded the threshold of acceptability of 50%, which is the benchmark rate required in order to receive the maximum points for the metric [[Performance](#)

[Funding Benchmarks, p.1](#)], and also has exceeded the 60% threshold set in statute for the Preeminent State Research Universities Program. [\[FL Statutes Title XLVIII-1001.7065-Preeminent State Research Universities Program, p. 1\]](#)

### **Six-Year Graduation Rates**

Unlike the four-year graduation rate, this is as much a measure of time-to-degree as it is overall success. The six-year rate serves to provide a picture of overall student completion because it is inclusive of students completing programs longer than four years, such as Engineering. From this perspective, and like the four-year rate, the six-year graduation rate is indicative of the university's mission as well as the institutional value of "Responsible Stewardship;" it is a clear indicator of how efficiently students are completing their bachelor's degrees. As mentioned, the university measures the six-year graduation rate using the "traditional" IPEDS calculation, which is the percent of first-time, full-time and part-time students entering the university in the fall term (or summer term and continuing into fall) who complete their bachelor's degree within 150% of time (equivalent to six years after matriculation). This measure is used by the Florida Board of Governors as a Key Performance Indicator for the university.

As evidenced by the FSU Accountability Plan, the university's six-year graduation rate has risen over the last five years from 79% to 83% for the period of 2012-18. [\[FSU Accountability Plan 2019, p.15\]](#) This rate exceeds the university's goal of 81%. Though the 2018 Florida Legislature modified the Preeminent State Research Universities Program Statute that set the threshold of acceptability for the six-year graduation rate to focus on the four-year rate, the university still uses that original threshold of acceptability, which is 70%, and the current six-year rate exceeds that threshold. [\[FL Statutes 2017 Title XLVIII-1001.7065-Preeminent State Research Universities Program, p.1\]](#)

### **Peer Comparisons**

As part of the university's efforts to improve graduation rates, the university regularly compares itself to peer institutions. These comparisons serve in part to aid in the establishment of baselines and goals for graduation rates but also to evaluate the university's own progression over time. Though there are a number of peer groups the university examines on an ongoing basis (Carnegie R1: Doctoral Universities – Very high research activity, State University System of Florida, U.S. News Top 25 Public National Universities), the most frequently referenced group of peers is the official set of comparative and aspirations peers established by the Office of Institutional Research. The table below provides six-year graduation rates for FSU as well as the full set of comparative and aspirational peers. The data illustrate the progression in the university's efforts to improve graduation rates, and the university's current rates have moved closer to those of the aspirational peers.

### **Six-Year Graduation Rates: Florida State University and Selected Peers**

Institution	Peer Type	2012-18	2011-17	2010-16	2009-15	2008-14
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Florida State University	--	83%	80%	80%	79%	79%
Indiana University	Comparative	78%	77%	76%	77%	78%
Michigan State University	Comparative	80%	79%	78%	77%	79%
University of Iowa	Comparative	73%	74%	72%	72%	70%
University of Kansas	Comparative	65%	63%	63%	61%	60%
University of Missouri	Comparative	69%	68%	68%	69%	70%
Ohio State University	Aspirational	84%	83%	84%	83%	84%
University of Georgia	Aspirational	85%	85%	85%	85%	85%
University of Maryland-College Park	Aspirational	86%	85%	86%	86%	85%

### Key Student Sub-Populations

The university regularly monitors and works to improve the graduation rates of select student sub-populations. The university has been engaged in deliberate and strategic student success efforts for over 20 years, and data on sub-populations have been integral to that effort. These efforts are in keeping with the university's mission, particularly the institutional value of "dynamic inclusiveness." [\[FSU Core Values\]](#) Although the university regularly examines data on a wide range of student sub-populations, including the achievement of first generation and lower socioeconomic status students. Specifically, the university has paid careful attention to the graduation rates of Black students, Hispanic students, students receiving a Federal Pell Grant, and students admitted through the Center for Academic Retention and Enhancement's (CARE) Summer Bridge Program (a pathway for low socioeconomic status and first generation students).

These sub-populations have been identified as areas of focus because they represent groups that have experienced considerable obstacles in their pathways to college success. The university has a commitment to ensure equity among the various student sub-populations and has worked diligently for many years to close gaps in retention and graduation for all groups of students. As



evidenced by the table below, six-year rates for these selected sub-populations have moved closer to the overall six-year graduation rate of 83% and well beyond the threshold established by the university. These types of data have been helpful guiding the university to consider issues that may be barriers for time-to-degree that delay student degree completion past year four.

Sub-population	2012-18		2011-17		2010-16	
	Cohort #	% graduated	Cohort #	% graduated	Cohort #	% graduated
Black	405	82%	427	74%	470	76%
Hispanic	1022	82%	1065	80%	988	79%
Pell Recipients	1538	79%	1726	76%	1659	76%
CARE Program	340	79%	337	74%	338	76%

The university's commitment to student success, especially for first-generation and lower socioeconomic students, means it is important to address obstacles that students bring with them to FSU and the barriers that may be present as they navigate toward a timely graduation. FSU's strategy to seek improvement in the achievement of at-risk student populations is focused on three areas designed to address the many challenges, incentives, and disincentives for timely graduation without increasing student costs.

1. **A Success Team Behind Every Student:** For many students, particularly first-generation students, navigating higher education, selecting majors and courses, and understanding the many opportunities available at a major research university can be challenging. The university continues to focus on building the success teams that help guide and support students along their Florida State journey. The university's student success teams include combinations of professional academic advisors, career advisors, college life coaches, peer mentors, faculty mentors, alumni, and others. Using meaningful data and predictive analytics, these teams work proactively instead of waiting for students to come to them—helping set student expectations and pathways while providing appropriate guidance along the way.
2. **Foundation Communities:** Transitioning to and finding their way in a large university can present a host of personal and academic challenges for students, particularly first generation and lower socioeconomic status students. The university has a number of targeted programs to support and engage students, starting in their first year. These programs provide a peer-community for students and give students scaffolding to help them transition, navigate, and succeed over their four years. Examples of these include the nationally recognized:

- (1) CARE, which provides transition, support, and engagement for first-generation and low-socioeconomic students;
  - (2) Unconquered Scholars Program, which supports students previously classified as foster care, homeless, or ward of the state; and
  - (3) Eight Living-Learning Communities, which provide students with similar academic interests a supportive network of students and faculty when they arrive at the university.
3. A Re-Designed Curriculum: Some students face challenges succeeding in courses and making steady progress each semester. Guided by efforts from the Center for Teaching and Learning as well other units at the university, faculty have redesigned gateway courses critical to student success, such as calculus, to promote maximum learning for all students. The university also works to ensure there are sufficient course and seat availability to meet the growing demand for particular courses, such as STEM laboratory courses. At the same time, the university has reduced class sizes to facilitate a more engaging learning environment where all students can succeed, as well as increase supplemental instruction and academic support, such as peer tutoring and learning assistance.

### **Student Achievement Criteria #3: Baccalaureate Degrees Awarded Without Excess Hours**

In addition to retention and graduation rates, the university also places great value on time to degree—the pace at which students complete their studies. One measure of time to degree that the university uses as a key student achievement measure is the percent of baccalaureate degrees awarded without excess hours. For the purposes of this measure, “excess hours” is defined as attempted credit hours beyond 110% of the required hours for a student’s degree program. Per state law, students taking credits beyond the excess hours threshold are charged higher per-credit tuition. In addition to providing a cost savings to students, the avoidance of excess hours is an important element of “Responsible Stewardship” for the university as Florida State seeks to be as efficient as possible with public resources. Beyond resource efficiency, the university uses the excess hour rate as a measure of degree completion efficiency and a means to understand the effectiveness of various academic support mechanisms such as advising and degree mapping.

The university annually measures the percentage of baccalaureate degrees awarded without excess hours using data from all undergraduate students (first time in college and transfer students) completing a single major in their first bachelor’s degree in a given academic year. This measure serves as Metric #9 in the Performance Funding model and is published annually in the Accountability Plan. In 2017-18, 82.1% of baccalaureate degrees at Florida State were awarded without excess hours, exceeding the university’s own goal of 82%. This rate also exceeds the threshold of acceptability of 80%, which is the minimum rate at which the university receives maximum points on the funding metric. [[Performance Funding Benchmarks, p. 1](#)]

### **Student Achievement Criteria #4: Graduate Degrees Awarded**

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

The university measures graduate degrees awarded using two distinct but related measures. The first looks specifically at doctoral degrees awarded annually. For the purposes of this calculation, doctoral degrees include both research and professional doctorates. This measure serves as Metric #10 in the Preeminent State Research University Program. As evidenced by the Accountability Plan, the university's current doctoral degrees awarded is 557. [[FSU Accountability Plan 2019, p.13](#)] The university has exceeded the threshold of acceptability of 400 degrees awarded annually, which is established by statute. [[FL Statutes Title XLVIII-1001.7065-Preeminent State Research Universities Program, p.1](#)] The university also sets goals for this measure above the acceptability threshold, and in 2017-18 set the goal at 540, which the university exceeded by 17 degrees awarded.

The second measure for graduate degrees awarded looks more broadly across all levels and programs to include all graduate degrees. This measure is published annually as a "Teaching and Learning" metric in the Key Performance Indicators in the Accountability Plan, and in 2017-18 the university awarded 2,924 graduate degrees. [[FSU Accountability Plan 2019, p.14](#)] This number falls slightly below the goal set by the university of 2,950. Because this measure is a Key Performance Indicator and not a Performance Funding or Preeminent State Research University metric, it does not have a formalized threshold of acceptability; however, as evidenced by multiple years of the university not meeting its own goals on this measure, this is a measure on which the university is working diligently to improve. The university has increased staff support for graduate student recruiting and services and expects to see progress on this measure over time.

### **Student Achievement Criteria #5: Career and Continued Education Rate**

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

The university measures a career and continued education rate calculated as (1) the percentage of bachelor's graduates enrolled in continued education or (2) employed with an annual salary of at least \$25,000. This threshold was established by the state. The graduates must be employed somewhere in the United States to be included in the calculation, which uses data from the Wage Record Interchange System (WRIS2) that includes Florida and 41 other states and districts, including the District of Columbia and Puerto Rico. Continued education data are taken from the National Student Clearinghouse. The rates are calculated two years after baccalaureate

completion. This measure serves as Metric #1 in the state Performance Funding Model. As evidenced by the Accountability Plan, the university's current career and continued education rate is 66%. [[FSU Accountability Plan 2019, p.8](#)] The university's goal on this measure is 67%, and although the university exceeded its goals in past years, the current rate is 1 percentage point under the goal. However, the university has exceeded the threshold of acceptability of 61.4%, which is the benchmark score required to earn 5 points on this funding metric. [[Performance Funding Benchmarks, p.1](#)] Career and Continued Education Rates also are published in the university's Strategic Plan. [[FSU Strategic Plan – Student Success Initiative B, p.1](#)]

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

### **Student Achievement Criteria #6: Professional Licensure Exam Passage Rates**

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

The university measures professional licensure exam passage rates using a comparison of FSU first-time pass rates with a state or national average. Specifically, the university documents rates in the FSU Accountability Plan for Nursing, Law, and Medicine (3 subtests). These rates, along with their state/national benchmarks and university goals, are all published in the Accountability Report. The benchmark scores serve as the thresholds of acceptability for each rate. As documented in the Accountability Plan, Nursing's pass rate is 95%, exceeding the state threshold of acceptability (US average) of 92%. This rate the same as the university's multi-year goal of 95%. Law's pass rate is 83%, exceeding the state threshold of acceptability (Florida average) of 66% and approaching the university's upcoming goal of 84%. The pass rates for the medical subtests are all high but vary slightly in whether they meet the state thresholds of acceptability and/or university goals. The 2-Year rate is 99%, exceeding the state threshold of acceptability (US average) of 96% and exceeding the university's multi-year goal of 96%. The 4th-Year-CK rate is 96%, falling just short of the threshold of acceptability (US Average) of 97% but meeting the university's goal of 96%. The 4Y-CS rate is 95%, which meets the threshold of acceptability (US average) of 95% but falls just short of the university's goal of 96%. [[FSU Accountability Plan 2019, p.14](#)] Among the medical subtests, all but one exam pass rate meets or exceeds the state threshold of acceptability, but as evidenced in the FSU Accountability Plan, these rates are very high. Given the US and Florida averages, the university views these rates as positive evidence of the impact of its professional programs on graduates receiving licensure and/or certification.

In order to meet the university goal, the College of Law School has taken steps to ensure that every student is aware of the difficulties in passing the state bar exam and facilitated student participation in an independent preparation program. [[Juris Doctor Institutional Effectiveness Improvement Efforts](#)] Similarly, the College of Medicine has worked to ensure the transparency of the Step Four Examination Process and encouraged students to conduct their preparation for the exam on a more timely and focused basis. [[MD Institutional Effectiveness Improvement Efforts](#)]

## **Overall**

The criteria outlined in this narrative demonstrate the university's commitment to evaluating and publishing goals and outcomes for student achievement. These criteria are also integral to the entire university's operations and taken together include all students at all campuses and instructional sites. It should be noted that although these criteria for student achievement are largely at the university level, the Office of Institutional Research regularly provides data and analytics that drill these criteria and many others down to the unit level with a goal of providing faculty and staff with immediate access to data to use in their decision making and their efforts to improve student achievement.

**8.2.a** *The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below student learning outcomes for each of its educational programs, (Student outcomes and assessment: educational programs)*

☒ Compliance

☐ Non-compliance

## Narrative

Florida State University (FSU) 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.

### Overall University Assessment Process and Use of Results

Assessment of institutional effectiveness (IE) is a key to the continuing improvement of FSU. It establishes the way in which the university measures performance against its mission. [[Strategic Plan Mission Statement](#)] Assessment of institutional effectiveness covers all degree and certificate programs including those offered at off-campus instructional sites and through any mode of delivery.

The Florida Board of Governors' (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 (IEP) which also contain assessments of graduate student learning outcomes and program outcomes at all levels. The IEP identifies budgetary implications of proposed actions plans when appropriate. The state-required program reviews are reported to the Florida Board of Governors (BOG) and associated program self-assessments and reviews that are associated with the Quality Enhancement Reviews (QER) are maintained in the Provost's Office. 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.

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 the Provost. Both the Graduate Policy Committee and the Undergraduate Policy Committee of the Faculty Senate are also involved in the QER evaluation. [[QER Guidelines](#)] 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 programs to report on their efforts to assess, analyze, review and improve performance on their student learning and program outcomes. The university uses its 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 and at the university's off-campus instructional sites are reviewed in the same fashion as all other activities on the main campus in Tallahassee. The same student learning outcomes are used regardless of location or mode of delivery. Results from programs delivered off-campus and through distance are reported and reviewed in aggregate with the main campus results for many institutional purposes, but are reported separately by academic program within the IEP. Oversight and technical assistance for the IEP is provided by the Office of Institutional Effectiveness within the Office of the Provost.

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 Guidelines](#)] 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.

Just over 1,800 outcomes (1,400 student learning and 400 program outcomes) are submitted, reviewed and approved, annually as part of the IEP. Of these, approximately 1,600 are directly related to academic units. Each is subject to conformance with technical construction criteria and to include assessments and plans for improvement.

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 table below. [[Final Sample, 2019](#)] A representative quota (quotas for types of programs and location or mode of delivery, randomized within groups) 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 site, and for distance learning. All groups within the sample represent more than 20% of the total type to insure representatives across the university. [[Sample Characteristics, 2019](#)] The sample includes examples from large and small colleges, ranging from Arts and Sciences with a Fall 2019 enrollment of 10,456 to the College of Criminology with an enrollment of 1,912 to the College of Motion Picture Arts (Film School) with an enrollment of 176. [[Final Sample, 2019](#)] It includes bachelors, masters, specialist, doctoral and professional degrees as well as certificates. As might be anticipated, 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 seven student learning outcomes for baccalaureate degrees to two for Masters, Doctoral and Professional Degrees and three for Certificates. The sample includes both archived and active entries 2017-18, 2018-19 and 2019-20. There are no results and improvements plans for 2019-2020 even when active (at this point in 2019) since these will not be recorded in the university's IEP until Fall 2020.

### **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. There are currently just under 600 people authorized to use the IE Portal. [[List of IE Users](#)]

The Office of the Provost provides rubrics to guide the authors of IE entries. These rubrics outline and provide suggestions for student learning outcomes, program outcomes, and reviewing assessment methods. [[Writing Student Learning Outcomes Rubric](#)] [[Writing Program Outcomes Rubric](#)] [[Assessment Review Rubric](#)] These rubrics provide guidelines for the writing and reviewing of IE entries. There are other online tools, such as those provided by the Office of Distance Learning, which provides an overview, goals, and resources related to IE. [[Office of Distance Learning IE](#)] [[Learning Outcomes](#)] [[Suggestions for Writing Outcomes](#)] In addition to online resources, authors have had training opportunities and meetings made available to them, in order to facilitate the formation of IEP entries. [[IEP Training Announcement](#)][[IE Meeting with Deans](#)]

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 2018](#)] [[IEP Reminder 2019](#)] The first set is the completion of the results and analysis sections, along with an improvements plan or a plan to sustain 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 Guidelines](#)] If substantive changes are made to the outcome or assessment method, the whole outcome is archived and a new entry is created. The new entry becomes part of the active outcome pool.



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, Florida, and Republic of Panama), off-campus instructional site (Sarasota) and distance learning. The IEP allows programs to track the change in outcomes over years, make changes and monitor improvement.

The entries in the university IEP are reported by outcomes for each program. The university transitioned to a new, centralized IE system in Fall 2018. The nature of the entries can be illustrated with a portion of the report for the Bachelors Degree program in Chemistry. [[Chemistry SLO Report Illustration](#)] The first student learning outcome (SLO), seen on the left of the report, is labelled "Instrumental Analysis," highlighted in yellow. The outcome is active, denoted in green for outcome status. It is active for the years, 2017-18, 2018-19 and 2019-2020, all emphasized in yellow. The Assessment Process for this outcome is sketched in the next column, followed by a column of results. The results are registered for each reporting period. In this case, the first results are for 2018-2019, marked in yellow, along with an evaluation against the assessment criterion, labelled "Conclusion." The results are reported for each location or mode of delivery (in yellow at Location) characterizing the program; in this case, on the main campus. If the Chemistry program were delivered online, the location entry would read "online." Active outcomes are those currently in use for the program and projected to be used in any of the years listed. Outcomes no longer in use are listed as archived rather than active. Active outcomes for which results will be reported in 2019-2020 are contained in the report, but results are not year listed since the reporting period does not conclude until the summer of 2020.

**Sample of Student Learning Outcome Assessment, 2017-18 and 2018-19 (complete cycle) and 2019-20 (outcomes and assessment method)**

Academic Programs	Level	College / School	Location/Mode of Delivery
<a href="#">Accounting</a>	Masters	Business	Main Campus
<a href="#">Actuarial Science</a>	Bachelors	Arts and Sciences	Main Campus
<a href="#">Art Education</a>	Masters	Visual Arts	Main Campus   Online
<a href="#">Arts Administration - Music</a>	Masters	Music	Main Campus
<a href="#">Biological Science</a>	Doctorate	Arts and Sciences	Main Campus

<a href="#">Biological Science</a>	Masters	Arts and Sciences	Main Campus
<a href="#">Biomedical Sciences</a>	Masters	Medicine	Main Campus
<a href="#">Business Administration</a>	Doctorate	Business	Main Campus   Online
<a href="#">Business Administration</a>	Bachelors	Business	Main Campus   Panama City, FL
<a href="#">Business Law</a>	Graduate Certificate	Law	Main Campus
<a href="#">Chemical Engineering</a>	Doctorate	Engineering	Main Campus
<a href="#">Chemistry</a>	Bachelors	Arts and Sciences	Main Campus
<a href="#">Child Welfare Practice</a>	Undergraduate Certificate	Social Work	Main Campus
<a href="#">Communication</a>	Doctorate	Communication and Information	Main Campus
<a href="#">Communication and Digital Media Studies</a>	Masters	Communication and Information	Main Campus
<a href="#">Communication Science and Disorders</a>	Graduate Certificate	Communication and Information	Main Campus   Online
<a href="#">Communication Science and Disorders</a>	Bachelors	Communication and Information	Main Campus
<a href="#">Counseling and Human Systems</a>	Specialist	Education	Main Campus
<a href="#">Criminology</a>	Bachelors	Criminology	Main Campus   Online
<a href="#">Curriculum and Instruction</a>	Masters	Education	Main Campus   Panama City, FL
<a href="#">Curriculum and Instruction</a>	Specialist	Education	Main Campus

<a href="#">Cyber Criminology</a>	Bachelors	Arts and Sciences	Main Campus
<a href="#">Demography</a>	Masters	Social Sciences	Main Campus
<a href="#">Early Childhood Education</a>	Bachelors	Education	Main Campus
<a href="#">Editing &amp; Publishing</a>	Graduate Certificate	Arts and Sciences	Main Campus
<a href="#">Educational Leadership and Policy</a>	Doctorate	Education	Main Campus   Online
<a href="#">Educational Leadership and Policy</a>	Masters	Education	Main Campus   Online
<a href="#">Educational Psychology</a>	Doctorate	Education	Main Campus
<a href="#">Electrical Engineering</a>	Bachelors	Engineering	Main Campus   Panama City, FL
<a href="#">Emergency Management</a>	Undergraduate Certificate	Social Sciences	Main Campus
<a href="#">English</a>	Doctorate	Arts and Sciences	Main Campus
<a href="#">English</a>	Masters	Arts and Sciences	Main Campus
<a href="#">Entrepreneurship</a>	Bachelors	Entrepreneurship	Main Campus   Panama City, FL
<a href="#">Exercise Physiology</a>	Masters	Human Sciences	Main Campus
<a href="#">Finance</a>	Bachelors	Business	Main Campus
<a href="#">Florida City and County Management</a>	Graduate Certificate	Social Sciences	Main Campus
<a href="#">Food and Nutrition</a>	Bachelors	Human Sciences	Main Campus
<a href="#">French</a>	Masters	Arts and Sciences	Main Campus

<a href="#">Geography</a>	Masters	Social Sciences	Main Campus
<a href="#">Geology</a>	Bachelors	Arts and Sciences	Main Campus
<a href="#">Geology</a>	Masters	Arts and Sciences	Main Campus
<a href="#">Higher Education</a>	Doctorate	Education	Main Campus
<a href="#">History and Criticism of Art</a>	Bachelors	Visual Arts	Main Campus
<a href="#">History and Criticism of Art</a>	Doctorate	Visual Arts	Main Campus
<a href="#">Hospitality Management</a>	Bachelors	Hospitality	Main Campus
<a href="#">Human Performance Technology</a>	Graduate Certificate	Education	Main Campus   Online
<a href="#">Information</a>	Masters	Communication and Information	Main Campus
<a href="#">Information Studies</a>	Specialist	Communication and Information	Online
<a href="#">Information Technology</a>	Masters	Communication and Information	Main Campus   Online
<a href="#">Instructional Systems</a>	Doctorate	Education	Main Campus   Online
<a href="#">Interior Design</a>	Bachelors	Visual Arts	Main Campus
<a href="#">International Affairs</a>	Bachelors	Social Sciences	Main Campus   Republic of Panama
<a href="#">International Affairs</a>	Masters	Social Sciences	Main Campus   Republic of Panama
<a href="#">Italian Studies</a>	Masters	Arts and Sciences	Main Campus
<a href="#">Law Enforcement Intelligence</a>	Graduate Certificate	Applied Sciences	Panama City, FL

<a href="#">Mathematics</a>	Bachelors	Arts and Sciences	Main Campus
<a href="#">Measurement and Statistics</a>	Graduate Certificate	Education	Main Campus
<a href="#">Measurement and Statistics</a>	Masters	Education	Main Campus
<a href="#">Mechanical Engineering</a>	Bachelors	Engineering	Main Campus   Panama City, FL
<a href="#">Mechanical Engineering</a>	Doctorate	Engineering	Main Campus
<a href="#">Mechanical Engineering</a>	Masters	Engineering	Main Campus
<a href="#">Medical Spanish Interpreter</a>	Undergraduate Certificate	Medicine	Main Campus
<a href="#">Medicine</a>	Doctorate	Medicine	Main Campus
<a href="#">Meteorology</a>	Masters	Arts and Sciences	Main Campus
<a href="#">Museum Education and Visitor-Centered Exhib.</a>	Graduate Certificate	Visual Arts	Main Campus
<a href="#">Music Education</a>	Bachelors	Music	Main Campus
<a href="#">Music Performance</a>	Masters	Music	Main Campus
<a href="#">Musicology</a>	Doctorate	Music	Main Campus
<a href="#">Nursing Practice</a>	Doctorate	Nursing	Main Campus
<a href="#">Oceanography</a>	Doctorate	Arts and Sciences	Main Campus
<a href="#">Philosophy</a>	Masters	Arts and Sciences	Main Campus
<a href="#">Political Science</a>	Doctorate	Social Sciences	Main Campus
<a href="#">Political Science</a>	Masters	Social Sciences	Main Campus

<a href="#">Preparing Future Faculty</a>	Graduate Certificate	Graduate School	Main Campus
<a href="#">Professional Communication</a>	Bachelors	Applied Sciences	Main Campus   Panama City, FL
<a href="#">Professional Communication</a>	Masters	Applied Sciences	Main Campus   Panama City, FL
<a href="#">Project Management</a>	Graduate Certificate	Communication and Information	Online
<a href="#">Psych Mental Health Nurse Practioner</a>	Graduate Certificate	Nursing	Online
<a href="#">Psychology</a>	Bachelors	Arts and Sciences	Main Campus   Panama City, FL
<a href="#">Psychology</a>	Doctorate	Arts and Sciences	Main Campus
<a href="#">Public Financial Management</a>	Graduate Certificate	Social Sciences	Main Campus
<a href="#">Public Health</a>	Bachelors	Social Sciences	Main Campus
<a href="#">Public Safety and Security</a>	Bachelors	Applied Sciences	Main Campus   Panama City, FL
<a href="#">Recreation, Tourism and Events</a>	Bachelors	Applied Sciences	Panama City, FL
<a href="#">School Librarian Leadership</a>	Graduate Certificate	Communication and Information	Online
<a href="#">Social Work</a>	Bachelors	Social Work	Main Campus   Panama City, FL
<a href="#">Social Work</a>	Doctorate	Social Work	Main Campus
<a href="#">Social Work</a>	Masters	Social Work	Main Campus   Panama City, FL
<a href="#">Sociology</a>	Bachelors	Social Sciences	Main Campus

<a href="#">Spanish</a>	Doctorate	Arts and Sciences	Main Campus
<a href="#">Special Education</a>	Bachelors	Education	Main Campus
<a href="#">Special Events</a>	Undergraduate Certificate	Applied Sciences	Panama City, FL
<a href="#">Sport Management</a>	Bachelors	Education	Main Campus
<a href="#">Statistics</a>	Bachelors	Arts and Sciences	Main Campus
<a href="#">Statistics</a>	Masters	Arts and Sciences	Main Campus
<a href="#">Teaching English as a Second Language</a>	Undergraduate Certificate	Education	Main Campus
<a href="#">Theatre</a>	Masters	Visual Arts	Main Campus
<a href="#">Underwater CSI</a>	Undergraduate Certificate	Applied Sciences	Panama City, FL
<a href="#">Urban and Regional Planning</a>	Doctorate	Social Sciences	Main Campus
<a href="#">Writing</a>	Masters	Motion Picture Arts	Main Campus

### **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 employs a QER process to get another perspective on 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. 21](#)] In this instance both program faculty, college deans and external reviewer have an opportunity to comment on student learning outcomes.

The focus of the QERs is both wide-ranging and quite detailed. The QER process integrates the statutorily-required Florida BOG'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 Institutional Research through the academic dean of the relevant college.

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 23 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. Neither program outcomes nor student learning outcomes are the primary focus of the reports. One set of questions posited deals with student learning outcomes. However, some individual questions are aimed at program outcomes, while others aim at identifying and explicating SLOs 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 but not solely focused on 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.15](#)] [[External Reviewer's Report-Classics](#)]

The QER process provides information used to satisfy state law and BOG'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 BOG each December. [[QER Report to BOG-Civil and Environmental Engineering, p. 68](#)]

Both the Undergraduate Policy Committee and the Graduate Policy Committee of the Faculty Senate use the QER process to get another perspective on 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. 45](#)] 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 but their focus is typically on the large issues facing programs such as space, funding, and faculty line. In a similar fashion, the self-study questions and the external reviewer report address the concerns of the Undergraduate Policy Committee but again the dominant focus is on major program issues.

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. The QER self-study asks how the program has used the results of student learning assessment to improve student learning outcomes. [[QER Self-Study Question 5](#)] 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- Criminology](#)] [[Dean's Action Plan- Nursing](#)][[Dean's Action Plan- Law](#)]

The QER process results in recommendations by both the Graduate Policy Committee and the academic deans. These recommendations, often centering on program outcomes, are implemented, where feasible, in the appropriate department or college. The recommendations are revisited after two years to determine whether outstanding concerns have been addressed or resolved. [[Neuroscience Two-Year Follow-up Example](#)] [[Nutrition, Food and Exercise Science 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 BOG. In addition to demonstrating of the need for a new degree, showing consistency with State University System and University strategic goals, establishing employment need and student demand for the new degree, student learning outcomes must be developed for each new degree. [[New Degree Proposal Environment and Society](#)] [[New Degree Proposal Masters in Business Analytics](#)] [[Certificate in Museum Education and Visitor Centered Exhibitions Proposal](#)] These student learning outcomes form the basis of what will be entered and reported within the 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 or the Liberal Studies and E-series Course Review Boards of the Faculty Senate before being offered. The approval process requires that a syllabus for the course be submitted to the appropriate

Committee. The proposed new or changed syllabus must include the course objectives. Course objectives form the grist for subsequent learning outcomes.

Each proposal for a new certificate must contain three student learning outcomes and associated assessment methods. [[Certificate Policy](#)][[Certificate Program Teaching and Learning](#)] 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.

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.

## 9 EDUCATIONAL PROGRAM STRUCTURE AND CONTENT

**9.1** *Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education. (Program content)*

☒ Compliance

☐ Non-compliance

### Narrative

The university's educational programs are compatible with its stated mission and goals, embody coherent courses of study, and are based on fields of study appropriate to higher education.

### Compatibility with Florida State University's Mission

Florida State University (FSU) is a public research institution that places a strong emphasis on a broad liberal arts education that is reflected in the breadth and diversity of the degree programs. [\[FSU Graduate Bulletin 2018-2019, p.19\]](#) [\[FSU Undergraduate Bulletin 2018-2019, p.19\]](#) The University offers degree programs on the main campus in Tallahassee, as well as three off-campus instructional sites (Panama City, Republic of Panama; Sarasota, Florida; and Panama City, Florida), and via distance learning. These programs each embody a coherent course of study which is compatible with the University's mission as one that,

"preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity." [\[FSU Undergraduate Bulletin 2018-2019, p.41\]](#)

FSU'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 nation's most entrepreneurial and innovative universities, transforming the lives of our students and shaping the future of our state and society through exceptional teaching, research, creative activity, and service. We will amplify these efforts through our distinctive climate—one that places a premium on interdisciplinary inquiry and draws from the rich intellectual and personal diversity of our students, faculty, staff, and alumni." [\[FSU Undergraduate Bulletin 2018-2019, p.41\]](#)

The degree programs offered by the institution are grouped according to the Classification of Instructional Programs (CIP) taxonomy developed by the United States Department of

Education's National Center for Education Statistics. [[Degree Program Inventory](#)] These programs have been determined to be appropriate to higher education by the faculty of the university through its program development, approval, and review process.

## **Undergraduate Degree Programs and Certificates**

The university confers degrees at the bachelor's level: the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science in Nursing, Bachelor of Music, Bachelor of Music Education, Bachelor of Social Work, and the Bachelor of Science. [[FSU Undergraduate Bulletin 2018-2019, p.85](#)] Students pursuing baccalaureate degrees must meet state and university-wide degree requirements as they progress through their course of studies. Freshmen and sophomore students emphasize work in a broad-based liberal arts curriculum primarily through completion of courses within liberal studies. Liberal studies embodies the University's commitment to the traditions of the liberal arts in seeking "... an educational foundation that will enable FSU graduates to thrive intellectually and materially and to engage critically and effectively in their communities." [[FSU Undergraduate Bulletin 2018-2019, p.86](#)]

Program coherence is reflected in the options provided to first-and second-year students who explore an array of course topics while completing prerequisite and basic coursework related to their chosen areas of study. [[FSU Undergraduate Bulletin 2018-2019, p.86](#)] Students are strongly encouraged to select Liberal Studies coursework that will enhance other required coursework and 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. [[Purpose of the Common Prerequisite Manual](#)] In most cases, these program prerequisites must be completed prior to certification to the upper division which typically occurs in the junior year. Common prerequisites must be the same at all institutions to facilitate efficient transfer among all public Florida postsecondary institutions. [[Common Program Prerequisites Manuals](#)] [[Common Program Prerequisites-Athletic Training](#)] [[Common Program Prerequisites-Math](#)] [[Common Program Prerequisites-Philosophy](#)]

Students at the junior and senior level complete the requirements of their chosen major. Certain degree programs may require a minor while other programs allow minors as an option. Students must also fulfill additional requirements specific to their college and/or any professional certification requirements for which their undergraduate major is preparatory. [[FSU General Bulletin 2018-2019, p.85](#)]

Undergraduate students may also choose to pursue a certificate program. [[Undergraduate Certificate Programs](#)] [[FSU Undergraduate Bulletin 2018-2019, p.19-22](#)] Undergraduate certificates differ from minors in that minors are organized to support a larger, complete degree program, rather than serve as a stand-alone credential. Minors are only offered at the undergraduate level, whereas certificate may be designed as available for undergraduate, graduate or both. [[FSU Policy for Certificates, Specialized Studies, Minors, p.3, Section 1.D](#)] Undergraduate certificates require 12-21 hours, representing an organized area of study focused on a specific content area. The different content areas are typically are consider applied

studies or structured to provide a foundational grounding in a specific concept or discipline. Undergraduate certificates are organized around core courses and a defined, select list of electives that are in keeping with the overall focus of the certificate. [[Gerontology Certificate-Undergraduate Program of Study](#)] [[Undergraduate Certificate in Emergency Management and Homeland Security](#)] This organization allows student to be introduced to the basic concepts before broadening their study to areas of personal interest, thus ensuring a cohesive set of courses in the focus area that builds on prior knowledge.

Overviews of each degree program and certificate program offered by the University are published annually in the Undergraduate Bulletin for students, staff and the campus. The Bulletin contains an overview and key factors that describe each academic college [[FSU Undergraduate Bulletin 2018-2019, p.121-165](#)], as well as sections for each department. [[FSU Undergraduate Bulletin 2018-2019, p.171-444](#)] Course listings offered by the academic departments are available in the department sections. In addition, each academic program has academic maps available to undergraduate students that describe the sequencing, increasing complexity, and linkages among the various program courses. [[Academic Map Math](#)] [[Academic Map Accounting](#)] [[Academic Map Classics](#)]

### **Undergraduate Academic Advising and Program Structure**

The Academic Program Guide is available to students online and provides detailed information about degree and major requirements. [[Academic Program Guide-Athletic Training](#)] [[Academic Program Guide-Math](#)] [[Academic Program Guide-Philosophy](#)] 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 maps are available in the same location as the Academic Program Guide and provide a recommended Fall/Spring course schedule with critical courses identified as “milestone” courses that must be completed by a specific term in order to stay on track for degree completion. [[Academic Map-Athletic Training](#)] [[Academic Map-Math](#)] [[Academic Map-Philosophy](#)]

Degree programs offered at the undergraduate level reflect the breadth expected at a major comprehensive research university and include studies in the creative and performing arts, humanities, natural, physical, and social sciences, engineering, technology, and health-related fields.

### **Graduate Degree, Certificates, and Professional Programs**

Graduate studies emphasize advanced degree programs that entail extensive research activities and preparation for careers in science, the arts, the humanities, as well as professional and technological fields. Specialist degrees in information, education, an art education are also offered. 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 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. Twelve of the academic colleges offer graduate degrees (22 total) via distance technologies. The university offers a professional degree in both law and medicine. Academic degree requirements are delineated in the Graduate Bulletin, including the courses, course descriptions, pre-requisites, course level, research, and other requirements [[Masters of Public Administration](#)] [[Biomedical Sciences PhD](#)] [[Statistics MS](#)] [[Education Psychology PhD](#)] [[Law JD](#)] The programs reflect coherence in their sequencing and increasing complexity in their course offerings in addition to linkages among the various program elements.

Students may also choose to pursue a limited number of graduate certificate programs that provide a tight, focused study of the trends, topics, application, and research in specific discipline areas. [[Graduate School Certificate Information](#)] Certificate programs range between 12-21 credit hours. [[FSU Policy for Certificates, Specialized Studies, Minors, p.1-2 section I. A](#)] They are designed as stand-alone credentials that may be appealing to a practicing professional or the graduate student who wishes to expand his or her graduate work in a focused manner that would support future professional or research goals. Certificate programs, by the nature of the limited course requirements, are very organized, typically including a core set of courses and a limited, specific list of elective courses. The structured curriculum provides a coherent introduction to specific topics and build upon the required core courses. Students must apply for admission into the certificate program. Information about the certificate offerings are published on the appropriate Graduate School or departmental website detailing the hours, criteria, course requirements and completion requirements [[Human Performance Technology-Graduate Certificate](#)] [[Child Welfare Certificate Program](#)] as well as in the Graduate Bulletin. [[FSU Graduate Bulletin 2018-2019, p.19-22](#)]

FSU, 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 from each institution.

### **Policies and Procedures to Ensure Program Appropriateness and Program Coherence**

The University has clearly delineated policies and procedures that departments and colleges follow to establish, modify, or terminate degree programs. All courses and programs follow the same institutional policies and processes regardless of where they are offered or the mode of instruction. These policies and procedures ensure, among other things, the focus, coherence, and increasing levels of rigor and integration of knowledge in all degree programs offered by the University. Changes to courses, majors or degrees are first developed and reviewed by faculty at the unit level. All courses must have clear objectives and must contribute to the knowledge base within a specific degree program. [[Curriculum Guide, p.2-4](#)] Once approved at the unit level, individual course proposals are forwarded to the appropriate college committee and then to University-level committees for peer review. [[Curriculum Guide, p.5](#)] [[Curricular Request Form-Course Information ART4780](#)] [[Curricular Request Form-Delivery Information](#)]



[ART4780](#)] Faculty 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 Guide F2019](#)] are forwarded to the Office of the University Registrar for inclusion in the general inventory of course offerings and publication in the Undergraduate or Graduate Bulletin.

Degree and certificate program proposals originate from the academic units. Based on the organization of the unit in question, faculty committees will review the program proposal to ensure there is a need, a rationale for offering the program or degree, and that the program is structured in a coherent fashion. Multiple review and approvals are required, depending on the level of the degree in question. [[BS-BME Biomedical Engineering, p.46-58](#)]

The University's Undergraduate Policy Committee and Graduate Policy Committees (composed of faculty) review the program or degree offered at their respective levels, regardless of mode of delivery or location. [[Degree Approval Process Flowchart](#)] [[Online Degree Proposal-Undergraduate](#)] [[Online Degree Proposal-Graduate](#)] Requests to convert existing face-to-face graduate programs to distance learning must be submitted to the Graduate Policy Committee for review and approval by the Dean of The Graduate School. [[Approval Of Existing DNP Degree For Online Format](#)] [[Approval Of Existing Public Administrator Degree Program In Online Format](#)] The Undergraduate Policy Committee reviews proposals for new degrees, including both face-to-face and distance technologies. [[Retail Entrepreneurship Proposal](#)] [[UPC 09/05/2018 Minutes, p.3](#)] [[Public Health Degree Proposal](#)] [[UPC 02/2016 Minutes, IV New Business, p.1-2](#)]

Requests for new degree programs follow a similar process through department, college, and university administration for review to ensure that the proposal is consistent with the mission of the university as well as compliant with state and institutional requirements. This process includes departmental and college curriculum committees, as well as the Graduate Policy Committee if the program is at the graduate level. As part of the process, majors and degrees are reviewed to ensure that appropriate types and number of course offerings are available to students. [[Final-Revised MS Law Enforcement Intelligence-Pub Safety, p.13-14](#)] [[BS-BME Biomedical Engineering, p.19-20](#)] The approval process includes a review of the faculty assigned to teach these courses to ensure that they have the necessary credentials and experience. [[Final-Revised MS Law Enforcement Intelligence-Pub Safety, p.18-19](#)] University-approved additions, changes or deletions of majors or degrees are forwarded to one or both governing bodies, the University Board of Trustees (BOT), and/or the Florida Board of Governors (FBOG). Bachelor's and master's degrees are approved by the University BOT, while specialist, doctoral, and professional degrees are approved first by the University BOT and then the FBOG. [[Degree Approval Process Flowchart](#)]

The academic department/college offering the program is responsible for maintaining currency of the structure and content, and may change requirements without seeking higher-level approval, as long as all individual courses involved have been approved by the University. Approved changes are forwarded to the Office of the University Registrar for publication through the FSU Bulletins, website, diplomas, and other means of communication. Changes,

additions or deletions to courses, majors and degrees are subject to compliance with state mandates and statutes.



**9.2** *The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate,; graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. (Program Length)*

☒ Compliance

☐ Non-compliance

### Narrative

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. Further, the institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours.

### Overview of Institution and State University System

Florida State University (FSU) is one of 12 public universities in the State of Florida University System, and one of three preeminent, flagship schools within the system. In the state of Florida, preeminent designated institutions are required to meet all standards of excellence and accountability as set forth by the Florida Legislature. [[FL Statutes 1001.7065 \(3\)\(a\)](#)]

A Board of Trustees (BOT) is appointed to provide oversight of the general operations of the University. [[Board of Trustees Website](#)] [[SUS Board of Trustees Duties](#)] The BOT reports to a state-level unit called the Board of Governors (BOG). [[FL Statutes 1001.07 BOG](#)] [[SUS Board of Governors Members](#)]

Academic degrees, depending on degree level, require different approval levels, either by the university BOT for undergraduate degrees or by the state-level BOG for graduate and professional programs. This approval ensures that the university fulfills a primary goal of the state to support the public needs of its citizens through access to quality educational programs and reflected in the breadth and depth of the programs offered at FSU. Control set forth by the Legislature, Board of Governors, and Board of Trustees is reflected in the academic requirements, program requirements, program length, and approval processes that determine the program offerings and program length.

FSU is also a shared governance institution. The Faculty Senate serves as the legislative body of the faculty. [[Faculty Senate Website](#)] Faculty play key roles in all aspects of degree program proposals, academic policy creation around degree completion, and the diversity of the program offerings at all levels. At its core, FSU is a liberal arts institution with a strong, diverse research

community. This is reflected directly in the University mission statement that is published in both the Undergraduate and Graduate General Bulletins:

"Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The University is dedicated to excellence in teaching, research, creative endeavors, and service. The University strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity." [[FSU General Bulletin, p.41, 2018-2019](#)]

### **Unit of Measure for Degrees and Certificates**

FSU determines program progress and completion based on the semester credit hour. This applies to all undergraduate, graduate and professional degree programs (Law and Medicine), as well as certificate programs. The University credit hour definition follows the commonly accepted definition [[FSU Credit Hour Definition Policy](#)] and the SACSCOC credit hour policy. The university policy and application is the same for all courses, regardless of location or mode of delivery.

The University does not use competency-based assessment or clock hours to substitute or equate to semester credit hours. All references to “credit hours” in the narrative below are in reference to semester credits.

### **Programs Offerings by Level**

The degree program offerings of the institution are a direct reflection of its liberal arts foundation, mission, and research emphasis. Florida State University publishes its academic and professional degrees. [[FSU Graduate Bulletin, p.19-22, 2018-2019](#)] [[FSU Undergraduate Bulletin, p.19-22, 2018-2019](#)] [[DPI List Reference](#)] The requirements and limitations for program offerings and length requirements 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; Panama City, Florida), regardless of delivery mode.

### **Articulation within the State Of Florida**

As a public institution, FSU operates within an integrated and structured public education system with mandated and specified articulation rules. Fl. Statutes s. 1007.01 sets forth the minimum requirements. [[Fl. Statutes 1007.01 Articulation and Access](#)]

(2) To improve and facilitate articulation system-wide, the State Board of Education and the Board of Governors shall collaboratively establish and adopt policies with input from statewide K-20 advisory groups established by the Commissioner of Education and the Chancellor of the State University System and shall recommend the policies to the Legislature. The policies shall relate to:

- (a) The alignment between the exit requirements of one education system and the admissions requirements of another education system into which students typically transfer.
- (b) The identification of common courses, the level of courses, institutional participation in a statewide course numbering system, and the transferability of credits among such institutions.
- (c) Identification of courses that meet general education or common degree program prerequisite requirements at public postsecondary educational institutions.
- (d) Dual enrollment course equivalencies.
- (e) Articulation agreements.

State articulation requirements impact the transfer of credits and link into requirements regarding program length.

### **Associate of Arts Degree**

The Associate of Arts is organized for seamless articulation into a bachelor's degree program at public institutions in Florida. [[Fl. Statute 1007.01 Articulation and Access](#)] FSU confers the associate in arts degree upon students who complete all general education core requirements with a minimum 2.0 GPA, which includes general education coursework (36 hours) and general elective courses (24 hours) for a total of 60 semester hours. [[FSU General Bulletin, p.97-98, 2018-2019](#)] [[Fl. Statutes 1007.25 \(7, 8, 10\), p.2, highlighted](#)] The University awards the Associate of Arts degree to students with the required 60 hours and specific degree requirements upon request.

### **Bachelor's Degrees**

FSU offers 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 the Bachelor of Science degrees. [[FSU General Bulletin, p.19-22, 2018-2019](#)]

A total minimum of 120 semester hours is required for bachelor's degrees as specified by Board of Governors Regulation 6.017. [[Florida Board of Governors Regulation 6.017 \(1\)\(c\) Criteria for Awarding Baccalaureate Degree](#)] The Undergraduate Bulletin includes the program length for undergraduate programs. [[BA Computer Science, Undergraduate Bulletin](#)] [[BS Interior Design, Undergraduate Bulletin](#)] In addition, under "Minimum Requirements" in the Academic Program Guide, the academic program length for each program is provided. [[Academic Program Guide, BS Computer Science](#)] [[Academic Program Guide, BS Statistics](#)] [[Academic Program Guide, BS Communication Science and Disorders](#)] [[Academic Program Guide, BS Chemistry](#)] [[Academic Program Guide, BS Asian Studies](#)] [[Academic Program Guide, BS African American Studies](#)] [[Academic Program Guide, BS Accounting](#)]

Students pursuing a baccalaureate degree must meet the same general education requirements as those pursuing an Associate of Arts certificate. In addition to this requirement, students must diversify their undergraduate experience by enrollment in courses designed to expose them to different perspectives, concepts, and approaches that are outside their intended major and degree. Many of these courses are designed to encourage and facilitate critical thinking and analytic approaches to the topic. All references in the bulleted list below are included as undergraduate degree requirements provided in the FSU Undergraduate Bulletin. [[FSU Undergraduate Bulletin, Undergraduate Degree Requirements Section, p.85- 99, 2018-2019](#)] These requirements illustrate an increasing level of complexity beyond those of the minimum general education requirements or the requirements of the AA degree.

- At least 45 hours at the upper division course level of 3000/4000, 30 hours of which must be FSU courses [[p.85](#)]
- Completion of the last 30 semester hours and half of the major course semester hours, in residence at Florida State University [[p.85](#)]
- A course on civic literacy or course substitute as allowed by law [[p.86](#)]
- Completion of two Scholarship in Practice (SIP) courses [[p.92](#)]
- Oral communication competency course (3 hours) courses (unless otherwise exempted) [[p.96](#)]
- A computer competency course [[p.97](#)]
- A minimum of an additional 60 semester hours of course work specific to their major area(s) of study.

A limited number of undergraduate degree programs require more than 120 hours. These are generally clustered in the broad disciplinary areas in music, engineering, and dance. [[FSU Undergraduate Bulletin, College of Music, p.159-160, 2018-2019](#)] [[FSU Undergraduate Bulletin, Chemical and Biomedical Engineering, p.208, 2018-2019](#)] [[FSU Undergraduate Bulletin, Dance, p.245, 2018-2019](#)]

The total hours required for a baccalaureate degree in any field is 120 semester credit hours as specified in the General Bulletin Undergraduate Edition, and may vary by discipline. This minimum requirement is verified when any new degree proposal is submitted. Degree proposals with total hours less than 120 credit hours are sent back to the department for review and revision.

In addition, the state has adopted, at the undergraduate level, a set of common course prerequisites that must be met either as a condition for admission to a degree program or prior to graduating from a degree program. These prerequisites are incorporated as part of the core curriculum for all institutions offering the same designated degree and major. Courses taken at a university or community college that participates in the Statewide Common Course Numbering system may be transferred to another institution and are deemed sufficient to meet these common

course prerequisites. In effect, the common course prerequisites establish a mandated set of equivalencies that must be accepted. [[Fl. Statutes 1007.25 \(5\) \(6\) 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, p.177-446, 2018-2019](#)] For example, see Art, State of Florida Common Program Prerequisites [[p.181](#)] for a description of prerequisites to the Art Program.

The University currently offers four bachelor degrees online: computer science, criminology, interdisciplinary social science, and public safety and security. [[Online Undergraduate Programs](#)] All online bachelor degrees are subject to the same statutory requirements, BOG regulations, and institutional policy as the traditional face to face degree programs for the purpose of determining program length.

The University does not offer or award any baccalaureate degree below the 120 semester hour minimum set by the state. A comprehensive list of all baccalaureate degrees is provided in the General Bulletin, Undergraduate Edition. [[FSU Undergraduate Bulletin, p.19-22, 2018-2019](#)]

## **Graduate and Professional Degrees**

The University confers master's level degrees. At the master's level, the University confers the Juris Master's, Master's of Law Letters, Master of Arts, Master of Science, Master of Accounting, Master of Business Administration, Master of Engineering, Master of Fine Arts, Master of Music, Master of Music Education, Master of Public Administration, Master of Public Health, Master of Science in Planning, Master of Social Work, Specialist in Education, Professional Science Master, and Specialist degrees. [[FSU Graduate Bulletin, p.74, 2018-2019](#)]

Graduate and professional degrees require a minimum of 30 or more unique hours per degree, with one exception, the LL.M offered through Law. The elements of the LL.M are discussed in a subsequent section.

Graduate work in any program must be preceded by sufficient undergraduate work in the field or a related one to satisfy program requirements. Program length is determined by the program faculty such that the student can successfully master graduate work in the chosen field. Master's and specialist degrees offered through all colleges, except the College of Law LL.M degrees, require a minimum of at least 30 credit hours to complete a specific degree program. [[FSU Graduate Bulletin, p.74, 2018-2019](#)] [[FSU Graduate Bulletin, p. 125-126](#)] [[FSU Graduate Bulletin, p.179, 2018-2019](#)] [[FSU Graduate Bulletin, p.281, 2018-2019](#)]

The university currently offers a total of twenty-two online graduate programs. [[Online Graduate Programs](#)] All online graduate degrees are subject to the same statutory, BOG regulations, and institutional policies as the traditional face-to-face degree programs for the purposes of determining program length.

At the doctoral level, the University has the Doctor of Philosophy, Doctor of Education, Doctor of Music, and Doctor of Nursing Practice, across 12 of the total 16 colleges and schools, as well

as in several interdepartmental and interdivisional areas. [[FSU Graduate Bulletin, p.76, 2018-2019](#)]

Two colleges, the College of Law and the College of Medicine, award professional degrees: juris doctor and doctor of medicine. [[FSU Graduate Bulletin, p.79, 2018-2019](#)] The program length for a JD is 88 semester credit hours. [[Law Academic Rules, Policies and Procedures Bylaws](#)] The MD program requires a minimum of 178 semester credit hours. [[Student Handbook 2019-20, Educational Program and Curriculum, p.7](#)] [[Transcript Student 1](#)] [[Transcript Student 2](#)]

Beyond the base coursework, all doctoral programs have a scholarly engagement requirement that states that,

“...doctoral students should interact with faculty and peers in ways that may include enrolling in courses; attending seminars, symposia, and conferences; engaging in collaborative study and research beyond the university campus; and utilizing the library, laboratories, and other facilities provided by the University.” [[FSU Graduate Bulletin, p.76, 2018-2019](#)]

In addition, most programs require additional course work in research and analysis methods, or demonstration of performance and creative talent appropriate to the field beyond the initial 30 hours for the core mastery courses and the dissertation hours. This usually results in the student completing anywhere from 60 to 90 hours for the doctorate.

### **College of Law: Master’s in Law Letters (LL.M) Degree**

The College of Law offers three LL.M degrees in American Law for Foreign Lawyers, Business Law, and Environmental Law and Policy, each of which require a minimum of 24 hours. [[FSU Graduate Bulletin, p.125, 2018-2019](#)]

The SACSCOC Resource Manual for the Principles of Accreditation states on p. 78, “In the case of graduate programs, the expectation is that the first graduate degree (usually the master’s) requires a minimum of 30 semester credit hours.” The LL.M degree as offered by Florida State University is not the first graduate degree earned by students. It is often considered a “stackable” degree to expand on law theory, tenets and application in a specific domain area. It is not intended, represented, or used as a practitioner degree, in-and-of-itself.

Students applying for admission to the LL.M do so in a competitive, selective environment. Students who apply and are accepted already have earned a master’s in an associated discipline, juris doctorate, or equivalent graduate degree from an accredited institution. Students must have a minimum of six hours in the content area, e.g., business law. [[Admission Website Information Law](#)] [[American Law for Foreign Lawyers](#)] [[Business Law LL.M](#)] [[Environmental Law and Policy LL.M](#)]

The rationale for the program length for the LL.M of 24 semester credit hours is that students have already satisfied the requirement of having at least six hours in basic tenets, theory, and



application of the discipline area. The institution formally notified SACSCOC of the program length for the LL.M. [[SACSCOC Acceptance of Notification LL.M August 2016](#)]

### **Combined Bachelor/Master's, Joint, and Direct Entry Pathways**

Combined bachelor/master's pathways and joint pathways provide opportunities for select students to "double count" (or share) hours between two academic degree programs within Florida State University. Pathways are described in the university bulletins and on university websites. [[FSU Undergraduate Bulletin, p.127-128, 2018-2019](#)] [[FSU Undergraduate Bulletin, p.166, 2018-2019](#)] [[FSU Undergraduate Bulletin, p.287-288, 2018-2019](#)] [[FSU Graduate Bulletin, p.103-104, 2018-2019](#)] [[FSU Graduate Bulletin, p.263, 2018-2019](#)] [[FSU Graduate Bulletin, p.229, 2018-2019](#)] [[FSU Graduate Bulletin, p.336, 2018-2019](#)]

All pathways involve extensive review by program faculty as well as curriculum committees and Faculty Senate committees. Advisors flag students who are admitted to pathways in the student registration system for tracking purposes. All students participating in pathways earn a minimum of 120 semester credit hours for an undergraduate degree program and a minimum of 30 hours for a graduate degree program. The pathways are an integral part of the University mission and fulfill the university's role as a public institution within the State of Florida. Descriptions of the pathways, including admissions requirements and the justification for shared hours, are provided for all approved bachelor/master's pathways. All approved combined bachelor's/master's pathways are provided below by college. [[Combined BS/MS Arts and Sciences](#)] [[Combined BS/MS Business](#)] [[Combined BS/MS Communication and Information](#)] [[Combined BS/MS Criminology](#)] [[Combined BS/MS Applied Studies](#)] [[Combined BS/MS Engineering](#)] [[Combined BS/MS Education](#)] [[Combined BS/MS Fine Arts](#)] [[Combined BS/MS Human Sciences](#)] [[Combined BS/MS Social Sciences](#)] FSU does not offer a combined or joint pathway program with other institutions.

### **Combined Bachelor-Master's Pathways**

Combined bachelor-master's pathways allow a limited number of academically talented students to complete up to 12 semester hours of graduate coursework while completing their undergraduate degree. Admission into a combined pathway is selective, requiring an application, review, and approval process established by the college or department. [[FSU Combined Bachelor's/Masters and Joint Pathways](#)] [[Combined-Direct Entry Pathways Spreadsheet](#)]

To apply to a combined pathway, a student must already be admitted to the University as an undergraduate, either as a freshman or transfer student. The earliest that a student can apply to participate in a combined pathway is their sophomore year, however, most do not do so until their junior or senior years. Enrollment in graduate courses is only allowed if a student has earned a grade point average (GPA) of a 3.0, "B," or better, carries a course load of no more than fifteen semester hours, has attained a minimum of 60 undergraduate hours and has received advance approval from the college dean, the department chair, and the instructor offering the course prior to registration. Combined pathways are structured such that students begin with the

core or recommended classes for a first-year graduate student. [[FSU Graduate Bulletin, p.73, 2018-2019](#)]

The program length for the degree programs for combined bachelor's/master's pathways remains the same as the regular bachelor and master's degrees in terms of the total number of credit hours, a minimum of 120 hours for the bachelor's and a minimum of 30 hours for the master's degrees. "Double counting" (i.e., "shared credits" or "double counted") is allowed by using up to a maximum of 12 graduate hours of more rigorous graduate coursework toward the undergraduate degree. Graduate courses that are double counted toward the undergraduate degree program are only at the 5000-level or above. Directed Individual Study, internship courses, or courses given credit-by-examination are not eligible. The credits to be double-counted are designated as applicable to the graduate program after the student receives the bachelor's degree and matriculates into the graduate degree. Graduate courses designated as "shared credits" are specifically coded and tracked in the student registration system by academic advisors. Each student's transcript and record displays the graduate courses that are double-counted and the total number of credit hours for both the undergraduate (120 or more hours) and graduate degree programs (30 or more hours). [[Transcript](#)]

No undergraduate credit may count toward the graduate degree. All combined bachelor-master's pathways require explicit justification of the shared credits and admissions criteria by the program faculty and approvals by the college curriculum committee, academic dean, faculty senate committees, graduate dean, Vice President for Faculty Development, and the Provost. Admission to combined pathways is available to only academically talented students through a competitive admissions process. Program faculty determine the students who are accepted into combined bachelor-master's pathways. Approved pathways are provided below that explain the rationale for the combined pathway, the justification for shared hours, the admissions requirements, and the approvals, including approvals by several faculty committees. [[Combined BS-MS Biological Sciences](#)] [[Combined BS-MS Pure Mathematics](#)] [[Combined BS-MS Professional Communication](#)] [[Combined BS-MS Statistics](#)]

## **Joint Graduate Pathways**

Joint graduate pathways allow highly qualified graduate students to work on two graduate degrees simultaneously. Joint graduate pathways share some academic content which allows students to expand their breadth of knowledge and expertise to include additional domains not covered in a single degree. Upon enrollment, joint graduate pathways allow a limited number of graduate/professional courses in excess of the 30 total hour minimum to be shared with, or double-counted, toward both degree programs. These students must be admitted as graduate students separately to each graduate degree program, meeting the university and college/department criteria set forth for graduate admissions. [[Joint Pathways Spreadsheet](#)] Joint pathways are only possible for consideration between programs where each degree requires more than 30 total hours. [[FSU Graduate Bulletin, p.73, 2018-2019](#)]

Department and colleges interested in developing or creating a joint pathway between two degree programs must submit a proposal for review and approval following university processes. All joint graduate pathways require explicit justification by the program faculty and approvals by the



college curriculum committee, academic dean, faculty senate committees, graduate dean, Vice President for Faculty Development, and the Provost. Part of this proposal includes presenting a justification for the overlap in the degree programs, listing the specific shared courses and documenting that each graduate degree program will still have a minimum of 30 distinct credit hours earned for each program. All graduate and professional programs at FSU require a minimum of 30 semester credit hours.

An example of this is the joint graduate pathway between the Master's of Planning in Urban and Regional Planning and Master's of Science in Demography. [[MSP-MS in URP and Demo](#)] In the attached example, the Venn diagram [[MSP-MS in URP and Demo, p.6](#)] shows the two master's programs and the overlap, ensuring that each degree still retains the 30 distinct hours. The Colleges of Business, Law, and Social Sciences and Public Policy, and the College of Social Work also offer programs in which a student may receive a jurisprudence degree and a master's degree in specific areas, such as Urban and Regional Planning.

### **Direct Entry Pathways**

A Direct Entry pathway allows a qualified student to be admitted as an undergraduate and later admitted as a graduate student - typically in the junior or senior year - while still working on the bachelor's degree. The curriculum of a direct entry pathway is such that the junior and senior years of enrollment include enrollment in graduate courses alongside undergraduate courses. Students admitted to this pathway earn the bachelor's and master's degree simultaneously upon completion. Each degree program that is part of a direct entry pathway require a minimum of 120 hours for the baccalaureate degree and 30 hours for the graduate degree. Hours are not double-counted between the programs within the direct entry pathway. [[FSU Graduate Bulletin, p.73, 2018-2019](#)]

The direct entry pathway were ended in 2019, after the 2018-19 Bulletins were printed; no student is currently in a direct entry pathway.

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

Academic units must follow a documented process to create, modify, or discontinue degree programs and majors. [[Degree Program Approval Process Flowchart](#)] [[Degree Proposal Template](#)] [[Major Statue Change Request Form](#)] Florida BOG regulations specify for state universities the minimum criteria, standards, and program length that must be met and documented for the creation of new degree programs. [[BOG Reg 8.011 New Program Authorization](#)]

Faculty within the department or college wishing to start a new degree originate the requests as "proposals to explore." New degree proposals are coordinated by the Office of the Vice President for Faculty Development and Advancement. The Vice President's office reviews the necessary documents, process, deadlines and requirements for completing a satisfactory proposal. Degrees may be approved for creation, changes, or deletion through this process. [[Degree Proposal-Business Analytics](#)] [[Major Status Change Textile Production](#)]

The formal request for approval is routed through the Office of the Vice President for Faculty Development and Advancement to the appropriate approval body within the university and state. Degree proposals are routed through the Dean of Undergraduate Studies and the Dean of the Graduate school for review and approval for their respective degree domains. All new degree programs must be approved by the BOT. [[Degree Proposal-BS-BME Biomedical Engineering Degree](#)] [[Degree Proposal-MS Law Enforcement Intelligence Public Safety](#)]

In the case of new degrees at the bachelor's, master's, or specialist levels, the BOT is the final approval point, with notification being sent to the State BOG. All doctoral and professional programs follow the same approval path but must be approved by the BOG before being implemented. [[BOG Reg 8.011 New Program Authorization](#)]

This coordinated process provides the University, and the governing bodies, in the form of the FSU Board of Trustees and Florida 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, state, and the appropriate accrediting body requirements.

The approval process is applied consistently to off-campus sites operated by the university (Panama City, Republic of Panama; Asolo Conservatory for Actor Training, Sarasota; Panama City, Florida) and programs, regardless of delivery mode.

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

The University conducts academic program reviews on a seven-year cycle, regardless of location or mode of delivery, as required by BOG regulation 8.015 [[BOG Reg 8.015 Academic Program Review](#)] and includes committees of the Faculty Senate. [[Quality Enhancement Reviews-Website](#)]

The Office of Institutional Research supports this process by providing data to the departments and committees that summarized student data for current and historical program data. These reports are maintained publishes on its website. [[QER IR Website](#)]

The QER process includes an in-depth self-study conducted by faculty within the program and the appropriate Faculty Senate committee (Graduate Policy Committee or Undergraduate Policy Committee) and a review by external peers selected and submitted for approval. [[QER UPC Philosophy, Question 6](#)] [[QER External Religion](#)] [[QER External Review Mechanical Engineering](#)] As part of the review, program length is reviewed and monitored for each program.

Whenever possible and feasible, the program reviews are aligned to coincide with reviews conducted by discipline accrediting bodies. Information gathered during the QER process is used to revise, modify and maintain appropriate focus within the program.

## 10 EDUCATIONAL POLICIES, PROCEDURES, AND PRACTICES

**10.2** *The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (Public information)*

☒ Compliance

☐ Non-compliance

### Narrative

Florida State University (FSU) makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

### Public Information

The University annually publishes the General Bulletin and Graduate Bulletin and makes these available on the university registrar's web page. These publications contain academic policies and degree requirements. The bulletins contain a comprehensive set of academic policies specific to the level of degree the student is pursuing (undergraduate, graduate or professional), including:

- University Calendars [[FSU General Bulletin 2018-2019, p.17](#)] [[FSU Graduate Bulletin, p.17, 2018-2019](#)]
- Admissions Policies [[FSU General Bulletin 2018-2019, p.49](#)] [[FSU Graduate Bulletin 2018-2019, p.51](#)]
- Grading Policies [[FSU General Bulletin 2018-2019, p.74](#)] [[FSU Graduate Bulletin 2018-2019, p.67](#)]
- Tuition and Fee/Refund Policies [[FSU General Bulletin 2018-2019, p.102](#)] [[FSU Graduate Bulletin 2018-2019, p.82](#)]

The University also annually publishes three supplemental editions of the General Bulletin. These supplements are titled the Registration Guide and available on the registrar's web page. The Registration Guide publications contain term-specific policies and calendars. The fall, spring, and summer editions of the Registration Guide are published in advance of the registration period for students each year and include the following policies in addition to other pertinent academic and financial information:

- Academic Calendar [[Fall 2018 Registration Guide, p.11](#)] [[Spring 2019 Registration Guide, p.11](#)] [[Summer 2019 Registration Guide, p.11](#)]

- Fee Information [[Fall 2018 Registration Guide, p.22](#)] [[Spring 2019 Registration Guide, p.23](#)] [[Summer 2019 Registration Guide, p.21](#)]
- Policies related to Term Withdrawals or Cancellations [[Fall 2018 Registration Guide, p.18-19](#)] [[Spring 2019 Registration Guide, p.19-20](#)] [[Summer 2019 Registration Guide, p.18](#)]
- Refund Policies [[Fall 2018 Registration Guide, p.25](#)] [[Spring 2019 Registration Guide, p.26](#)] [[Summer 2019 Registration Guide, p.24](#)]

Policies related to tuition collection and withdrawal are also available on the university's website:

- Tuition Refunds, Student Business Services [[SBS Tuition Refunds Website](#)]
- Office of Withdrawal Services [[Office of Withdrawal Services Website](#)]

Cost of attendance is provided on both the admissions and financial aid websites [[Main Campus Cost of Attendance](#)] [[Panama, City, Florida, Cost of Attendance](#)] [[Republic of Panama Cost of Attendance](#)] [[Law Cost of Attendance](#)] [[Medicine Cost of Attendance](#)]; cost information includes tuition, housing, fees, textbooks, meal plans, and health insurance. Federal law prohibits institutions from making a distinction based on the mode of instruction except on a case by case basis. Therefore, no separate cost of attendance is provided for distance learning programs. The University publishes the Student Conduct Code [[FSU Student Conduct Code](#)], which includes other academic and non-academic policies.

The deadlines and policies outlined in these publications apply to all off-campus sites operated by the University and programs, regardless of delivery mode. These publications are posted on the university's website so they are accessible to all students, faculty, staff, and the general public.

**10.3** *The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. (Archived information)*

☒ Compliance

☐ Non-compliance

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#### Narrative

Florida State University (FSU) ensures the availability of archived, official catalogs, digital or print with relevant information for course and degree requirements sufficient to serve former and returning students.

#### Archived Publications

The Office of the University Registrar is responsible for maintaining an archive of official university publications that contain academic and financial policy information. Prior editions of the General Bulletin and Graduate Bulletin are available in digital format on two of the university's web pages. The General Bulletin is available in PDF format on the University Registrar's website from 2002 through the present so that former and returning students may either access it online or download to their device. [[FSU Registrar Publication Archive](#)]

The Graduate Bulletin is available in the same format from 2003 through present. A digital copy of prior editions of the Registration Guide are also available on the Office of the University Registrar's website from 2007 to the present. The archive is accessible under the main Bulletin header on the website in the same place that students would navigate to current editions of the publications.

The FSU Libraries also maintain an archive of prior editions of the Bulletin(s) in a digital repository on their website [[FSU Libraries DigiNole Digital Repository](#)] that dates back to 1901.

A link to Libraries depository is available on the Registrar's Office Archive web page [[FSU Registrar Archive](#)] with links to archived General Bulletins, Graduate Bulletins, and Registration Guides. [[Archived General Bulletin 1994-1995](#)] [[Archived General Bulletin 1999-2000](#)] [[Graduate Bulletin 1993-1995](#)][[Graduate Bulletin 1999-2001](#)]

Former and returning students may also review print copies of previous editions of the General Bulletin, Graduate Bulletin and Registration Guide in the Registrar's Office on campus. Staff also assist with providing course descriptions or schedules from previous terms and years over the phone and via email for former students without access to the university.

The Office of the University Registrar publishes the General Bulletin each June in advance of the applicable academic year. The office maintains a publications procedures manual [[University Registrar Publications Manual](#)] that outlines the revision process for updates to the Bulletin.

There is a workflow process for updates to the Bulletin that includes reviewers across campus who review and edit the publication annually to ensure the accuracy of the content. Once the Bulletin is published, there are no updates to the published document and the review process for the next year's edition begins.

Changes to course offerings or requirements are published in the General Bulletin or Graduate Bulletin, depending on the degree program. Students are held to the set of policies and procedures for the year the student matriculated in the applicable degree program (i.e., catalog year). The student's catalog year is stored in the student records system to ensure students are being evaluated against the appropriate set of standards. Advisors work with students who left the University in a degree program that is no longer offered or who are in programs where course requirements have changed and inquire about returning to the university to complete their degree. In these cases, advisors identify the program or course substitutions, where appropriate, necessary for the former student to complete the applicable credential. Each term, course offerings are published in PDF format on the University Registrar's web page. [[FSU Class Search Snapshots](#)]

Previous terms' course offerings are also available on this website. In the event that a course is no longer offered that was previously required for a credential, the academic department will inform students via email, through Canvas (the learning management system), or through advising sessions.

The archived publications contain policies and procedures that apply to all programs, regardless of location or mode of delivery, and are accessible to all former and returning students.

**10.5** *The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (Admissions policies and practices)*

☒ Compliance

☐ Non-compliance

#### Narrative

Florida State University (FSU) publishes admissions policies that are consistent with its mission. [\[FSU Main Campus Mission and Vision Webpage\]](#) Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. All qualified persons are encouraged to seek admission to FSU. The university's admissions policies and practices seek and embrace diversity and the institution does not discriminate in offering access to educational programs and activities based on age, gender, race, color, national origin, religion, creed, disability, veteran's status or sexual orientation. [\[FSU General Bulletin, p.9, 2018-2019\]](#) [\[FSU Graduate Bulletin, p.9, 2018-2019\]](#) The university's accreditation statement is accurately represented on the Office of Admissions' website. [\[Accreditation Statement\]](#)

The Florida Legislature has delegated the responsibility for establishing minimum admission requirements for the State University System of Florida to the Board of Governors. [\[The 2018 Florida Statutes 1001.705\]](#) The Board of Governors of the State University System of Florida has established minimum admission requirements for first time in college students, transfer students and graduate students. [\[BOG General Admissions Regulation\]](#) [\[BOG First Time In College Admissions Regulation\]](#) [\[BOG Transfer Admissions Regulation\]](#) [\[BOG Graduate Admissions Regulation\]](#) The minimum requirements established by Board of Governors regulations do not guarantee admission to a specific university within the system. Each university develops admissions criteria with additional requirements and/or rigor to manage enrollment. FSU's admissions policy strives to select those individuals who have the capability to successfully complete their studies as well as further enrich our community of scholars with their active participation and leadership. Examples of admissions decisions consistent with the institution's policies are provided. [\[FSU Admissions Policy\]](#) [\[FSU Transfer Application\]](#) [\[FSU Graduate Application\]](#) [\[FSU Freshman Application\]](#)

Each year, the Admissions Office participates in a validity study through the Admitted Class Evaluation Service of the College Board to determine if the selection criteria being used are appropriate and useful in identifying successful students. [\[College Board Admission Validity Study for FSU 2018\]](#)



Exceptions to BOG and FSU admission requirements are possible if, in the judgement of the University, the student can be successful. At the undergraduate level, all exceptions must be approved by the University Admissions Committee which is comprised of faculty, staff, and students. It is chaired by a faculty member and the membership is appointed by the Provost. [[FTIC Admission Committee Exceptions 2016-2018](#)] [[FTIC Exception Academic Profile Comparison 2016-2018](#)] [[FSU Main Campus Admission Committee Minutes 04-17-2019](#)] [[FSU Main Campus Admission Committee Minutes 12-05-2018](#)] [[FSU Main Campus Admission Committee Minutes 11-14-2018](#)] At the graduate level, departments may recommend that a student be admitted to the University as a provisional graduate student. This requires that the program stipulate conditions that the student must meet during the initial semester/term of enrollment before regular admission can be granted. The student will remain in this provisional category for only one semester and must meet all the stipulated conditions during the initial semester to continue in the program. They can also seek an exception for any student that has below a 3.0 undergraduate grade point average whom they feel can be successful in their program. Provisional Students and Exceptions are tracked by the Admissions Office and the Graduate School. [[FSU Graduate Bulletin, p.52, 2018-2019](#)] [[Graduate Provisional Admits Summer and Fall 2018](#)] [[Graduate Exceptions Summer and Fall 2018](#)]

## **Admission Information and Materials**

Information concerning all the various types of admission to the University including Freshman, Transfer, Graduate, International, and Professional (Law and Medicine) is readily available on the university website. Admissions and prospective student information may be obtained from the main campus homepage [[FSU Main Campus Homepage](#)], the Panama City, Florida, campus homepage [[FSU Panama City Homepage](#)], and the Panama City, Republic of Panama campus homepage [[FSU Republic of Panama Homepage](#)]

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 (requirements and deadlines), finances (cost details, financial aid and scholarships), academic majors, and student life, as well. [[FSU Main Campus Freshman Admissions Webpage](#)] [[FSU Main Campus Transfer Admissions Webpage](#)] [[FSU Main Campus Graduate Admissions Webpage](#)] [[FSU Main Campus International Admissions Webpage](#)] [[FSU College of Medicine Homepage](#)] [[FSU College of Law Homepage](#)] There are also current student profiles provided and videos that discuss various aspects of university life as well as links to electronic publications, visit information, contact information, and the appropriate application. In addition to the main campus Admissions Office website, the FSU Graduate School via their homepage provides information to prospective graduate students. [[FSU Graduate School Homepage](#)] Information and links about academic programs, research, and funding opportunities are available to students. [[FSU Graduate School Prospective Student Webpage](#)]

Likewise, the Panama City, Florida, admissions office website provides information about the various types of admission that are offered on their campus and links to information about



academic programs, costs, financial aid, and student life. [[FSU Panama City Campus Admissions Webpage](#)] The Panama, Republic of Panama, campus admissions website provides information about the various types of admission that are offered with links to information about academic programs, costs, financial aid, and student life. [[FSU Republic of Panama Admissions Webpage](#)] The admissions process for online distance learning students is the same as the main campus. [[FSU ODL Admissions Webpage](#)]

In addition to the information made available on the internet, the main campus Admissions Office also produces four print publications annually: one for freshmen that is utilized in face-to-face outreach efforts; one for transfers that is utilized in face-to-face outreach efforts; a guidance counselor handbook for high school guidance counselors; and a welcome guide for visitors to campus. [[FSU Main Campus Freshman Recruitment Brochure](#)] [[FSU Main Campus Transfer Recruitment Brochure](#)] [[FSU Main Campus Counselor Brochure](#)] [[FSU Main Campus Visitors Welcome Brochure](#)] Like the website, these publications contain general information about the admissions process.

The Panama City, Florida, branch campus produces four print publications annually: two for freshmen that are utilized in their face to face and outreach efforts; one for transfers that is utilized in face to face and outreach efforts; and a guidance counselor handbook for high school guidance counselors. [[PC Campus Recruitment Brochure](#)] [[PC Campus Transfer Insert](#)] [[PC Campus Counselor Brochure](#)] [[PC Campus Seminole Pathways Brochure](#)]

The Republic of Panama branch campus produces a series of brochures/flyers in English and Spanish that discuss general information, requirements, costs, and academic programs. [[FSU Republic of Panama Recruitment Brochure 1](#)] [[FSU Republic of Panama Recruitment Brochure 2](#)] [[FSU Republic of Panama Rankings Brochure](#)] [[FSU Republic of Panama Housing Brochure](#)] [[FSU Republic of Panama International Affairs Masters Degree Brochure](#)] In addition to these print materials, Republic of Panama campus recruiters utilize a PowerPoint presentation for on campus visitors and in high school visitations. Similarly, a PowerPoint presentation is used during information sessions promoting the Master of Science in International Affairs.

These centrally maintained and controlled main web pages and publications are supplemented by individual colleges and departments which provide 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. [[FSU Main Campus College of Arts and Sciences Student Information Webpage](#)] [[FSU Main Campus College of Business Homepage](#)] [[FSU Main Campus College of Business Undergraduate Programs Webpage](#)] [[FSU Main Campus College of Business Graduate Programs Webpage](#)] [[FSU School of Theatre MFA Program Asolo](#)]

All the policies and procedures provided in the various media for all the campuses are articulated in the admissions section of the FSU General Bulletin and the FSU Graduate Bulletin. [[FSU General Bulletin, p.49-54, 2018-2019](#)] [[FSU Graduate Bulletin, p.51-54, 2018-2019](#)]

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, including visits to main campus by the off-campus site staff and main campus staff visits to off campus-sites, allows for oversight and updates throughout the year as warranted. A comprehensive review of all information is conducted during the summer. The goal of this comprehensive review is to verify and update all the information found on the web and print materials prior to the start of the Fall term and a new admissions cycle. [[Republic of Panama Meeting Agenda](#)] [[Panama City Meeting Agenda](#)] The Asolo admissions information (mentioned above) is published on the FSU School of Theatre website.

The main campus Admissions Office conducts two one-hour information sessions daily, Monday - Friday for prospective students and parents visiting campus. Topics discussed include housing, financial aid, academic programs, admission requirements, and costs. [[FSU Main Campus Visitor Center Admissions Presentation 2018](#)] Admission staff also meet with students and families in their offices either by appointment or on a walk-in basis. The branch campuses lack enough demand for daily sessions, so they meet with prospective students and parents on a walk-in basis as needed.

### **Recruitment Staff Training**

All university recruitment staff are thoroughly trained prior to becoming involved in outreach activities by the admissions staff of the respective campus. Training typically includes shadowing current recruiters, study of current policies and programs, and practice presentations. [[FSU Admissions Recruiter Training Manual](#)] [[FSU Admissions Recruiter Travel Manual](#)] [[FSU Admissions Alumni Training Manual](#)] In a similar fashion, student ambassadors who provide daily campus tours receive training by Admissions staff. [[FSU Main Campus Visitor Tour Training Script 2018](#)] Prior to the beginning of the Fall recruitment cycle, all admission staff participate in an Admission Retreat. The retreat is designed to update the staff on any changes in process or procedures, to set expectations of performance and results, and to provide continuing education on the latest trends in Admissions. [[FSU Admissions Staff Retreat Agenda 2018](#)] [[FSU Admissions Process Review for Staff Retreat 2018](#)]

### **Independent Contractors/Agents**

No independent contractors/agents work with or in undergraduate admissions. In graduate admissions, the College of Social Work has contracted with a private firm, KeyPath, to provide academic program management services for their Master of Social Work degree, which include, but are not limited to marketing and recruitment services. [[FSU Main Campus MSW KeyPath Master Services Agreement](#)] [[FSU Main Campus Program Term Sheet for Florida State University MSW](#)] KeyPath is the only contract the university has with an independent agent. All

statements by KeyPath about FSU and the MSW are clear, factually accurate, current, and consistent with written material approved by the College of Social Work. The responsibility for monitoring and oversight of KeyPath communication to potential students resides with the College of Social Work. Oversight of KeyPath employees is accomplished through biweekly conference calls with leadership from the College of Social Work and KeyPath. [[FSU Main Campus MSW Keypath Biweekly Call Notes 9-20](#)] [[FSU Main Campus MSW Keypath Biweekly Call Notes 10-4](#)]; and Standard Operating Procedure documents. [[FSU Main Campus MSW Keypath Acceptance Process SOP](#)] [[FSU Main Campus MSW Keypath Registration Process SOP](#)] [[FSU Main Campus MSW Keypath Financial Aid Process SOP](#)]

**10.6** *An institution that offers distance or correspondence education: a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit. b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity. (Distance and correspondence education)*

☒ Compliance

☐ Non-compliance

## Narrative

Florida State University

a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

c) ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

## Student Identity

Initial identity verification for distance learning students is conducted by the Florida State University (FSU) Office of Admissions during the admissions process. The university requires the disclosure of social security numbers for the purpose of verifying student identity and matching identity to credentials in the student's record, including registration, financial aid, and academic records (such as official transcripts and standardized testing scores). Student name, date of birth, institutions attended, dates of attendance, and credit hours are all checked against documents in the student's record, and if a discrepancy is found, the student's application is flagged. Falsifying admissions documentation may result in denial of further registration and/or invalidation of FSU credit and related degrees. [[FSU Undergraduate Bulletin 2019-2020, p.51](#)] [[FSU Graduate Bulletin 2019-2020, p.51](#)]

Once a distance learning student is admitted, FSU's Office of Distance Learning (ODL) and Information Technology Services (ITS) develop, maintain, and deploy technology and procedures that ensure the integrity of the university's course and program offerings. This includes procedures keyed to integrity and security that demonstrate that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives credit for those activities. The following security

measures, which include secure logins and unique passwords, are used to verify the identity of online students:

- Username/Password Information: Individuals requiring access to information log in through either a single secure login process or through a terminal program. In both cases, the user is authenticated and then granted access to the data using industry-standard security protocols (unique identifiers and passwords). Access by students to these services is controlled via the secure login profile established by each eligible user. The Network Access and Use Policy establishes that students must safeguard their user IDs and passwords and are not allowed to share credentials. [[4-OP-H-5 Information Security Policy](#)] [[4-OP-H-11 Network Access and Use Policy](#)] [[FSU Distance Learning Policy, p.11, 2019](#)]
- Username/Password Guidelines: User profiles and unique identifiers are maintained in a secured identity management system that follows industry standards with regard to the creation of a username and password. The password must conform to standards in terms of length, type, and number of symbols or characters, and students are required to create personal security questions for additional validation. When appropriate or necessary, data passed over the internet through web applications for faculty, staff, or students are encrypted. Students are required to create new passwords every 180 days. [[4-OP-H-5 Information Security Policy](#)] [[Updates to Password Reset Process at Florida State University](#)]
- Proctored Testing: ODL's Assessment & Testing unit requires identity verification for online and distance students taking proctored exams 1) at the main campus Testing Center, 2) at an approved, off-site testing facility, and 3) through an approved online proctored testing service.
  - Main Campus Testing Center: The FSU Testing Center provides secure, proctored testing for high-stakes assessments and examinations and maintains strict procedures for verifying student identity, limiting access to only verified testers, and monitoring testers at all times. FSU students are required to present a valid FSU photo ID card to check in for testing. Additional identification is required if the FSU ID photo is outdated, not easily recognizable, or the card does not contain a photo. Suitable substitutes for an FSU photo ID card are a government-issued photo ID or passport. Once identity is verified, students are admitted into the testing room. In order to access and begin their exam, students must enter their login credentials. If students are not enrolled in the course in which the exam is being offered, they cannot open the course or access the exam. [[Testing Center Specs and Procedures](#)] [[Assessment and Testing Student Responsibilities](#)]
  - Off-site Testing Facility: FSU distance students are required to present a current, valid, and recognizable photo ID to test. (ODL Assessment &

Testing only approves off-site testing facilities that agree to follow a standardized procedure for test integrity and student identity verification.) [[Proctor Approval Guidelines](#)] [[Proctor Verification and Agreement](#)] To access a computer-based exam, students must enter their FSU credentials to log into Canvas. Once logged in, if they are not enrolled in the course for the exam they are taking, they are unable to access the course or the exam.

- Online Proctored Testing Service: FSU distance students using an online proctored testing service are required to present identification to the camera in a live, proctored testing session. Acceptable IDs include an FSU ID and a current, government-issued ID with a clear picture and name. Proctors are required to verify the student's identity. If a student's identity cannot be verified, the proctor is required to stop the test and notify ODL Assessment & Testing. Each exam is recorded and reviewed by ODL staff to ensure that proper identity verification procedures were followed. Violations are reported to the instructor and appropriate university personnel. [[Online Test Proctoring Guide for Students](#)]

## Student Privacy

The FSU ODL and ITS are responsible for ensuring that the provisions of privacy standards are enforced. They develop, maintain, and deploy technology and procedures that ensure the privacy of all students enrolled in courses and programs at on-campus as well as off-campus instructional sites. This process includes options to protect student identities as well as their financial and personal information. All sites are subject to the same regulations and follow the same procedures as the FSU main campus. These security measures include:

- Information Privacy Policy: The university develops and maintains policies to protect the privacy of protected student education records, social security numbers, financial records, health information, and personal identifiers in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). [[4-OP-H-12 Information Privacy Policy](#)] The Information Privacy Policy provides additional direction related to academic technologies and activities that may be used in the online learning environment such as social media, photography, videography, web pages, and biometric technologies. [[2019-2020 Undergraduate Bulletin, p.16-17](#)] [[2019-2020 Graduate Bulletin, p.14-15](#)] [[4-OP-H-12 Information Privacy Policy](#)] To ensure compliance, information privacy policies are revisited regularly with distance learning staff who interact with distance learning students. [[Data Security and the Office of Distance Learning Help Desk](#)]
- FERPA: Students are provided the privacy protections as defined in FERPA. The Registrar maintains student records and responds to students' written requests to inspect their records and to approve or prevent publication of directory information. Notification of students' rights under FERPA, release of student information, and publication of media are described in the FSU Undergraduate and Graduate Bulletins. Introduction to The

Family Educational Rights & Privacy Act is one of the presentation topics provided through the university's New Employee Orientation (NEO), the New Faculty Orientation, and the Teaching Assistant Orientation. Orientation is mandatory for all employees. [[4-OP-C-7-F Training and Organization Development](#)] The NEO is available online for all newly hired faculty, staff, and OPS employees and includes information concerning employee benefits, rules and regulations affecting employment, and university operating procedures. Employees acknowledge their completion of NEO by submitting the Certification of Completion and Evaluation of Orientation form. [[New Employee Orientation Certification of Completion](#)] The New Faculty Orientation is an in-person orientation for newly hired faculty, and faculty attending are exempted from completing the online version. The TA Orientation is a hybrid orientation for graduate student teaching assistants conducted by the Program for Instructional Excellence which monitors and tracks completion. ODL staff who regularly interact with distance students and faculty and have access to student records receive additional training as part of their employment with ODL. [[FERPA Assessment for ODL Technical Support Staff](#)] [[2019-2020 Undergraduate Bulletin \(Notification of Students' Rights under FERPA\)](#)] [[2019-2020 Graduate Bulletin \(Notification of Students' Rights under FERPA\)](#)] [[4-OP-H-12 Information Privacy Policy](#)]

- Student Privacy Indicator: Student accounts have a privacy indicator that is activated upon request to prevent them from being listed in directories and other publications. In special cases, a student's identity is hidden from other classmates in a course. [[2019-2020 Undergraduate Bulletin \(Release of Student Information\)](#)] [[2019-2020 Graduate Bulletin \(Release of Student Information\)](#)]
- Financial and Personal Information: The university receives and stores a number of financial documents and records of a confidential nature. Policy 4-OP-F-7 has been created to establish safeguards for maintaining the confidentiality of this information. [[4-OP-F-7 Policy on Safeguarding of Confidential Financial and Personal Information](#)]

## **Additional Student Fees**

The Florida State University (FSU) Office of Distance Learning (ODL) implements procedures to ensure students are notified of additional charges related to verification of student identity. At the time of registration, students are notified that online courses may include proctored exams that may be associated with additional charges. ODL includes this notification in the Notes section of all online courses in FSU's course registration system. The notification includes a link to a Proctored Testing Fees webpage with information about the costs associated with the various proctored testing options as well as instructions for calculating those costs. [[Proctored Testing Fee Notification in Student Registration System](#)] [[Proctored Testing Fees](#)]

The FSU Testing Center provides secure, proctored testing for high-stakes assessments and examinations and maintains strict procedures for verifying student identity, maintaining a secure, controlled-access space, in-person proctoring of testers at all times, and video monitoring and recording of every testing station. [[Testing Center Specs and Procedures](#)] Access to the FSU



Testing Center is available to all students, including distance learning students. No additional fees are charged by the university for assessments and examinations related to FSU coursework at the FSU Testing Center.

Students who require proctoring services but are unable to access the FSU Testing Center designate an approved non-FSU testing facility or an online proctored testing service. These locations and services are not directly affiliated with FSU and typically charge students for the test proctoring services provided, which includes student identity verification. [[Proctor Verification and Agreement](#)] Distance students with disabilities receive testing accommodations by applying for services through the FSU Office of Accessibility Services (OAS) or Student Disability Services (Panama City campus). Both OAS and Student Disability Services provide on-site, accommodated testing to qualified students. Qualified students residing at a distance from the main and Panama City campuses work with their instructor to ensure the appropriate documentation is provided to the FSU Testing Center who then informs the student's designated remote proctor of the needed accommodations.

Written procedures regarding notification of proctored testing charges associated with student identity verification are published in the Florida State University Distance Learning Policy & Process document. [[FSU Distance Learning Policy & Process, p.16, 2019](#)]

In addition to proctored testing fees, all students are charged a fee for an identification card as authorized by Florida Statutes 1009.24 (14) (c). [[Florida Statute 1009.24 State University Student Fees](#)] [[4-OP-C-5 ID Card](#)] Fees for the card are posted on the Student Business Services website. [[2019-2020 Distance Learning Undergraduate Tuition Breakdown](#)] [[2019-2020 Distance Learning Graduate Tuition Breakdown](#)] Distance learning students are not required to get an FSU ID card but can apply for a card by completing an agreement form and emailing it to the FSUCard Center along with a photocopy of their government-issued photo ID. FSUCard Center staff verify student identity against university records before issuing an FSUCard. Cards issued in this way do not include a photo identifying a student. Because FSUCards issued to distance students exclude a photo of the student, distance students who must test at an off-site testing facility or via an online testing service must present a government-issued photo ID with a clear name and picture that matches the likeness of the individual presenting it. [[Online Test Proctoring Guide](#)] [[Assessment and Testing Student Responsibilities](#)] [[Proctor Verification and Agreement](#)]



**10.7** *The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g. direct assessment programs), the institution has a sound means for determining credit equivalencies.(Policies for awarding credit)*

☒ Compliance

☐ Non-compliance

#### **Narrative**

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Florida State University publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. All course credit awarded by the institution, regardless of academic level or nature of the program is based on semester credit hours. Academic credit is only awarded for successful completion of an approved course.

#### **University Credit Hour Policy and Definition**

Florida State University (FSU) has a published definition of a course credit hour [[FSU Policy for Awarding Credit Hours](#)] that is consistent with the established and acceptable practice in higher education and is consistent with SACSCOC credit hour definition. [[SACSCOC Credit Hour Definition](#)] All credit awarded by the university is based on semester credit hours, regardless of course delivery, location, or course level.

Faculty Senate has a standing committee, the University Curriculum Committee, comprised of faculty representation from the campus disciplines, including Law and Medicine. Faculty Senate members are appointed to serve staggered terms on this committee in order to provide continuity and appropriate oversight of the curriculum process of the university. [[Faculty Senate Bylaws, p.7, 2018](#)] [[University Curriculum Committee Website](#)] The UCC is responsible for the final review all courses originating from, and proposed by, instructors in academic programs.

In order to support faculty curriculum development efforts, the Faculty Senate website publishes a resource page for all faculty. [[Curriculum Resources - Faculty Senate](#)] [[How to New Course Curriculum](#)] These resource pages provide the following: access to the university credit hour policy, secure login links to the curriculum request application where courses are submitted for creation or modification, guidance for developing course objectives and elements of a syllabus, and access to the university's degree program inventory.

## **Determination of Academic Level: Course Taxonomy, Prefix and Numbers**

The State of Florida has established a Statewide Common Course Numbering System (SCNS) that is used by all public universities as well as state colleges/community colleges. [[2018 Florida Statutes 1007.24](#)]

The course prefixes dictate course content or discipline areas only, they are not “owned” by a specific academic unit or department. The course number is a four digit number with the first number indicating the course level. Course levels 1000-4000 designate undergraduate courses. Courses 5000-level and higher are allocated to graduate courses. For example, “ABC 1000” indicates this a freshman level class, whereas “ABC 5000” denotes a master’s-level graduate course. Information about SCNS, the course prefixes used by the University, and the taxonomy set forth by the state are published in both the Graduate and Undergraduate General Bulletins. [[FSU Graduate Bulletin, p.35, 2018-2019](#)] [[FSU Undergraduate Bulletin, p.35, 2018-2019](#)]

Faculty at the department level determine the course level, e.g., graduate or undergraduate, based on the state taxonomy framework. This determination occurs in the early stages of course development and is based on how the course fits within the program curriculum in which it will be used. All courses follow the State of Florida taxonomy, regardless of how the course will be delivered. It is important to note that a course taken online via distance learning and one taken face-to-face earns the same semester credit hour(s), satisfies the same requirements, and appears on the transcript in the same manner. For this reason, the policies, practices, and information described later in this standard should be considered as applying to all courses developed and offered by the university.

State law also clarifies the role of the faculty in the determination of credit hours and credentials of the faculty to exercise sound judgement in the process of creating courses. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system faculty committees to be academically equivalent to courses offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution. The Florida Department of Education ensures that credits to be accepted by a receiving institution are generated in courses for which the faculty possess credentials that are comparable to those required by the accrediting association of the receiving institution. [[2018 Florida Statutes 1007.24\(7\)](#)]

All newly approved courses, substantial course modification, or deletions of old courses, are reported to Statewide Common Numbering System (SCNS). The faculty indicate the course prefix and course level during the proposal process for a new course within the institution. Once approved by the University Curriculum Committee courses are reported to the SCNS office. This office is responsible for assigning the last three digits of the course number based on the state taxonomy and reports the final course number to the University. While all public institutions follow the SCNS guidance in assigning course prefixes and numbers, faculty at each institution

retain the ability to determine the appropriate credit hours and academic level that will be earned by student taking the course at the college or university.

### **Course/Credit Hour Determination and the Faculty Role**

The various faculty curriculum committees control the curricular development and approval process, including the number of credit hours that should be earned in a given course. Depending on the discipline, the course level, course content, and planned faculty-to-student contact, most University courses range from one to five semester hours, with the average course generating three semester hours of the credit. Discipline-specific accrediting body standards, practice or external licensure/certification requirements are taken into account by the faculty when appropriate. [[Social Work AAC 10-06-18 Agenda, Item IV](#)]

The academic content, rigor, and amount of faculty-to-student contact in the course will factor into the faculty judgement regarding the appropriate number of credit hours. For example, several courses in the College of Medicine that include working with community doctors in clinical setting are eight to ten credit hours. Throughout these processes, faculty are guided by the University definition of credit hours.

### **Credentialed Faculty's Role in Course Development and Modification**

Individual faculty and instructors within an academic program may initiate the course development process, review, or modify existing courses as needed. These modifications may be in response to changing content within the discipline, or at the request of other academic programs who wish to have courses tailored for their specific needs.

All academic units typically have curriculum committees within departments or colleges that provide guidance to the faculty of the program on course development. As part of this role, the program may have a discipline-specific semester credit hour definition as long as it is consistent with the University policy and does not conflict with the University policy. [[Credit Hour Policy College of Law](#)] In this respect, academic programs may adopt terminology, internal policies or procedures that are accepted or required by their national accrediting agency, are considered common within the field or licensing body of the discipline, or is considered best practice by peer or aspirational institutions. Questions regarding conflicts between a unit's credit policy and the University credit hour policy would be addressed by the Office of Faculty Advancement and Development, the University Curriculum Committee, and the Curriculum Committee of the unit in question. To date, there have been no policy divergence that required this level of mediation and discussion.

The University recognizes that a course may include direct instruction and outside-of-class work by students in the calculation of a credit hour. The following excerpt summarizes how these may be combined at the faculty's discretion based on their pedagogical approach, utilizing the nationally accepted ratio of one hour of direct instruction to two hours of outside-of-class student work. The University policy defines one semester hour of credit as:

"One semester hour of credit is granted for a minimum 750 minutes of Direct Instruction and a minimum 1500 minutes of outside-of-class student work (the Carnegie collegiate student hour) or the equivalent thereof. In traditional face-to-face courses, this equates to one 50-minute class meeting, 15 times during the course of a semester." [[FSU Policy for Awarding Credit Hours](#)]

This policy is published on the University Academic policies website at [[Academic Affairs and Provost Policies](#)] as well as an abbreviated version in the Faculty Handbook. [[FSU Faculty Handbook, p.126](#)]

The determination of the credit hours awarded for courses and the level of credit awarded is conducted by the faculty consistent with commonly accepted practice in higher education and in accordance with the mission and goals of FSU. This policy for awarding credit hours is in agreement with the accepted Carnegie collegiate student hour definition, related federal definitions and requirements, and SACSCOC policies and guidelines. [[FSU Policy for Awarding Credit Hours](#)]

The language in the Policy for Awarding Credit Hours establishes a minimum standard for all courses and is applied to the traditional classroom experience, as well as laboratory, practicum, thesis, dissertation, clinical hours, internship/externships, and performances. [[Fall 2018 Undergraduate Courses by Time, Level, Location, and Credit Hour](#)] [[Fall 2018 Graduate Courses by Time, Level, Location, and Credit Hour](#)] [[Fall 2018 Law Courses by Time, Level, Location, and Credit Hour](#)] [[Fall 2018 Medicine Undergraduate Courses by Time, Level, Location, and Credit Hour](#)] The definition is consistent across all three university campuses, all academic programs and sites, regardless of the delivery method of the course. All courses at the both graduate and undergraduate levels are subject to the same credit hour definition. All courses offered by the university are listed on the academic transcript in semester hours and this is noted on the transcript. [[Sample Official Transcript with Semester Hour Statement](#)]

## **Course Approval Process**

Each academic unit has a curriculum committee comprised of instructors credentialed within the discipline that must review and approve any course proposal, including new courses or changes to existing courses. In schools and colleges with departments, the proposal must also be reviewed and approved by the school/college curriculum committee. [[Psychology Curriculum Committee Bylaw and Sample Email Approval](#)] [[Social Work AAC 02-01-19 Agenda](#)]

Additional curriculum review committees may be established among several disciplines or interdisciplinary programs where coordination has been identified as a need by the faculty. For example, in the College of Arts and Sciences, course proposals are reviewed and approved by the department chair (if applicable). Depending on the nature of the course, it is forwarded from the department to one of two levels of review. Science, Technology, Engineering, and Math (STEM) courses are routed to the Science Area Committee first before being routed to the College-level Curriculum committee. [[Science Area Committee Meeting 030419 Agenda and Slides](#)] Non-STEM courses are forwarded directly to the college-level curriculum committee. Other colleges

may have the department forward courses through a college-level committee before they are sent to the University Curriculum Committee.

All courses are submitted and tracked through the online curriculum approval process for review by the UCC. [[Online Curriculum Submittal](#)] [[Curricular Request Form Main Page](#)] [[Curriculum Request Form](#)][[Curricular Request Review](#)]

The UCC reviews all new undergraduate, graduate, and professional course and course change proposals. Part of this review includes ensuring that the course level, credit hours, and content are appropriate for the level of work. [[Curricular Request TSL 5351](#)] The UCC may request that the college and/or department curriculum committee(s) document and justify the number of course credits assigned to a course in cases where the UCC has concerns that the Policy for Awarding Credit Hours [[FSU Policy for Awarding Credit Hours](#)] has been applied incorrectly. If the Curriculum Committee does not approve the amount or level of credit proposed, the proposal is returned to the originating unit with the committee's request for modification of the proposal or additional justification. All courses must be approved by the UCC before they may be scheduled and offered to students for enrollment. The same is true for all courses, regardless of instructional site that mode of delivery.

**10.9** *The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. (Cooperative academic arrangements)*

☒ Compliance

☐ Non-compliance

#### Narrative

Florida State University (FSU) ensures the quality and integrity of the work recorded when the institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. FSU maintains formal agreements between the parties involved and the institution regularly evaluates such agreements.

The mission of FSU is published in the 2018-2019 General Bulletin and states,

"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." [[FSU General Bulletin, p.41, 2018-2019](#)]

Cooperative academic agreements provide expanded opportunities for students to participate and explore unique education opportunities. The University has the following cooperative academic agreements in which the institution is transcribing courses and credits as its own:

1. Florida Agricultural and Mechanical University (FAMU) - Florida State University Cooperative Program
2. Foundations for Engineering Education for Distributed Energy Resources (FEEDER), FAMU-FSU College of Engineering
3. Structured reciprocal exchange agreements with select accredited, international institutions of higher education

In each of these cases, signed contracts/agreements are in place that spell out the terms and conditions of the agreement, the responsibilities of each party, the duration of the agreement, evaluation and review timelines and criteria. These reviews are tailored to the unique elements, purpose, location, and nature of the exchange agreement with a specific institution.

The cooperative academic agreements are processed and handled in a similar fashion in terms of how credit is earned and noted on the transcript.

Students wishing to participate in one of the three types of agreements must formally request permission to do so and are carefully screened to ensure that they meet the admission and registration criteria specific to the program in question. At the end of the term, the host institution supplies FSU with course information sufficient to enable FSU to post the credit to the student's transcript as FSU credit. In each of the three different types of agreements, the course credit posted in this manner is also annotated on the transcript with a transcript note that clearly denotes the type of program in which it was earned, e.g., "\* FSU-FAMU co-op class" notation that appears under the course. [[Sample Transcript Notations](#)] [[Transcript - FAMU-FSU Co-op Graduate](#)] [[Transcript - FEEDER External Student](#)] [[Transcript - FEEDER Native Student](#)] [[Transcript - FAMU-FSU Co-op Undergraduate](#)] [[Transcript - Exchange Native Student](#)]

### **FAMU-FSU Cooperative Agreement**

FSU and FAMU have a long and shared history between the two universities which are located in the same city. Both are public state universities and part of the State University System (SUS) of Florida, and accredited by SACSCOC. FAMU is classified as one of the top Historically Black Colleges and Universities in the country. FSU students benefit from access to an array of programs and courses not offered at FSU, most notably the Naval Reserve Officer Training (NROTC), journalism courses, animal science, and select undergraduate courses. These courses are available through FAMU under the cooperative agreement.

Under the State of Florida statutes governing public state universities and colleges, both FSU and FAMU participate in the state-mandated Common Course Numbering System. [[Fl. Statutes 1007.24 Statewide Course Numbering System](#)] Under this state law, public institutions use a standard taxonomy to classify courses by disciplinary and course level, e.g., BSC 1000 (freshmen level biology) is the same course across the state. The State of Florida has a required articulation agreement for all public institutions that pre-determined that courses with the same course prefix and number are equivalent when transferring from one SUS school to another. The course prefixes are published in the both the Undergraduate Bulletin [[FSU Undergraduate Bulletin, p.35-40, 2018-2019](#)] and Graduate Bulletin. [[FSU Graduate Bulletin, p.35-40, 2018-2019](#)] For this reason, courses take by FSU students who are attending FAMU under this agreement have the benefit that courses have already been determined as equivalent in quality by the State of Florida. Course evaluations for courses under this agreement follow state articulation standards. Both institutions notified SACSCOC of the renewal of this agreement. [[SACSCOC Acceptance](#)] [[SACSCOC Notification of Review and Approval of Agreement by FAMU and FSU Provosts](#)] [[Transcripted Credit FAMU-FSU Cooperative Agreement](#)]

Under the FAMU-FSU cooperative academic agreement, each institution agrees to accept students in good standing for enrollment in a limited number of select courses. FSU students participating in the program may enroll in any course offered by FAMU, assuming space is available and they meet and course/instructor requirement such as prerequisites, portfolio review, or instructor permission. The Registrar Offices of each institution coordinate each semester to manage records, enrollments, and grades for students participating in the program. Each institution is responsible for advising its students about course recommendations that are degree-applicable for their academic program. Students participating in the program pay fees to their home institution. These students are subject to the final grading of the FAMU instructor teaching



the class. FAMU is responsible for ensuring that qualified instructors are teaching their classes. [[FAMU-FSU Co-op Agreement](#)]

As part of the agreement, each institution is responsible for ensuring the proper credential of its faculty teaching the courses. Individual course or programs are not created solely for the purposes of the program. For this reason, each course was created by the institution for use in one of its programs and, therefore, followed the institutional policies and procedures that govern that program.

The FAMU-FSU Cooperative program has been in place since 1969. Over the decades, the review schedule has evolved to the current three-year cycle. The Provosts of each university regularly meet and discuss issues that might arise. At the three-year review mark, each Provost reviews the agreement, and if adjustments are warranted, changes are made to update language in light of the changing needs of each institution.

### **Foundations for Engineering Education for Distributed Energy Resources (FEEDER), FAMU-FSU College of Engineering**

The Foundations for Engineering Education for Distributed Energy Resources (FEEDER) is a instruction component of a National Science Foundation grant. It is one of "four national network centers that support power systems training and curriculum development based on research and development, data generation, collection, analysis, and/or simulation to advance adoption of distributed renewable energy resources and deployment of smart grid technologies." [[Final Executed FEEDER Course Sharing Agreement 11-03-16](#)]

The original agreement was signed in November 2016, and, as per University policy for Substantive Changes, notification was sent and approval was received from SACSCOC Substantive Change review process in 2017. [[SACSCOC – FEEDER Agreement Approval 2017](#)] At that time it was comprised of seven universities, including Florida State University, Auburn University, University of Arkansas, University of Central Florida, University of Kentucky, University of Pittsburgh, and the University of South Carolina. [[SACSCOC - FEEDER Agreement Approval, p.1, 2017](#)]

During the renewal and review period that occurred in 2018, an eighth institution - University of Hawaii - was added to the original seven. [[Final FEEDER Course Sharing Agreement 2018 Renewal Signed](#)] An update of the agreement was provided to SACSCOC [[SACSCOC Notification](#)] and approved by the Substantive Change committee. [[SACSCOC –FEEDER Agreement Approval 2019](#)] In the agreement, the select institutions, federal laboratories, utilities and industrial companies partner to provide in-the-field and classroom learning opportunities for engineering students. One of the core principles of the FEEDER program is to provide students an opportunity to engage in sharing ideas and research across an array of institutions and fields. This type of sharing and engagement is in direct alignment with the mission of FSU. Before FSU renewed the agreement, the program faculty and dean reviewed the agreement and recommended renewal to the Provost. [[FEEDER Review](#)]



All of the institutions involved in the agreement are recognized, accredited institutions of higher education in the United States of America. Section B [[Final FEEDER Course Sharing Agreement 2018 Renewal Signed, Section B, Item 1, p.2-3](#)] of the agreement delineates the responsibilities and general provision of each partner to the consortium agreement, including the following language:

- (1) reciprocity with the intent to balance credit hours between the institutions and activity across a calendar year;
- (2) credit hours registered at the home institution and host institution are equivalent;
- (3) procedures to handle reciprocity calculations in the event a student withdrawals from the term;
- (4) a requirement that each institution will subject courses approved under the agreement to regular quality reviews by the institution; and
- (5) statements as to how intellectual property, shared research collaborations will be addressed.

The nature of the agreement is such that each institution remains autonomous but shares its intellectual approach and concepts through the enrollment of students in the select FEEDER courses it offers. The instructors of those courses are responsible for determining course assignment, assessment measure and final grades for the student, in a manner consistent with their individual institutions. However, the criteria of the FEEDER agreement sets forth standards and guidelines for each institution.

All activities to be performed under this agreement are consistent with each institution's academic and accreditation requirements as well as all applicable laws (e.g., required state authorizations for distance learning, public records laws, the Family Educational Rights and Privacy Act). Furthermore, the parties respect the quality standards, including academic standards, of the institutions and academic departments participating in this Course Sharing Agreement. [[Final FEEDER Course Sharing Agreement 2018 Renewal Signed, Section B, Item 1, p.2](#)]

The FEEDER agreement includes a requirement for a FEEDER Oversight Committee that is responsible to the overall administration of the FEEDER program. It is the duty of that body to ensure that each institution is compliant and consistent with the terms of the agreement. This include reviewing the courses, the feedback and experience of students. Each institution is required to have a FEEDER agreement coordinator who serves as a single point of contact for questions, student advisement, coordinating registration for incoming FEEDER students. [[FEEDER Coordinators' Meeting Agendas](#)] An institutional representative addresses questions about courses, academic policies, faculty credentials, and record-keeping at the home institution.

At FSU, all courses determined as appropriate for the FEEDER program are courses that were created and approved under regular faculty control of the curriculum. Section B, Item 3 of the FEEDER agreement states:

"Courses approved for student exchange under this agreement will be subject to the regular quality assurance processes of the institution that owns the course, including applicable curricular review and approval, establishing and assessing student learning outcomes, certifying faculty teaching qualifications, and evaluating student and faculty performance." [[Final FEEDER Course Sharing Agreement 2018 Renewal Signed, Section B, Item 3, p.2](#)]

Each course is approved through the regular institutional curriculum processes. The FEEDER agreement also notes in Section D, Item 8, that, "The parties agree that all courses shall be taught by faculty members holding appropriate qualifications in accordance with each institution's regular teaching qualifications standards." [[Final FEEDER Course Sharing Agreement 2018 Renewal Signed, Section D, Item 8, p.4](#)] FSU faculty who participate in the program course offerings are subject to the same faculty credentialing review for subject and content area knowledge as faculty teaching on campus in traditional courses. The FEEDER Steering Committee has had monthly meetings by phone to discuss the course sharing agreement, course offerings, monitoring balanced reciprocity, data collection, and reports. [[Meeting Agenda Academic Year 2018-19](#)]

The purpose of the FEEDER program is to foster interdisciplinary research and an exchange of ideas, notably focused on, "support power systems training and curriculum development based on research and development, data generation, collection, analysis, and/or simulation to advance adoption of distributed renewable energy resources and deployment of smart grid technologies." [[FEEDER Agreement, p.1](#)] The concept of research-based studies that allow for the collaboration of individuals from disparate educational backgrounds is at the core of the FSU mission statement to,

"...preserves, expands, and disseminates knowledge in the sciences... and professions... (and) strives (for) sustained achievement within a community that fosters free inquiry and embraces diversity." [[FSU General Bulletin, p.41, 2018-2019](#)]

The review of the reciprocity requirements helps balance the burden of the course offerings across the different institutions while also ensuring that the different approaches, theories and applications remain multi-disciplinary in approach. The agreement review provides each institution an opportunity to assess the academic and research value of the program and determine if it is still in alignment with the mission and goals of the individual institution. The last such review occurred in 2018, and a new school was added. [[Final FEEDER Course Sharing Agreement 2018 Renewal Signed](#)] To date, no schools have exited from the agreement.

Each semester, the courses provided by the participating institutions are published, as well as the instructor of each course, on the FEEDER website. [[FEEDER Courses Listed](#)] [[Transcript FEEDER Credit](#)]

To date, four FSU students have participated in courses taught by participating institutions. For FSU students participating in the FEEDER course sharing program, the course is transcribed as an FSU course. The instructor at the participating institution who taught the course sends an email to the FEEDER coordinator at FSU with the student's grade. The grade is then transmitted to the FSU Registrar by the FEEDER coordinator. Examples of this process, including the notation that the course credit was earned as part of the FEEDER course sharing agreement, are provided. [\[Student 1\]](#) [\[Student 2\]](#) [\[Student 3\]](#) [\[Student 4\]](#)

## **Reciprocal Exchange Agreements**

Reciprocal exchange agreements are between FSU and accredited international institutions for the purpose of expanding the opportunities available to students. Reciprocal exchange agreements are forged between institutions to further the learning opportunities of the students at each institution. FSU has 51 active international student exchange agreements. The agreements are assessed regularly and discussed below.

FSU has an established policy [\[FSU Policy on Reciprocal Academic Exchanges\]](#) that provides for the initiation, implementation, and review of international student exchange agreements. The formal agreements detail the rights and responsibilities of each institution, fee assessment, grade collection, duration of the agreement, termination clauses, and the academic unit on campus responsible for recommending and monitoring the exchange agreement. [\[Perugia FSU Exchange Renewal 2019\]](#) A list of all of the international exchange agreements, the last review date, and the renewal date are maintained in the Office of the Provost. [\[Exchange Agreements\]](#) All international exchange agreements follow the same template as the Perugia FSU Exchange Renewal.

Under the university policy, departments interested in entering in such agreements must submit a proposal [\[Intent to Establish International Exchange Agreement\]](#) to develop the agreement. This proposal outlines for the department the necessary steps to ensure that the agreement is cooperative in nature, that the partner institution has national accreditation, appropriate areas of academic studies, sufficient student services, and that the proposed agreement follows FSU's travel and safety policies. The "Intent to Establish" proposal must be reviewed and approved by the sponsoring faculty member, the Department Chair, the College Dean, the Exchange Oversight Committee, and the Assistant Provost for Academic Affairs before developing a full reciprocal student exchange agreement.

Students must apply and meet selective criteria in order to participate in the exchange program. [\[Outgoing FSU Exchange Student Application\]](#) They are advised by the FSU faculty and advisors who are associated with the program as to the proper courses they may take at the host institution. All proposed coursework (coverage, objectives, assessment) that students will take at the host institution is reviewed and approved in advance by an FSU faculty member from the relevant academic department. This prior approval by faculty members and advisors is recorded on the Outgoing FSU Exchange Student Application form.

The host institutions agree to enroll exchange students and to provide tuition and fee exemptions according to the rules and regulations of their institution. The host institutions provide pre-

departure and arrival information, visa and insurance requirements, information on housing options and other program-related assistance as deemed appropriate and as normally available to enrolled students. Exchange students have access to learning resources and services including the library, computer labs, health and fitness facilities, academic counseling and advising, assistance in selecting and enrolling in courses and the institution's grievance and complaint process. If either institution becomes aware of any emergency situation involving an exchange student, the host institution notifies the home institution. Upon request, the host institution informs the home institution of the student's enrollment status and promptly informs the home institution if any exchange student withdraws or reduces the number of credits attempted. The host institution further agrees to immediately notify the home institution in writing of any changes in the academic status of the exchange student. In the event that an FSU student at the host institution receives a stipend, scholarship, or other source of funding from the host institution, the host institution agrees to notify FSU of the nature, amount, and dates of such funding in order that FSU may comply with State of Florida, U.S. federal, and student home institution guidelines pertinent to the particular student. [[FSU Policy Substantive Change, p.5](#)]

Course hour equivalencies are determined in accordance with the standards of World Education Services (WES), a third-party organization used for the evaluation of international academic credit. For example, the following conversion rate is used as a guideline for host institutions that use the European Credit Transfer System (ECTS) credits: (1 ECTS=.67 FSU credits). FSU course credits are rounded to a whole number. [[See ECTS Conversion Scale, University Policy International Reciprocal Student Exchange Agreements and Programs, p.8](#)]

The Department/College designee is responsible for determining the equivalence of a course taken on an exchange to a course offered at FSU following Department/College procedures. If the courses on the student's transcript were pre-approved, no further action is needed. If a transcript contains courses that were not pre-approved, the student is responsible for working with the Department/College designee and his/her Academic Advisor to determine FSU course equivalencies. The Registrar's Office designee creates FSU class sections in the University's scheduling system, coding the courses as part of the international exchange program, and including in the course comments: "Student Exchange at [international partner, country]" The student's FSU transcript will read "Articulated credits earned on exchange at [international institution, country]" for the semester in which the student participated in an international exchange. "NG," No Grade, is assigned if the transcript has not arrived prior to the end of the FSU semester. Transcripts for FSU graduate students are processed using the same procedure. FSU reports these courses to the Florida Board of Governors on the Student Information File with a student section funding flag of "R" (for reciprocal) on data element 01103.

After the student completes the exchange and the transcript has been received from the exchange partner, the Program Director for Exchanges reviews the student's transcript and assigns grades and number of credit hours earned for each course taken on the exchange based on the established grade scale and credit conversion rate for the exchange program. [[FSU Policy International Reciprocal Student Exchange Agreements and Programs, p.9](#)] The grade for the course is transmitted to the Registrar's Office by the Program Director for Exchanges. [[FSU Student's Grade Submission](#)] [[FSU Student's Grade Submission](#)] Examples of how the course equivalencies are approved by FSU faculty and/or advisors, transcripts are received from the host

institution, the transmission of the grade to the FSU Registrar's Office, and how it is transcribed are provided. [[Student 1](#)] [[Student 2](#)] [[Student 3](#)]

Agreements may be terminated prior to the sunset date under the provisions stated within the agreement, typically by either party giving 60 days' notice of termination in writing to the other party. Students already admitted to and participating in the exchange program must be allowed to complete the program. FSU may at any time suspend approval for an international reciprocal student exchange agreement or cancel a specific student's participation. Factors considered in immediate program suspension may include, but are not limited to, an increase in health or safety risk in the host country location, or an update in travel advisories or health notices for the host country. In this case, the university will work with the student to identify alternative coursework on campus, an alternative exchange placement, or will refund the student's FSU tuition and fees for the semester if necessary. Factors considered in cancelling a specific student's participation may include, but are not limited to, behavioral concerns, student conduct code violations, or a violation of signed travel and program agreements and waivers. If a student's participation is canceled due to a violation on their part of the said rules, regulations, instructions, and/or standards of conduct and behavior, the student will be sent home at their own expense with no refund from FSU. In this case, the university will work with the student to identify alternative coursework on campus. However, the student may face additional negative and significant academic consequences at FSU as a result of their program cancellation. FSU may also refuse to grant permission for an FSU student to participate by denying the student's "Exemption Request for Travel to Locations on the U.S. Department of State Travel Warning or Alert List".

[[University Policy International Reciprocal Student Exchange Agreements and Programs, p.5](#)]

FSU's Center for Global Engagement (CGE) assists incoming and outgoing students with admission and registration processes (including health insurance requirements). For FSU students who are participating in exchange programs, CGE provides information about the process, course approvals and changes to courses, tuition, and communication while abroad and emergencies. [[Final Reminders for Exchange Students](#)] Further, CGE provides a required pre-departure session. During this session, students are notified to contact their host university coordinator in the event of an emergency as well as CGE. If the university receives an alert from CISI, or any news of a global emergency in a location where students are enrolled, the students are emailed and asked to check in that they are not impacted. If a student has any difficulties with the host institution, they are encouraged to contact CGE to facilitate with the host institution as needed. Further, students report their local contact information in Canvas as well as confirm their enrollment and classes being taken abroad. Revisions to their initial course approvals at the beginning of their exchange term are reported as needed. CGE staff email the host university coordinators at the beginning of the term to confirm students' arrival and enrollments. As the exchange is ending, students are emailed information about returning to FSU and provided information regarding their return including ways to continue their international experience based upon return. When students return from participating in an exchange program, CGE has a "welcome back" forum in which transcripts, financial aid, and other related topics are discussed. Returning students complete a survey regarding their experience which is used by the CGE staff to assess the student experience. [[Return Exchange Students Top 6 Things to Know](#)] Lastly,

CGE provides all FSU students who participated in an international student exchange with a "Welcome Home Re-Entry Guide." [[Welcome Home Re-Entry Guide](#)]

The University has an Exchange Oversight Committee that provides oversight and direction for international academic exchange agreements, ensures the quality and integrity of academic credit, and oversees the implementation of the university Policy on Reciprocal Academic Exchanges. Its responsibilities include the following:

1. Review and evaluate new, existing, and renewing academic exchange agreements;
2. Ensure the quality and integrity of academic credit recorded on the Florida State University academic transcript as part of the exchange agreements;
3. Review reports of student experiences in academic exchanges;
4. Rank order student nominees for inclusion in the exchange;
5. Provide advice to the Provost on directions and strategic priorities for academic exchange agreements.

The Exchange Oversight Committee includes faculty members as a majority of voting members, and is chaired by the Assistant Vice President for Academic Affairs who is assigned to international programs. International student exchange agreements are reviewed consistent with their expiration. [[Exchange Oversight Committee Minutes](#)] [[Exchange Balance Review](#)]

The Exchange Oversight Committee receives a bi-annual report on each international student exchange program from the program director and directly reviews student files (approved applications, foreign transcripts, and FSU transcripts) at its discretion. This oversight ensures that the courses meets the quality of the course needed for the FSU degree. Students are limited in the number of credit hours that may be earned through an exchange agreement to less than 25% of the total hours required for the degree. University advisors are charged with specifically noting this during their advising reviews.

In summary, FSU has three types of cooperative academic agreements. All of the agreements are formal, written agreements. The university regularly evaluates the integrity of the agreements in order to ensure the quality of the work recorded and the quality of the courses or credits transcribed as its own.



## 12 ACADEMIC AND STUDENT SUPPORT SERVICES

**12.1** *The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student Support services)*

☒ Compliance

☐ Non-compliance

### Narrative

Florida State University (FSU) provides academic and student support services consistent with its mission in the service of all students in the FSU community. The FSU student body is an engaged and diverse group of undergraduate, graduate, and professional students. In fall 2018, the university's total enrollment was 41,717 with 77.7% undergraduate, 16.8% graduate, 2.5% professional, and 3.0% unclassified students. Women comprised 56.6% of enrollment in 2018. Approximately 34% of the student population identified as a racial or ethnic minority. [[FSU Fact Book, p.24, 2018–2019](#)] Student enrollment included an international population of 7%. [[FSU Fact Book, p.22, 2018–2019](#)] In 2018, 8,058 students enrolled in graduate and professional studies, representing 19.3% of the student population. [[FSU Fact Book, p.53, 2018–2019](#)]

FSU focuses on the development of the whole student, providing multiple opportunities for student engagement and a range of academic and student support services. The university's mission is as follows:

"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." [[FSU Fact Book, p.1, 2017–2018](#)]

The university aims to accomplish its mission through several strategic priorities. [[FSU Strategic Plan, p.7, 2017–2022](#)] These include:

- Deepening our distinctive commitment to continuous innovation
- Amplifying excellence across our academic and research programs
- Realizing the full potential of diversity and inclusion
- Ensuring student success on campus and beyond
- Preparing our graduates for 21<sup>st</sup> century careers



- Investing strategically in our institution and reputation

To support these priorities, FSU provides a broad range of academic and student support services. Colleges, schools, departments, institutes, and administrative units share the responsibility of fostering learning, engagement, inclusion, and well-being. The university offers programs and services designed to meet student needs and support student learning. Many units collaborate to support students, and two divisions within the university provide most academic and student support services: Student Affairs and Academic Affairs.

The following chart outlines departments, institutes, and administrative units that focus on specific populations of students:

<b>Student Population Type</b>	<b>Select Resource Organizations</b>
Students with disabilities	<a href="#">[Student Disability Resource Center]</a>
First generation students	<a href="#">[Center for Academic Retention and Enhancement]</a>
Students who identify as a racial/ethnic minority	<a href="#">[Center for Academic Retention and Enhancement]</a> , <a href="#">[Student Governance and Advocacy]</a> , <a href="#">[Center for Leadership and Social Change]</a> , <a href="#">[Black Student Union]</a> , <a href="#">[Hispanic/Latino Student Union]</a>
Students who have experienced foster care, homelessness, relative care, or ward of the State status	<a href="#">[Center for Academic Retention and Enhancement Unconquered Scholars Program]</a>
Veterans, veteran-dependents, active duty personnel, Reserve and National Guard members, and ROTC cadets	<a href="#">[Student Veterans Center]</a> , <a href="#">[Student Governance and Advocacy]</a>
Lesbian, gay, bisexual, transgender and queer people	<a href="#">[Student Governance and Advocacy]</a>
Transfer students	<a href="#">[Academic Center for Excellence]</a> , <a href="#">[Transfer Services]</a> , <a href="#">[Student Governance and Advocacy]</a>
Graduate and Professional Students	<a href="#">[Graduate School]</a>
Students with dependents	<a href="#">[FSU Childcare and Early Learning Program]</a>
English Language Learners	<a href="#">[Center for Intensive English Studies]</a>

## Division of Student Affairs

The mission of the Division of Student Affairs (DSA) is to empower and support all students to achieve their full potential. The DSA is the core unit responsible for advocating for all students. The DSA Strategic Plan supports FSU's Strategic Plan. [\[FSU Strategic Plan 2017–2022\]](#) As part of a plan for continuous improvement, in 2017-18 the Division of Student Affairs revised their mission, vision, and values. In 2017-2018, through a series of focus groups and listening sessions, the DSA sought input from staff to develop a strategic plan. This plan provides direct support for the University's mission and strategic priorities. [\[Student Affairs Strategic Planning Process, 2019, p.11\]](#) The DSA strives to make students a central focus of the institution. Consistent with the mission of FSU, the DSA provides student support programs for overall well-being including intellectual, career, emotional, physical, social, and spiritual development.

DSA departments are important to students' well-being and academic success. [\[Division of Student Affairs Departments, 2019\]](#) The DSA includes:

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

[\[DSA Organization Chart, 2019\]](#)

The DSA collaborates with units in Academic Affairs, such as Undergraduate Studies, the Graduate School, Office of Distance Learning, International Programs, University Libraries, and academic colleges to develop student-centered programs, services, and policies. Partnerships

with University divisions are imperative to meet student needs, resolve issues, and support learning in alignment with the university's strategic priorities.

## **Division of Academic Affairs**

The Division of Academic Affairs is the largest organizational unit within the university. It consists of 18 colleges and schools, the Graduate School, Undergraduate Studies, University Libraries, Institutional Analytics, Office of Faculty Development and Advancement, and several functional support units. The functional support units include the Office of Admissions, Office of Distance Learning, Graduation Planning and Strategies Office, Title IX Compliance, Center for the Advancement of Teaching, Office of Financial Aid, International Programs, Information Technology Services, and the Center for Academic Retention and Enhancement<sup>1</sup>. [[Academic Affairs Organization Chart](#)]

## **Undergraduate Studies**

Undergraduate Studies works closely with the Division of Student Affairs to provide support services to all undergraduate students.

The mission of Undergraduate Studies is to assure that each undergraduate student at FSU receives a strong educational foundation on which to build a successful academic program of studies. With this mission, Undergraduate Studies:

- Supervises and monitors a number of state-wide and university-wide degree requirements.
- Serves as the Academic Dean for most freshmen and sophomore students (with the exception of BFA and Music students admitted directly into 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 Mission, 2019](#)]

Undergraduate Studies is comprised of departments that provide academic support to students including Academic Center for Excellence, Advising First, Center for Academic Retention and Enhancement, Community College Relations, Honors Program, Living Learning Communities, Office of National Fellowships, Undergraduate Studies, Student Athlete Academic Services, Student Ombudsman Office, and Undergraduate Research and Academic Engagement. [[Undergraduate Studies Departments, 2019](#)]

## **Graduate School**

The Graduate School supports students in graduate and professional programs at FSU. The office provides assistance in academic matters, advice on university-wide degree requirements, information on the availability of financial assistance including assistantships, fellowships and

scholarships, as well as approval for theses and dissertations. The Graduate School does this through a three-part mission:

- Assists 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; by granting approval for theses, treatises, and dissertations; and by fostering the development of their skills and knowledge to succeed as leaders in a global community.
- Collaborates with academic programs, departments, and colleges as well as the Center for Global Engagement, the Center for Intensive English Studies, Career Center, Health Center and University Libraries to address graduate student needs; and works with national organizations such as the Council of Graduate Schools, the Association for Public and Land-grant Universities, and the National Research Council to promote the importance of graduate education.
- Interacts with the 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, 2019](#)]

To accomplish its mission, the Graduate School offers services through the Office of Graduate Fellowships and Awards, the Program for Instructional Excellence, the Fellows Society, the Office of Postdoctoral Affairs, and the Center for Intensive English Studies. [[Graduate School Organization, 2019](#)] The Graduate School also collaborates with the colleges, Office of Faculty Development and Advancement, and FSU graduate committees to establish and uphold policies affecting graduate education at the University. [[Graduate Committees, 2019](#)] Additionally, the Graduate School collaborates with academic programs, departments, and colleges as well as the Career Center, Center for Global Engagement, Center for Leadership and Social Change, Office of Distance Learning, and University Libraries to offer recurring professional development opportunities. [[The Graduate School Catalog of Professional Development, 2018-2019](#)] These professional development sessions provide graduate students the opportunity to develop skills such as communication, teaching, professionalism, scholarly development, and career development at the early, mid-, and late-stage of their program. [[Professional Development Core Competencies and Workshops, 2017-2018](#)]

### **Fostering Student Engagement**

FSU provides a wide array of opportunities outside the classroom for student engagement and involvement. These opportunities support student learning and development as part of their FSU experience and beyond. Through developing transferable skills, students are prepared to make meaningful contributions to the workforce following graduation. FSU's mission and vision call for personal responsibility and transforming lives. [[FSU Fact Book, p.1, 2017–2018](#)] The Strategic Plan calls for ensuring student success on campus and beyond by expanding high-impact programs such as advising, leadership development, community building, and academic support. The Strategic Plan also highlights the importance of broadening and strengthening engagement to make a difference in the community and develop the “whole person.” [[FSU](#)

[Strategic Plan 2017–2022, p.13](#)] Academic and student support services at the University foster engagement through programs, services, and opportunities for students at all levels to be engaged on campus, in the community, and around the world.

## **Engage 100**

Engage 100 is an initiative introduced in 2017 designed to connect, engage, and challenge students during their first semester at FSU. Engage 100 is comprised of small, mentor-guided group experiences centered on a particular topic or curriculum that assists students in acclimating to university life. Students participating in Engage 100 develop personal, social, and professional awareness and skills; engage in activities that align with their personal and academic goals; and learn how to continue to be engaged throughout their college career. Experiences that students have the opportunity take part in through Engage 100 include the Chart Your Course academic class, the Center for Academic Retention and Enhancement (CARE), Freshman Interest Groups, the Honors Program, Living-Learning Communities, and the Undergraduate Research Opportunity Program (UROP). [[Engage 100, 2018](#)] [[Engage 100 Opportunities, 2018](#)]

## **Student Governance and Advocacy**

The staff of the department of Student Governance and Advocacy at FSU assist students in reaching their full potential. With a focus on leadership and identity development, belonging and inclusion, civic engagement and participation, and financial responsibility and stewardship, Student Governance and Advocacy staff advocate and support traditions, initiatives, and communities that benefit the student body. [[SGA Annual Report, p.1, 2017](#)]

This includes supporting the three branches of the Student Government Association's elected and appointed students in the Executive Branch, Student Senate, and Student Supreme Court (law students); building community through the six identity-based student agencies [[Agency Guidebook, 2018](#)]; managing the facilitation and training of the Allies and Safe Zones program [[Allies and Safe Zones Overview, 2019](#)]; engaging first year and transfer students through leadership institutes [[SGA Annual Report, p.3, 2017](#)]; cultivating financial literacy through funding boards and student organization spending [[SGA Financial Manual, 2018-2019](#)]; cultivating civic engagement through the Garnet and Gold votes program [[Garnet and Gold Votes, 2018](#)]; and supporting freedom of expression on campus.

The Student Government Association (SGA) provides quality leadership for, and accountability to, its constituency by recognizing that strength arises from diversity, engagement, and dialogue. Student Governance and Advocacy ensures student participation in governance and policy development; manages Activity and Service Fees; organizes events for students; receives and investigates complaints from students; takes action on behalf of the student body on education-related topics; provides an official voice for student opinions; develops SGA policies fairly and openly; and encourages all students to participate in SGA activities. [[Constitution of the Student Body, p.1, 2015](#)] Student Governance and Advocacy serves as an experiential learning environment for students, and through the many services and organizations under the SGA umbrella, a focus of SGA staff is the leadership and identity development of student leaders

engaged with SGA. [[SGA Leader Guide, 2018-2019](#)] Freshman Leadership Institute and Transfer Leadership Institute that take place during the fall semester and are facilitated by a group of student leaders with support from campus partners who interact with and present to the students regarding leadership development, time management, public speaking and communication, values exploration, diversity and identity development, professional development and mentoring. [[SGA Annual Report, p.3, 2017](#)]

## **Congress of Graduate Students**

The Congress of Graduate Students (COGS) is an official representative body of all post-baccalaureate special, masters, specialist, professional, and doctoral students at FSU. COGS defends the interest of graduate students in student life, services and academics; manages the funds within its purview in a fiscally responsible manner; ensures student participation in governance and policy development; and provides an official voice for graduate student opinions. [[COGS Administrative Code, p.4, 2018](#)] COGS administers grants for Academic and Professional Conference Support Travel and presentations. These grants help hundreds of graduate students each year travel to academic conferences, present their research, and conduct research domestically and abroad. [[COGS Guidebook, p.5, 2018-2019](#)] [[COGS Guidebook, p.21, 2018-2019](#)] 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. [[SGA Annual Report, p.9, 2017](#)]

## **Student Involvement**

The Oglesby Union on the Tallahassee campus houses a diverse and engaging community that fosters individual and collective learning by providing outstanding programs, services and 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 provides services and conveniences that members of the college community need in their daily lives and creates an environment for getting to know and understand others through formal and informal associations. The Union serves as a home to 768 recognized student organizations and provides resources for their leaders and advisors. The Union facilities include meeting spaces, a cinema, a gaming cyber café, an art center, bowling, billiards, a music venue, and a collegiate circus in the service of providing engagement opportunities for all students. FSU is currently renovating the Oglesby Union to better serve the community and meet the needs of a diverse FSU population. Construction began in summer of 2018 and the anticipated opening of the new building is fall of 2020. Alternate University and local Tallahassee venues are being substituted for spaces currently offline due to the new Union construction project. [[Oglesby Union Annual Report, 2017](#)]

Union Programs and Student Organizations and Involvement, coordinated by the Student Activities Center (SAC), serve as a catalyst to engage and involve students. This is done by providing advising, training and mentoring to student leaders and faculty/staff advisors; inspiring students to become active members of the campus and community; creating programs that foster interactions among the diverse members of the University community; maintaining lively spaces



and resources for student-focused initiatives that enrich campus culture; designing and supporting programs, venues and resources that cultivate student expression; and engaging student leaders to discover new knowledge that enables them to critically evaluate evidence, make informed judgements, balance multiple perspectives and act ethically. [[SAC Brochure, 2017](#)] The Oglesby Union organizes campus-wide signature events that foster traditions and community building including the Involvement Fair, Seminole Sensation Week, Parents' Weekend, and Homecoming. [[Seminole Sensation Week, 2018](#)]

The University leverages online tools to facilitate student engagement. Through the Student Organizations and Involvement's online portal, Nole Central, students on the Tallahassee campus; Panama City, Florida, and Republic of Panama branch campuses; and the Sarasota off-campus site are able to find, join, and create student organizations as well as learn about events hosted by student groups. [[Nole Central Organizations, 2019](#)] SAC provides trainings and support for both students participating in recognized student organizations (RSO) and faculty or staff who are advising organizations. [[RSO Handbook, 2018](#)] [[RSO Advisor Manual, 2017](#)]

The University maintains a robust social media presence with many colleges, departments, and units relying on Facebook, Twitter, LinkedIn, YouTube, and Instagram to tell the University story and to engage students, alumni, faculty, staff, and friends of the University in building an active online community. [[Social Media Accounts, 2019](#)] [[Social Media Facebook Examples, 2019](#)] [[Social Media Twitter Examples, 2019](#)] [[Social Media Instagram Examples, 2019](#)]

The Panama City, Florida, branch campus provides opportunities for student involvement through recognized student organizations. [[Panama City RSO Handbook, 2018](#)] [[Panama City Registered Student Organizations, 2019](#)] Panama City also maintains a Student Government Council to provide students an opportunity to make decisions on behalf of their peers. [[Panama City Student Government Council, 2019](#)] The Republic of Panama parallels this by offering a student government association. [[Republic of Panama Student Government, 2019](#)] Several students clubs are active and enrich campus life and student involvement. The branch maintains continuous social media presence for the circulation of all campus activities and for maintaining an active online community. [[Republic of Panama Student Clubs, 2019](#)] [[Republic of Panama Club Fair, 2019](#)] [[Republic of Panama Environment Club, 2019](#)]

## **Student Veterans Center**

The Student Veterans Center (SVC) coordinates and directs the university's resources and support programs for Florida State students who are veterans, active-duty personnel, Reserve and National Guard members, and military/veteran dependents. The transition from military service to campus life for these underrepresented students is eased through veteran-specific orientation sessions, first-semester courses, and assistance with the array of military and Veterans Affairs educational benefits. [[Checklist for Transferring Student Veterans, 2019](#)] [[Post 9-11 GI Bill at FSU, 2019](#)] The Florida State University Veterans Alliance includes a vast array of campus partners and represents the university's campus-wide commitment to veteran support and success. [[Veterans Alliance Overview, 2019](#)]



Central to the SVC's mission is the integration of military/veteran students into the general student population, and the leveraging of university resources to provide a quality educational experience. [[Veterans Alliance Presentation, 2019](#)] In addition, the SVC engages the university community in supporting its student veterans through events, education and advocacy. [[Veterans Alliance Meeting Overview, 2019](#)] Guiding principles for the SVC include its continual focus on elevating veteran retention and graduation rates, and facilitating opportunities and activities for personal growth, relationship building and post-graduation success. [[Veterans Alliance Information Sheet, 2019](#)] FSU has cultivated a national reputation as a beacon of veteran support and success by fostering a community of past, present and future veterans; raising awareness of veterans issues among the campus and local community; and supporting student veterans in their advancement toward graduation, rewarding careers and graduate-education programs. [[Veterans Alliance Presentation, 2019](#)]

### **Honors, Scholars, and Fellows**

FSU 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 (including a lateral admit option after the first fall semester) and Honors in the Major. Honor societies recognize students who have excelled academically and in some cases provide opportunities for service to the University and community. The Honors Program also houses four elite programs: Presidential Scholars, Honors Experience Program, Honors Legal Scholars, and Honors Medical Scholars. [[Honors Program, 2019](#)] Presidential Scholars is the premier undergraduate merit scholarship, and recipients participate in a program of activities, development, and support designed especially for individuals with extraordinary potential to be the transformational leaders of their generation. [[Presidential Scholars Cohort, 2016](#)] Students in the Honors Experience Program (HEP) explore a selected theme by taking new interdisciplinary courses taught by Honors Program faculty and participating in related on- and off-campus group activities. HEP is designed to foster flexible, higher-order thinking as a foundation for future leadership roles and academic success. [[Honors Experience Program, 2019](#)]

Honors Legal Scholars gain experience and knowledge through volunteer and educational activities as well as social gatherings. They are given pre-professional advising, meet with professors, observe classes, and shadow current College of Law students. Students in the Honors Legal Scholar program become eligible for automatic admission to the FSU College of Law upon completion of stated program prerequisites. [[Honors Legal Scholars Program, 2015](#)] [[Honors Legal Scholars Participant Handbook, 2018](#)] The Honors Medical Scholars Program recruits students interested in medicine who demonstrate a high level of academic ability, a heart for service, and a sincere concern for vulnerable populations through volunteering. Undergraduates can also participate in special seminar courses, a mentorship program, premed prerequisite courses, medical and community volunteer activities, and the Honors Medical Scholars Society. [[Honors Medical Scholars Program, 2019](#)]

The Center for Undergraduate Research and Academic Engagement (CRE) is leading a growing movement to involve FSU students in the highest levels of academic engagement, helping students take advantage of the very best a major research university like FSU has to offer. The

CRE's Undergraduate Research Opportunity Program (UROP) pairs students with research mentors to serve as research assistants. The students work in laboratories, libraries, studios, and beyond to assist with research and creative projects, while also engaging with other like-minded peers in a UROP colloquium and presenting their research findings at the annual Undergraduate Research Symposium. [[UROP Flyer, 2019](#)] Undergraduate researchers are also supported through IDEA grants, which fund independent research, creative projects, and the development or evaluation of new or existing ideas. [[IDEA Grant Flyer, 2019](#)] The CRE's Tech Fellows program seeks to promote diversity in the entrepreneurship sector by providing summer internships for first-generation college students with Florida-based business incubators. To ensure that students are able to fully take advantage of these internships, the program provides a \$5,000 stipend for living expenses and housing costs. [[Tech Fellows Flyer, 2018](#)] The CRE supports global engagement through their global service-learning program, Global Scholars. In this program, students secure internships with community organizations in the Global South and learn about ethical service abroad. Global Scholars investigate social issues in their host communities and explore these same issues locally when they return to campus. [[Global Scholars Flyer, 2019](#)] They present their experiences at the annual Global Scholars Showcase. FSU is also proud to be one of the few universities in the country (and the second public university) to offer financial assistance to incoming students taking a gap year between high school and college. The CRE facilitates the FSU Gap Year Fellows program, which provides up to \$5,000 for students to undertake service projects in an intercultural context for a minimum of six months. [[Gap Year Fellows Flyer, 2019](#)]

The Office of National Fellowships seeks to benefit the development of student excellence, both academic and intrapersonal, and to ensure success, not only for qualified applicants, but also for the personal growth of individuals whose efforts and contributions benefit the entire university community. The Office of National Fellowships helps students to pursue opportunities for enrichment by providing information and support throughout the fellowship application process. Through one-on-one mentoring and direct assistance for over 60 nationally competitive fellowships, they help students to identify and achieve their academic, public service, creative, and leadership goals. [[Office of National Fellowships, 2019](#)] [[ONF Success Stories, 2019](#)] [[ONF Spring Workshop Schedule, 2018](#)]

The Graduate School sponsors several programs to support the academic and professional development of graduate students. The Fellows Society, FSU'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 Society, 2019](#)] Fellows participate in regular events, including the Fellows Forum, the Annual Orientation and Leadership Training, President's Social, and other special events, designed to encourage interdisciplinary exchange and to promote academic and professional development. [[Fellows Society Research Sharing Flyer, 2019](#)]

The Graduate School provides a number of opportunities for professional development. These workshops are facilitated by graduate school staff, FSU faculty, and administrators and designed specifically for graduate and professional students and postdoctoral fellows. Many professional development opportunities contribute to students achieving certificates through the Preparing Future Faculty (PFF) Program or Preparing Future Professionals (PFP) Program. PFF assists Florida State's doctoral students (and others headed toward academic careers) prepare for future faculty work. Through participation in coursework, workshops/seminars, and/or online training, and mentoring, PFF Fellows increase their awareness of expectations for faculty performance and of resources available to aid in scholarly careers, and build their readiness to address research, teaching and related demands of faculty life. [[Preparing Future Faculty, 2019](#)] To prepare graduate students for professions outside of academia, the Graduate School offers a graduate certificate, PFP, that includes coursework, professional development workshops, an internship/practicum or interviews in the field, and resume and portfolio development. [[Preparing Future Professionals, 2019](#)] Another professional development opportunity is the Program for Instructional Excellence (PIE). [[PIE Brochure, 2018](#)] PIE strives to enrich the learning experience for undergraduate students at FSU by supporting the teaching efforts of graduate student teaching assistants through its various services. PIE also monitors compliance with university policies as well as state and federal requirements. PIE offers professional development programs that create opportunities to foster a sense of collaboration and community among all graduate student teaching assistants at FSU. [[PIE Teaching Workshop Series, 2018](#)] [[PIE TA Orientation and Teaching Conference, 2018](#)]

## **Learning Communities**

National research consistently shows the value of living on campus during the first year of college, and Institutional Research at FSU found living on campus was a significant factor for second fall retention for students. Students who lived on-campus during their first year had a 94.54% retention rate compared to an 89.57% retention rate for students who lived off-campus. [[Student Characteristics and Second Fall Retention, p.6, 2018](#)] On the Tallahassee campus, eight living-learning communities (LLC) and a residential community for students in the Honors program provide such opportunities for students seeking a rich and academically focused residential experience. Along with the 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. [[LLC Annual Report, 2015-2016](#)] In 2018-2019, FSU welcomed the 8<sup>th</sup> LLC, Entrepreneurship and Innovation. [[University Housing Annual Report, p.6, 2018-2019](#)] All living-learning communities benefit from the leadership of both a faculty director and a professional residence hall coordinator. The Honors Community houses students in an historic residence hall near the Honors, Scholars, and Fellows House on the Tallahassee campus. [[Honors Housing, 2019](#)]

## **Service Learning**

The Center for Leadership and Social Change (CLSC) transforms lives through identity development, leadership education, and community engagement. The CLSC serves as a point of entry for all students interested in pursuing community service. Engaging with the community

through direct service, indirect service, advocacy and research allows students to address areas of community need while also gaining valuable knowledge and skills. The CLSC offers resources to connect students with nonprofit agencies and community partners, whether it is serving locally, domestically or globally. In 2017, 6,834 FSU students, representing colleges and schools, utilized the University's ServScript program to report service hours on their official transcripts totaling 358,185 hours of community service. [[CLSC Annual Report, p.7, 2017](#)] In 2017, the CLSC identified 189 undergraduate and 65 graduate courses as having a service-learning component; 7,672 students completed 801,371 hours of community service in connection with an academic course. [[CLSC Annual Report, p.3, 2017](#)]

Multiple programs provide opportunities for students to engage in community service. In 2017, Youth Programs provided 355 college students as mentors in Leon County Schools. [[CLSC Annual Report, p.13, 2017](#)] Mentors receive training and support to serve as a role model and guide for students in elementary, middle, and high schools in Leon County. [[Youth Programs Mentoring Manual, 2017-2018](#)] Also in 2017, 35 FSU students served as Community Ambassadors and educational liaisons to 12 non-profit agencies in Tallahassee and the surrounding community. [[Community Ambassador Program, 2019](#)] They provided over 4,560 hours of service including recruiting 1,091 of their peers to become involved in these non-profit agencies. [[CLSC Annual Report, p.2, 2017](#)] Through EngageTLH, FSU students can get involved in community service on a regular basis. The CLSC provides transportation and facilitates student-led service at a variety of non-profit agencies. [[EngageTLH, p.2, 2019](#)]

In 1998, the CLSC established the Service Scholar Program, a four-year, comprehensive, co-curricular program which is designed to promote civic responsibility as an integral part of a liberal arts education at FSU and to recognize students with an outstanding record of service and leadership. [[Service Scholar Program, 2019](#)] [[Service Scholar Curriculum Overview](#)] These students complete a four-year curriculum in order to develop their capacity for effective leadership and serve as leaders of community service projects. [[Service Scholar Program, 2019](#)]

## **Leadership Development**

The CLSC asserts that leadership goes beyond title or position. Leadership is a process forged by identities, values and experiences. Anyone has that potential to become a leader and the CLSC's programs support students in their leadership journey through developing their skills, increasing their knowledge or engaging in leading their peers. The CLSC offers programs and trainings to educate students, faculty, and staff about leadership development, identity and cultural competence, service learning, and community change. In 2017, 140 students and 20 staff facilitators attended the Multicultural Leadership Summit to engage in dialogue to build a more inclusive and accepting community in Tallahassee. [[CLSC Annual Report, p.17, 2017](#)] [[MLS Coordinator Flyer, 2019](#)] [[MLS Program, 2018](#)] Leadership LOGIC, a weekend, retreat-style program at the FSU Reservation (two in spring and one in fall), is an initiative developed in partnership with Campus Recreation for students who have not had previous leadership development experiences or wanted to develop specific leadership skills. [[LOGIC Flyer, 2018](#)] Women4FSU and the Levine/Tully Family Fund continue to partner with the Center for Leadership and Social Change to support the Women's Leadership Institute which encourages

women to increase awareness of personal abilities and emotions through healthy self-esteem and authenticity, as well as the role they play in developing relationships and capitalizing on difference; and enhance participants' leader identity and leadership capacity. In 2017, 47 diverse undergraduate women; seven faculty, staff, and alumna facilitators; and eleven committee members, including two students who are graduates of the program, attended the fifth annual Women's Leadership Institute (WLI). [[WLI Flyer, 2017](#)] [[WLI Participant Manual, 2018](#)] [[CLSC Annual Report, p.18, 2017](#)]

### **Student Engagement Recognition**

The Garnet and Gold Scholar Society (GGSS) facilitates involvement and recognizes the engaged, well-rounded undergraduate student who excels within and beyond the classroom in the areas of International, Internship, Leadership, Research and Service. An undergraduate student who has met the criteria in three of the five areas and completed a Synthesis Reflection qualifies to graduate as a member of the GGSS. Through completion of the Garnet and Gold Scholar Society Engagement Areas and associated reflections, Garnet and Gold Scholars learn critical thinking and professional skills that translate to an increased ability to synthesize and articulate information and experiences to varying audiences in order to demonstrate professional competencies. GGSS provides both an opportunity for reflection and formal recognition for students on both the Tallahassee campus and the Panama City, Florida, branch campus. [[Garnet and Gold Scholar Society, 2019](#)] The Garnet and Gold Scholar Society Overall Program Advisors are faculty and staff members from across campus who are invested in the GGSS and value student engagement across the five engagement areas. The assigned Garnet and Gold Scholar Society Overall Program Advisor works with students throughout the program, and evaluates the final Synthesis reflection to determine the criteria for program completion. [[GGSS Overall Program Advisors, 2019](#)] In 2017, 303 students were inducted into the GGSS. [[Career Center Annual Report, p.5, 2017](#)]

### **Supporting Infrastructure to Promote Student Success**

FSU strategically provides a variety of programs, services, and resources that honors students' determination and dreams by offering the right support at the right times. [[FSU Strategic Plan, p.13, 2017-2022](#)] Orientation services help all FTIC students, transfer students, and graduate students become acquainted with their campus and academic program. Academic success resources such as College Life Coaches, the Academic Center for Excellence, and the Student Disability Resource Center support the academic achievement of all students. Financial aid helps students navigate the financial resources needed for tuition and living, and the career center supports students on their career path; from part-time jobs to academic internships to identifying full-time career goals.

### **Orientation and Academic Information**

Once an undergraduate student (first time in college, lower division or upper division transfer) has been admitted to FSU, they are required to attend Orientation. Students receive information on the structure of academic programs, University policies and procedures, as well as campus services and resources. "Holopaw," a Creek word meaning pathways, is a robust resource



document guides students and their families throughout Orientation and into their first year at FSU. [[Student Holopaw, 2019](#)] [[Family Orientation Holopaw, 2017](#)] The Holopaw is also available in Spanish. [[Spanish Holopaw, 2018](#)] As of 2019, new FSU students must complete an online pre-orientation requirement that helps them transition to college life and gives them foundational knowledge about being a student at FSU. [[Online Preorientation Modules, 2019](#)] New Student and Family Programs at FSU welcomed over 9,300 students through its Orientation program in 2018-2019, along with over 8,000 of their family members. [[Dean of Student Annual Report, p. 27, 2018-2019](#)] A special additional orientation is required of all international students where they learn about maintaining immigration status, succeeding as an international student at FSU, and living in Tallahassee. International students meet other new international students during this orientation. [[New International Student Orientation, 2019](#)] The Office of Distance Education also provides orientation information online for distance learners. [[Distance Learning Orientation, 2019](#)] The Panama City, Florida, branch campus provides new student orientation for all newly admitted degree-seeking students during summer, fall, and spring terms. [[Panama City New Student Orientation, 2019](#)] [[Panama City New Student Orientation Booklet, 2019](#)] The Republic of Panama branch campus offers new student orientation for all new students every semester, and it provides continuous support and guidance during registration for new students through its Admissions and Records office. [[Republic of Panama New Student Orientation, 2019](#)] [[Republic of Panama Graduate Orientation, 2018](#)] Orientation is available to all graduate students across campuses and instructional sites. [[New Graduate Student Orientation, 2019](#)] [[Republic of Panama Graduate Orientation, 2018](#)]

At the undergraduate level, all students are assigned and introduced to their respective academic advisors during orientation. [[Student Holopaw, p.1, 2019](#)] Advising, family information and academic program session are all designed to answer immediate questions and to familiarize students with the many services available to facilitate 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 select classes and choose an academic path.

A university orientation session for new graduate students likewise introduces graduate students to the university resources available to them. [[New Graduate Student Orientation, 2019](#)] This complements individual departmental orientations offered to new graduate students. [[College of Music Graduate Student Orientation, 2019](#)]

In the professional schools, the College of Law and the College of Medicine, students get acquainted to their respective academic programs, resources, and faculty members through orientation and other services. First year law students attend a five-day orientation to help acquaint them to the school, courses, and faculty members. [[College of Law Admitted Students, 2019](#)] Additionally, College of Law Student Ambassadors assist new law students in transitioning to law school. Student Ambassadors help new law students make informed decisions about educational options and introduce them to resources and opportunities available to them. [[College of Law Student Ambassadors, 2019](#)] The College of Medicine requires admitted students to attend a two-day orientation prior to classes starting in the summer semester. [[College of Medicine Orientation, 2019](#)]

## Supporting Academic Achievement

Faculty and staff have a common mission in assisting students to earn undergraduate and graduate degrees. Undergraduate Studies and collaborative partners like Student Affairs provide 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, professionals of the Advising First program serve as their initial academic advisors and college life coaches who support them as they realize their personal, academic, and career goals at FSU. Placing full-time professional advisors at various host-site locations in colleges, schools, and departments increases both accessibility and frequency of meeting with 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 2018, the Advising First advisors accounted for over five million contacts with their students, of which over 300,000 were face-to-face or electronic contacts. [[Undergraduate Studies Academic Support Services Annual Report, p.5, 2017-2018](#)] Advising First has specialized academic advising centers for students still deciding on majors. The Center for Exploratory Students focuses on first-year students while the Center for Academic Planning works with students in the second year (third term and beyond). [[Advising Centers, 2019](#)]

2. The Center for College Life Coaching: College Life Coaches are dedicated to helping students get the most out of their college experience. Pre-selected students meet with a coach one-on-one twice a month during the academic year. Coaches work closely with academic advisors and other campus partners to support students achieving their personal, academic, and professional goals. Coaches help students maximize their college experience by improving effectiveness in and out of the classroom; connecting students to the campus community; building life and leadership skills; creating balance and managing stress; and boosting self-confidence and developing goals for the future. In 2017-2018, College Life Coaches held over 12,000 student meetings in-person, and CARE advisors help over 4,800 student visits. [[Undergraduate Studies Academic Support Services Annual Report, p.8, 2017-2018](#)]

3. Academic Center of Excellence (ACE): 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. ACE offers free tutoring and academic support in the ACE learning Studio in historically challenging gateway courses. ACE also assists students with time management, organizational strategies, effective note taking, exam preparation, learning



strategies, and other skills for success in college through a variety of workshops, consultations, and credit courses. Additionally, ACE plays a key role in connecting undergraduate students to the range of academic support services that are available at FSU. ACE 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. [[Undergraduate Studies Academic Support Services Annual Report, p.6, 2017-2018](#)]

4. Proactive Referral and Engagement (PRE): The FSU PRE program is an early alert program for undergraduate students. Faculty and instructors can submit referrals directly to PRE administrators who reach out to offer help building skills. [[Proactive Referral and Engagement, 2019](#)][[PRE Program, 2019](#)] PRE staff and study skills tutors seek to help students before midterms each semester via faculty referrals. [[PRE Study Skills Tutor Training, 2019](#)] The early period in the semester is the best time for students to improve their learning, recover from poor test scores, and make informed decisions based on early performance. PRE enables faculty and students to identify when the student may need additional help. [[PRE Inventory, 2019](#)]

5. Peer Assisted Study Sessions (PASS) are available in selected courses and offer group study sessions twice a week utilizing active learning techniques as facilitated by an undergraduate peer leader. [[PASS Schedule, 2019](#)]

6. The Adult Learning Evaluation Center (ALEC) provides individualized support beyond an ACE personal Academic Consultation. ALEC provides psychoeducational evaluations for college students and other adults who may be experiencing scholastic difficulties due to a learning disability, Attention Deficit Hyperactivity Disorder (ADHD), and/or other mental health difficulties that may affect one's academic performance. ALEC offers weekly academic coaching sessions and ADHD coaching. [[ALEC, 2019](#)]

7. The SLS 2206 Chart Your Course: Living the Creed is a first year seminar course, primarily created to aid in the successful transition of first time college students. In this course, students gain the knowledge, skills, and experiences necessary to begin their path toward becoming responsible and successful citizens throughout their time at FSU. [[Chart Your Course, 2019](#)] [[SLS 2206 Syllabus, 2019](#)]

8. The Center for Academic Retention and Enhancement (CARE), which helps realize a University strategic priority, is a joint department of the Division of Student Affairs and the Division of Undergraduate Studies within Academic Affairs. CARE provides tutorial resources, advising, financial literacy, access to technology, mentoring, and summer transition programs for pre-collegiate, first-generation, and first-time-in-college students on the Tallahassee campus. [[CARE College Programs, 2019](#)] [[CARE Pre College Programs, 2019](#)] [[Unconquered Scholars Program, 2019](#)] CARE is committed to serving students traditionally underrepresented in higher education, with a focus on first-generation and low-income students. The Department's programs and services promote developing students' academic and professional needs, encouraging campus involvement and leadership, and emphasizing academic achievement and engagement, elements that

generate higher rates of retention and graduation. CARE aims to contribute to the successful retention and graduation of undergraduate students who have been disadvantaged by economic or educational circumstances. In 2018, there were 1,689 students enrolled in CARE programs and services, a 94.9% CARE 2017 Cohort fall-to-fall retention, and an 80% 6-year graduation rate. [[CARE Annual Report, p.3-4, 2018-2019](#)]

9. Transfer Student Services: Each year, FSU admits approximately 3,500 new transfer students, many of whom come from the Florida College System or one of the many regionally accredited institutions. FSU is dedicated to the academic and personal success of transfer students and provides the following resources to help support transfer students: admissions and advising [[Transfer Guide, 2018](#)]; Orientation [[Transitions Guide, 2019](#)]; financial aid resources; involvement opportunities [[Transfer Leadership Institute Outline, 2018](#)]; and additional resources to help transfer students connect, thrive, and navigate their FSU experience. [[Transfer Student Resources, 2019](#)] The TCC to FSU program is a joint program between Tallahassee Community College and FSU that is specifically for students who wish to earn an Associate in Arts degree at TCC then transfer to FSU to complete their four-year degree. FSU Transfer Students Services advises TCC students in order to help them prepare for a college career at FSU. [[FSU TCC Admission and Advising, 2019](#)] Additionally, transfer students can take the SLS 3140 Academic Success Strategies for Transfer Students course, which focuses on the development and application of classroom, life, and engagement practices necessary for successfully navigating the increased scholastic expectations of a research university. [[SLS 3140 Academic Strategies for Transfer Students Syllabus, 2019](#)] [[Maximizing Campus Resources Presentation, 2019](#)]

10. 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 cost to students with disabilities. [[SDRC Brochure, 2018](#)] The SDRC creates an environment of success and inclusiveness for students with disabilities through the provision of academic, housing, and dining accommodations, testing support, assistive technologies, and space for students to feel part of the FSU community. The SDRC served 5,423 students in 2018-2019. [[Dean of Students Annual Report, p.25, 2018-2019](#)]

At off-campus instructional sites, 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 Tallahassee campus, helps students select the classes they need, and assists them in the process of transferring to Tallahassee 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 Tallahassee campus, such as web access to the same Student Central database resources, Campus Connect advising records, as well as Student Academic

Support System (SASS) reports and enrollment files. [[Republic of Panama Its All Academic, p.16-24, 2018-2019](#)]

On the Panama City, Florida, campus, centralized academic advising services are provided through the Academic Advising and Student Success Center by university trained academic advisors that are 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 Director of Student Success, the Academic Advising and Student Success Center provides students with updated information on all new policies as advised by the Tallahassee campus, helps students select the classes they need, and assists them in the process of transferring to Tallahassee 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 Tallahassee campus, such as web access to the same Student Central database resources, Campus Connect advising records, as well as SASS reports and enrollment files. [[Panama City Advising, 2019](#)]

Graduate students have access to advising in support of their academic success from a major advisor, committee chair, and/or supervisory committee. Since many departments have smaller numbers of graduate students, faculty can provide individual attention. [[Graduate and Professional Student Handbook, p.42, 2018](#)] [[Graduate and Professional Student Handbook, p.47, 2018](#)] The Graduate School also provides all graduate students on all campuses and distance programs with access to the GradShare service. Gradshare is a community of graduate students across the United States and Canada seeking a better experience in graduate school and beyond through the sharing of questions, answers, and links. [[GradShare, 2019](#)]

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 sample schedules and milestones by term 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 Mapping Example, 2019](#)]

## **Supporting Career Development**

The FSU Career Center provides students and alumni with the resources to prepare them for career success. With individualized career advising, a library offering over 3,000 information resources, employability skills workshops and mock interviews, the Career Center helps students plan their careers. [[Undergraduate Road Map, 2018](#)] [[Graduate Road Map, 2019](#)] Career advisors, career liaisons, and staff assist students with choosing a major, researching occupations and employers, identifying internship opportunities, exploring post-graduate study and developing job search strategies. [[Career Center Advising, 2019](#)] The Career Center offers a course, SDS 3340, Introduction to Career Development, which gives students resources to help them make a successful transition to their next destination. [[Career Center Annual Report, p.7, 2017](#)] The Career Center connects students directly with employers through career fairs, on-campus interviewing, experiential learning opportunities, job shadowing, and a powerful network of Florida State alumni, parents, and friends of the University. These opportunities

allow students to network with employers nationwide and apply for positions. [[FSU Shadow Host Information, 2019](#)] [[FSU Shadow Student Information, 2019](#)] [[Career Center Events, 2018](#)]

The Career Center on the Tallahassee campus helps student 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. [[Handshake, 2019](#)] [[Career Center Online Databases, 2019](#)] [[Career Center Resources, 2019](#)] Students use the Career Center's electronic portfolio to help organize their skills, accomplishments, and projects. [[Career Portfolio, 2019](#)] The InternFSU Program, established in 2017, is a program that matches interns with employers. [[InternFSU, 2018](#)] The InternFSU program provides a hiring framework for employers, including: job description creation and advertisement support; a technology platform to facilitate learning objectives between student and supervisor, supervision and mentorship support, and student recognition through transcript notation recognition; and funding 50% of the student's \$10/hour wage for 120 hours/semester [[InternFSU for Employers, 2019](#)]

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, UNOPS, World Food Programme and other NGOs or government entities. [[Republic of Panama Internships, 2019](#)]

## **Supporting Student Financial Aid**

FSU's Office of Financial Aid (OFA) in Tallahassee coordinates financial aid services for all campuses, sites, and distance learning programs to assist students and their families with their financial aid needs.

### **The Office of Financial Aid**

- Assists students in completing their financial aid application process by providing relevant information to students and families.
- Processes federal and state applications to determine eligibility for financial aid.
- Awards financial aid to assist students in meeting their educational goals.
- Ensures that institutional financial aid policies and practices are promoting the overall institutional mission and policies and are in compliance with federal and state regulations.

- Acts as an advocate for student in matters of financial aid policy at the institutional, state, and federal level.

FSU is a Title IV-participating institution, and the OFA maintains a good standing with all regulatory agencies. A copy of OFA's policy and procedures is available in the OFA Policy and Procedure Manual. [[OFA Policy and Procedure Manual, 2018-2019](#)] FSU endeavors to maintain a low Cohort Default Rate. The most recent "Official Cohort Default Rate" per the National Student Loan Database (NSLDS) was 3.4%. During the same period, the State of Florida had an overall Cohort Default Rate of 11.7%. The national Cohort Default Rate was 10.8% for the same period.

The Admissions and Records Office in the Republic of Panama provides information about scholarships, grants, work-study and loans available in the Republic of Panama and through the Tallahassee campus. On the Panama City, Florida, campus, a financial aid officer in the Office of Academic and Student Success provides information about the financial aid application process; informs students about campus specific foundation and campus admissions scholarships; assists with Panama City campus federal work study; and serves as an on campus point of contact for students working with the OFA on the Tallahassee Campus. Financial aid for off-campus instructional sites is coordinated by the university OFA through a Student Information System (SIS) that allows access to students and services are also provided to students via email, phone or face-to-face interactions.

### **Additional Student Support Services**

The Dean of Students Department employs four Case Managers who work with individual students to provide emotional support and advocacy, and to identify immediate needs, making appropriate referrals to campus and community resources. Cases are monitored, as needed, to ensure that individuals receive the support necessary to improve challenging situations. In 2018-19, the Case Managers served 3,968 students. [[Dean of Students Annual Report, p.24, 2018-2019](#)]

At FSU's Tallahassee campus, the Dean of Students Department runs the Food for Thought Pantry for students in need of food. The Food for Thought Pantry contains non-perishables like peanut butter, pasta, pasta sauce, and canned goods. It also features a refrigerator and deep freezer for meats and produce. In 2018-2019, 2,230 students utilized the Food for Thought Pantry. [[Dean of Students Annual Report, p.25-26, 2018-2019](#)] The Panama City, Florida, campus also has a food pantry available with a selection of canned and non-perishable food for students. [[Panama City Food Pantry, 2019](#)]

The University recognizes the need to support the academic goals of students with young children and strives to provide convenient quality childcare. The FSU Childcare and Early Learning Program opened a new facility in 2017 and added a wing of classrooms in 2018. These centers provide early education and affordable childcare for 133 infants, toddlers, and preschool children. The FSU Childcare and Early Learning program became a *Preferred Provider* for military families eligible for the Child Aware "Military Child Care" in Your Neighborhood (MCCYN) program. The program was one of three centers in Leon County selected by the



Florida Office of Early Learning to participate in the filming of a statewide online training course for Early Learning and Developmental Standards. [[University Housing Annual Report, p.2, 2018-2019](#)] The building and the early learning programs are accredited by the National Association for the Education of Young Children. [[Childcare and Early Learning Programs, 2019](#)]

## **Including and Valuing All People**

At FSU, we recognize that every competitive advantage begins with people. By valuing, celebrating and leveraging the differences and similarities of our students, faculty and staff, we inspire an environment of innovation and passion – one that enables us to create a teaching, research and service environment that better reflects the needs of our students, faculty, staff, customers, constituents, communities and other key stakeholders. [[Diversity and Inclusion, 2018](#)] The Strategic Plan calls for realizing the full potential of diversity and inclusion by setting goals for the diversity of FSU’s student body, faculty, and staff; and expanding and strengthening academic and co-curricular programs, as well as administrative initiatives, that increase diversity and inclusiveness. [[FSU Strategic Plan, p.12-13, 2017-2022](#)] In fall 2018, 34% of the student population identified as a racial or ethnic minority. The Strategic Plan also highlights the importance of cultural and global learning. To amplify excellence, FSU has prioritized expanding its global footprint and fostering a culturally rich learning environment on campus. To realize the full potential of diversity and inclusion, FSU develops globally and culturally competent students who are prepared to succeed in an increasingly multicultural and international society. [[FSU Strategic Plan, p.12-13, 2017-2022](#)] Additionally, the University enjoys the cultural richness provided by approximately 2,974 international students. [[FSU Fact Book, p.28, 2017–2018](#)] Students benefit from knowledge of and engagement with other cultures. Student support services at FSU prepare students for the global society through a variety of programming and services.

## **Supporting Diversity and Inclusion**

The CLSC envisions the FSU community as responsible citizens and effective leaders engaged in the world around us. FSU is mindful of student values and multiple identities, including ability, age, class, ethnicity, faith structure, gender identity expression, nationality, race, sex, sexual orientation, veteran and socioeconomic status. CLSC partners with units on campus and community partners to create a campus that values and includes all people. [[CLSC Annual Report, p.26 – 33, 2017](#)]

FSU provides opportunities for students, faculty, and staff to engage in trainings related to diversity and inclusion. The National Coalition Building Institute (NCBI) is an international, non-profit, leadership training organization that works to eliminate prejudice and discrimination throughout the world. [[NCBI Information, 2017](#)] In 2017, the CLSC rolled out the inaugural year of FSU’s National Coalition Building Institute (NCBI) Team, offering 17 half-day and one full-day bias awareness and prejudice reduction workshops reaching over 300 faculty, staff, and students. [[CLSC Annual Report, p. 2, 2017](#)] The NCBI Team offers workshops that allow

participants to tap into how they have been taught to think and act as members of their identity groups and provides skills for bridging our differences. [[NCBI Skills, 2017](#)] There are three specific workshops that NCBI offers to the FSU community: Building Effective Relationships Across Group Lines (a four-hour workshop), Building Leadership Skills In Equity and Inclusion (an eight-hour workshop), and Controversial Issues Processing for Groups (a four-hour workshop). [[NCBI Training, 2019](#)] [[NCBI 8 Hour Training Outline, 2017](#)]

Additionally, the CLSC offers Social Justice Ally Training. The mission of the Social Justice Ally Training program is to educate members of the Florida State community about issues related to social justice in order to develop allies who will promote an equitable and inclusive environment and serve as social change agents in a diverse and global society. [[SJAT Facilitator Workbook, 2018](#)] [[SJAT Participant Workbook, 2018](#)] Allies and Safe Zones is an ally development program to promote acceptance and support of Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, Pansexual, and Two-Spirit-identifying (LGBTQ+) people. Allies and Safe Zones is coordinated through the Department of Student Governance and Advocacy and offered regularly to the campus community. Workshops in the Allies and Safe Zones program include 101 – Allies and Safe Zones, 201 – Trans Allies, 202 – Personal Identity Development, 203 – Navigating the Holidays, 204 – Intersecting Identities, 205 – Coming out, Family Dynamics, and Other Support Systems, and 301 – Train the Facilitator. [[Allies and Safe Zones Overview, 2019](#)] [[SGA Annual Report, p.5-6, 2017](#)]

The Student Government Association (SGA) Executive Branch houses six agencies: Asian American Student Union, Black Student Union, Hispanic/Latino Student Union, Pride Student Union, Women Student Union, and Veterans Student Union. [[SGA Statutes, p.202, 2019](#)] SGA strives to support student engagement, belonging, and inclusion through the advising of the agencies, bureaus, and multiple programmatic efforts on campus. SGA staff stress the importance of each student seeing themselves reflected in agency programming, opportunities for involvement, and events. These organizations serve as places to create community. The agencies work closely with student affairs advisors and staff to sponsor heritage themed months, such as Black History Month [[Agencies Black History Month, 2019](#)], Women's History Month [[Agencies Womens History Month, 2019](#)], Asian American Heritage Month [[Agencies Asian American Heritage Month, 2018](#)], Hispanic Heritage Month [[Agencies Hispanic Heritage Month, 2017](#)], Pride Month [[Agencies Pride Month, 2018](#)], and the Veteran's Student Union Film Festival. [[Agencies Veterans Week, 2016](#)] In 2017, the agencies collectively hosted over 175 cultural, education and social events. [[SGA Annual Report, p.1, 2017](#)] Martin Luther King Jr. Week is a collaborative event of the Division of Student Affairs and the University. The goal of the week is to bring the FSU and Tallahassee communities together to reflect on the past and challenge one another to be engaged in creating social justice and advocating for the civil rights of all. [[Martin Luther King Jr. Week, 2019](#)]

Power of We is a nonpartisan initiative lead by an independent team of students who report to the Office of the President and are closely supported by staff and faculty. Power of We aspires to be a pioneer in a national discourse across university campuses. Through interactive programming that convenes diverse members of the campus community, Power of We aims to build capacity to engage across different perspectives, exchange contrasting ideas, and embrace shared experiences, in an effort to prepare citizen leaders poised to tackle the challenges of a



complex, polarized world. Power of We achieves their mission through public service announcements at sporting events, creating a mural for the new student union, and partnering with colleges and community groups to plan events. [[Power of We Annual Report, 2017-2018](#)]

The Estonko Welcome Mixer and the V-rak-ke-ce-tv bookend the student experience. Part of Welcome Week, the Estonko Welcome Mixer is hosted by the Center for Leadership and Social Change and New Student and Family Programs. *Estonko* is a Seminole Creek word offered in greeting and serves as the namesake of our welcome celebration. Working with the Seminole Tribe of Florida, this event welcomes students to campus; introduces them to new classmates, faculty and staff; and provides some insight into what it truly means to be a Seminole as students begin their journey at FSU. [[Estonko Welcome Mixer Flyer, 2019](#)] The V-rak-ke-ce-tv Cultural Graduation and Recognition Ceremonies honor graduating seniors and educate the campus community on the traditions, customs and history of the Seminole Tribe of Florida. The Center for Leadership and Social Change, Center for Academic Retention and Enhancement (CARE), Student Governance and Advocacy, and University Housing host FSU's cultural graduation ceremony. The name "V-rak-ke-ce-tv" is the Seminole Creek phrase meaning "to honor" as we seek to honor students' accomplishments through their journey, honor their families and friends for their continued support, and honor what it truly means to be a Seminole. [[Cultural Graduation Ceremony, 2019](#)] [[Cultural Graduation Presentation, 2018](#)] [[Cultural Graduation Program, 2019](#)]

Part of the Graduate School, DIRECTO (Diversity and Inclusion in Research and Teaching Organization) is a partnership between the FSU PIE and the Fellows Society. [[DIRECTO, 2019](#)] DIRECTO enables ways to incorporate diversity and inclusion in research projects, teaching methods, and higher education life at FSU by offering a safe-space for individuals, groups, and the Tallahassee higher education community to feel comfortable to discuss issues surrounding diversity, inclusion, and equity; and connecting people and initiatives on campus that can increase diversity and enhance equity and inclusion. Their actions foster open dialogue and help to move forward the quest for diversity and inclusion in higher education in Tallahassee. DIRECTO hosts an annual Symposium on Diversity and Inclusion in Research and Teaching, Conversation Series, and a book club. [[DIRECTO Symposium, 2019](#)] [[DIRECTO Conversation Series, 2019](#)]

The College of Medicine's Council on Diversity and Inclusion ensures that diversity and inclusion are upheld as core institutional values. The Council seeks to increase awareness of the importance of diversity among faculty, staff, and students, as well as provide a safe place where individual differences are appreciated and uniqueness is supported and nurtured. The Council's initiatives include providing diversity and inclusion orientation sessions for new College of Medicine students and employees; providing featured resources; providing diversity and inclusion training, and providing a safe space for confidential mentoring to students. [[College of Medicine Council on Diversity and Inclusion, 2018](#)]

The President's Diversity and Inclusion Council was formed as an initiative stemming from the 2007-2008 comprehensive plan to enhance areas of diversity and inclusion campus-wide. The Diversity and Inclusion Council is comprised of a group of faculty, staff, and students committed to championing diversity, inclusion, and social justice. A number of initiatives stemmed from

the council's efforts. The President's Diversity and Inclusion Mini-Grant Program launched in fall 2017, awarding \$1,000 to proposals for the implementation of diversity and inclusion initiatives and projects that further the diversity goals of the University. [[CDO Report, p.3-4, 2018-2019](#)]

FSU Affinity Groups are a product of the President's Council on Diversity and play a vital role in articulating, promoting, and supporting the needs and goals of their various communities and organizations. [[CDO Report, p.6-7, 2018-2019](#)] The primary focus of these faculty and staff groups is to develop and improve the campus climate by increasing the presence of diverse faculty and staff. Affinity Groups assist with the recruitment, retention, and promotion of top diverse talent, and additionally can help increase morale, provide insights into diverse areas, build bridges to the community, and empower members. Current FSU Affinity Groups include: Association of Chinese Professors at FSU, Black Faculty and Staff Network, LatinX Faculty Staff Network, LGBTQ+ Faculty Staff Network, South Asian Noles Association, Veterans, Friends, and Family Group, and Women in STEM. [[Affinity Groups, 2017](#)] [[Affinity Group Framework, 2017](#)]

### **Supporting Intercultural Learning and Global Engagement**

Departments across FSU to develop, maintain, and expand the Global FSU website so students can find numerous opportunities for global learning and engagement. The Global FSU website provides information about international study, research, internships, and service opportunities available to FSU students and faculty in over 75 countries worldwide. [[Global FSU, 2018](#)]

FSU offers students multiple options for global engagement. The university's International Programs is consistently ranked in the top 15 of US study abroad programs. Over 1,600 students participate in the study abroad programs. [[International Programs, 2018](#)] Study Centers in London, Florence and Valencia, and a branch campus in the Republic of Panama, exchange programs and faculty-led programs, have placed FSU 12th in the nation for the number of students studying or interning internationally each year. [[Open Doors Scholar Report, 2017-2018](#)]

The Center for Global Engagement (CGE) facilitates international diversity, fosters global understanding and awareness, and enhances internationalization efforts throughout the FSU community. The CGE does this by providing support and programming in the following ways: intercultural programs; international student, scholar, and faculty services; workshops and trainings, certificate programs, and academic courses; international exchange programs; and other collaborative efforts with academic departments. [[CGE Brochure, 2019](#)]

The CGE's Intercultural Programs unit provides programs and events that promote, support, and enhance opportunities for international education and intercultural exchange. These programs benefit international students, scholars, and faculty as they adjust to life in the US and build friendships with Americans. Additionally, they provide opportunities for international students and scholars to act as cultural ambassadors of their home countries to the Tallahassee community. [[CGE Brochure, 2019](#)] Examples of intercultural programs include the Engage Your World Intercultural Dialogue Series [[Engage Your World Event, 2019](#)], International Coffee

Hour [[International Coffee Hour, 2019](#)], International Bazaar [[International Bazaar, 2019](#)], and Global Café. [[Global Café, 2019](#)] To share students' global learning experiences with the campus community, the Center for Global Engagement and International Programs collaborate to sponsor the Going Global Showcase of Student International Engagement during International Education Week. [[International Education Week, 2018](#)]

The CGE supports international student diversity by providing initial orientation, ongoing immigration advising and services, along with support for cultural adjustments, employment matters, housing, or personal concerns to international students and family members as well as international scholars and faculty. [[New International Student Orientation, 2019](#)]

The Global Citizenship Certificate is designed to help prepare undergraduate students for the new challenges of living and working in the global society of the 21st century. [[Global Citizenship Certificate, 2019](#)] To complete the certificate, students participate in four academic courses, a sustained experience, and eight intercultural events. The required courses for the certificate include IDS2431 Global Perspectives and INS2912 Developing Global Citizens. [[INS 2912 Syllabus, 2019](#)] [[IDS 2431 Syllabus, 2019](#)] Additionally, students participate in sustained experiences and intercultural events. Faculty, staff, and graduate students can develop cross-cultural competencies by participating in Global Partner Certificate workshops and attending intercultural events on campus. [[Global Partner Certificate, 2019](#)] CGE staff also conduct intercultural training and workshops specifically designed for departments and student organizations upon request. [[Bridging Cultures Workshop, 2018](#)]

FSU provides opportunities for international exchange, degree-seeking FSU students, and inbound, non-degree seeking international students from international partner universities through FSU's Global Exchanges. [[Global Exchanges General Brochure, 2019](#)] This experience helps students develop intercultural skills and gain critical global competencies needed to participate in today's globalized workforce. FSU also offers the Beyond Borders Intercultural Exchange Program with FSU students and students from the University of West Indies and the Technical University of Dresden. [[Beyond Borders Brochure, 2019](#)] Beyond Borders participants gain intercultural skills and expand global awareness through the one credit class, INR3931 Beyond Borders. [[INR 3931 Syllabus, 2019](#)]

Through intercultural programs, experiential learning opportunities, certificates, and trainings, students, faculty, and staff maximize their global experience and increase intercultural competence. All of these efforts, along with internationalization efforts happening across FSU's campus, have led to FSU winning two prestigious national awards within the past couple of years, including the 2017 Senator Paul Simon Award for Campus Internationalization from NAFSA: Association of International Educators [[NAFSA Award Letter, 2017](#)] and the 2018 Association of Public and Land-Grant Universities Platinum-level Award for Global Learning, Research and Engagement. [[APLU Award Letter, 2018](#)]

## **Student Wellness**

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

health and wellness. Embedded in FSU's 2017-2022 Strategic Plan is the initiative to create an environment that encourages holistic wellness. [[FSU Strategic Plan, p.14, 2017-2022](#)]

### **Health and Wellness Executive Council**

To address the health and wellness of students and the FSU community, FSU created the Health and Wellness Executive Council in 2018, chaired by the Vice President of Student Affairs and the Provost. The comprehensive, integrated, multidisciplinary council addresses community wellness across nine dimensions: physical, spiritual, emotional, financial, intellectual, occupational, social, environmental and safety, and creative. [[Healthy Campus Executive Committee Minutes, 2018](#)]

### **Student Health Center**

In addition to providing direct medical services to students, University Health Services (UHS), through its health and wellness department, is committed to disease prevention and health promotion with special attention to nutrition, substance abuse, interpersonal violence, sexual health, and wellness. [[UHS Annual Report, 2017](#)]

Primary prevention strategies employed by UHS designed to promote a culture of health and wellness include sexual health services and immunization campaigns. The Center for Health Advocacy and Wellness (CHAW) provides sexual health consultation for students. CHAW also provides free safer sex supplies, such as condoms, to students at designated locations and to student organizations upon request for specific events and initiatives. [[CHAW Sexual Health, 2018](#)] [[CHAW Sexual Health Safer Sex, 2018](#)] UHS also offers a variety of immunizations for disease and illness prevention: Hepatitis A, Hepatitis B, HPV, Influenza, Japanese Encephalitis, Meningitis ACWY, Meningitis B, MMR, Pneumococcal, Polio, Td, Tdap, Typhoid, and Varicella. [[UHS Immunizations and Vaccines, 2018](#)] The UHS annual Flu Campaign promotes vaccination against influenza both within clinical appointments and in campus outreach events. [[Spear the Flu, 2018](#)] In collaboration with the FSU College of Medicine, CHAW promoted vaccination against the human papilloma virus (HPV) through a marketing campaign providing facts and dispelling myths about HPV. [[HPV Immunization Flyer, 2019](#)]

FSU 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. The requirements for international students, which are determined through the Florida Board of Governors regulation, are different. Students show proof through completion of an online waiver or may purchase a student health insurance plan offered through the University. UHS administers these requirements. [[Florida BOG International Insurance Requirements, 2019](#)] [[Student Health Insurance Purchase Options, 2019](#)] The Panama City, Florida, campus provides both Immunization Compliance and Health Services to students. [[FSU Panama City Health Requirements, 2019](#)]

UHS provides the leadership for a major effort to reduce alcohol abuse in the student community. Information regarding harmful consequences of alcohol and other drug abuse is available along with information targeted to parents, students, staff and faculty. [[CHAW](#)]

[Alcohol, 2019](#)] 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. FSU expects each incoming and transfer student to complete AlcoholEdu, an interactive, two-part, on-line program designed to help students make healthy and safe decisions around alcohol use while in college. [[AlcoholEdu, 2019](#)] [[EverFiAlcoholEdu FSU Report, 2017-2018](#)]

UHS 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, 2018](#)] This anonymous self-assessment 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 Tallahassee campus, branch campuses, the Sarasota off-campus site, and to all distance learning students. Smart Choices also offers an in-person session for individuals who voluntarily want to reduce their risk related to alcohol or marijuana use.

The FSU Medical Amnesty policy helps support a safe and inclusive environment that enhances academic pursuits and student success. It does this by diminishing the fear of disciplinary and conduct sanctions in serious or life-threatening situations that result from alcohol and/or drug use or abuse in which medical treatment is reasonably believed to be appropriate. Under the Medical Amnesty policy, a student who seeks emergency assistance on behalf of him or herself, another student, or a friend experiencing an alcohol or other drug related emergency may not be subject to disciplinary action under the FSU Student Code of Conduct. They are required to complete educational measures and pay for any related healthcare costs. The Medical Amnesty Policy incidents are not entered on the students' official academic or disciplinary record. [[Medical Amnesty Policy, 2016](#)]

FSU's power based personal violence prevention initiatives include two important programs: The kNOW MORE initiative and Green Dot. kNOW MORE is a collaborative institutional effort to implement innovative support, response, and prevention interventions to disrupt the prevalence of sexual battery, sexual assault, sexual misconduct, relationship violence, or domestic violence. kNOW MORE ensures all members of the FSU community, including underserved populations, have a voice and access to resources. kNOW MORE uses a trauma-informed approach across response, policy/implementation, and preventions. [[kNOW More, 2018](#)] Green Dot is a bystander intervention strategy that engages FSU faculty, staff, and students to be part of a culture where violence is not tolerated and everyone has a role to play in prevention. Green Dot recognizes that most people care about the high prevalence of power-based personal violence but don't have the tools to be part of the solution. Through interactive trainings, FSU community members recognize the warning signs of power-based personal violence and gain intervention skills. [[Green Dot, 2019](#)] [[Green Dot Infographic, 2018](#)]

The CHAW hosts The Body Project, a nationally recognized dissonance-based body-acceptance intervention designed to help college-age men and women resist sociocultural pressures to conform to the thin-ideal and muscular-ideal and reduce their pursuit of both. The group-based intervention provides a forum for young women and men who have internalized the thin-ideal or muscular ideal to critique it in verbal, written, and behavioral exercises. It appears to be the first eating disorder prevention program that has received support when delivered by research-trained



staff, real-world providers, and even undergraduate peer leaders. In each session, students critique media messages about the thin and muscular body ideals and discuss ways to advocate for a culture of body acceptance for all genders. [[CHAW The Body Project, 2015](#)] CHAW also offers wellness coaching for students. Wellness coaching is an individualized educational program that provides students with the skills necessary to improve their overall well-being and academic performance. Wellness coaches employ active listening skills in order to understand students' concerns and work collaboratively to devise an action plan to address their specified wellness goals. [[Thrive Wellness Coaching Flyer, 2019](#)]

In addition to student involvement through peer health educators, counseling services are available from the UCC and the Psychology Clinic. These services are also available to students at the Panama City, Florida, branch campus. In the Republic of Panama, students can receive assistance through the Wellness Office. [[Republic of Panama Wellness Office, 2019](#)]

## **Mental Health and Counseling**

The UCC on the Tallahassee campus provides mental health counseling services and prevention programming. Services include brief, individual counseling, group psychotherapy, psychological assessment (including alcohol and other drug assessments) and 24/7 crisis intervention services to help students resolve personal concerns which may be interfering with academic progress, social development and emotional well-being. In addition, the UCC provides consultation services, outreach presentations and prevention programming for the University community. The UCC on the Tallahassee 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. [[UCC Resources, 2019](#)]

Realizing Everyone's Need for Emotional Wellness (RENEW) is an undergraduate mental health advocacy and peer-education program sponsored by the UCC. RENEW provides outreach, presentations, and individual instructional sessions on emotional wellness topics. RENEW (UCC Peer Educators) members are "service-extenders" expanding considerably the UCC's outreach capabilities and influence with students. Undergraduate RENEW members serve as ambassadors for the UCC in spreading the message of emotional wellness across campus. RENEW members independently provided 100 health and wellness programs reaching an estimated 2,500 students during the 2018-2019 academic year. [[UCC Annual Report, p.2-3, 2018-2019](#)]

University Housing and the SDRC work with students who need Emotional Support Animals to live with them in the on-campus room assignment. [[Emotional Support Animal Agreement](#)]

The Dean of Students Department on the Tallahassee campus offers services for students in crisis. [[Supporting Students in Crisis Presentation, 2019](#)] 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. [[Victim Advocate Program, 2018](#)] [[VAP Brochure, 2018](#)] [[VAP Contact Card, 2019](#)]

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. [[Republic of Panama Wellness Office, 2019](#)] 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. [[Republic of Panama Wellness Workshops, 2019](#)] On the Panama City, Florida, campus, the Counseling Center, staffed by a full time Licensed Clinical Social Worker, provides students with direct individual, couple, and group counseling services and mental assessments. The Counseling Center promotes mental health awareness, suicide prevention, and campus wellness through various outlets and events. In addition, the specialist provides consultation regarding emotional, social or academic issues as a part of the Student Situation Response Team and participates in on-campus committees and activities where mental health counseling services are needed. [[Panama City Counseling Services, 2019](#)]

### **Partnership for Healthier America Healthy Campus Initiative**

In February 2019, FSU earned national recognition from Partnership for Healthier America (PHA) for its commitment to expanding healthier options across campus. [[FSU PHA Commitment Letter, 2019](#)] PHA works to ensure that all children and young adults in America have the opportunity to live healthy, active lives. FSU is one of only a few campuses nationwide to complete the rigorous PHA Healthy Campus Initiative guidelines, which are designed to create a culture shift toward greater health and wellness among the entire campus community. The guidelines include providing healthier meals, convenient access to potable water, and providing diverse opportunities for physical activity. [[Partnership for Healthier America, 2015](#)]

### **Spiritual Wellness**

FSU recognizes the importance of spiritual wellness. FSU's Spiritual Life Project (SLP) fosters students' search for meaning, purpose, and authenticity in life. The SLP is committed to deepening the FSU community's self-understanding, broadening the awareness of diverse perspectives and the concept of global citizenship, and helping others develop a sense of commitment to higher ideals. The SLP hosts gatherings that include conversations and dialogue centered on developing meaning, purpose, and authenticity. [[Spiritual Life Project, 2018](#)]

On the Tallahassee campus, the Meditation Room is on the third floor of the Center for Global and Multicultural Engagement. [[Meditation Room](#)] On the Panama City, Florida, campus, there is a meditation room on the third floor of the Barron Building. [[Panama City Meditation Room](#)] These spaces invite reflection, contemplation, and a quiet space for meditation.



The FSU Labyrinth was established in 2017. The Division of Student Affairs, the Division of Finance and Administration, and the Spiritual Life Project developed this collaborative project. By creating spaces that invite reflection, FSU encourages thinking, meaning making, and well-being. [[FSU Labyrinth, 2017](#)] [[Guide to Walking the Labyrinth, 2017](#)] From the beginning, one of the primary goals of the Labyrinth Working Group was to design and develop a labyrinth that was accessible. To this end, the labyrinth was designed to comply with the Americans with Disabilities Act including 3-foot walking paths and multiple points along the path with a turning radius to accommodate a wheelchair. Additionally, at the entrance to the labyrinth, there is a tactile labyrinth. Designed by the Master Craftsman Studio, the tactile labyrinth has a labyrinth pattern carved into granite that allows the user to trace the labyrinth pattern. [[FSU Labyrinth Accessibility](#)]

The Interfaith Council at FSU is an organization of campus ministry professionals from a wide variety of religious traditions that share a common interest in the free expression of religious faith in the life of the university. [[Interfaith Council, 2017](#)]

## **Physical Wellness**

At FSU, Campus Recreation provides co-curricular healthy-learning and recreational opportunities through its three primary focus areas: Fitness, Sports, and the Outdoors. [[Campus Recreation Profile, 2019](#)] The Bobby E. Leach Recreation Center and the Fitness and Movement Clinic provide indoor fitness and recreational space, group fitness classes, mind-body classes, cardio and weight equipment, and cross-functional training spaces. [[Fitness Programs, 2019](#)] Additionally, the Leach Recreation Center features an indoor track and a 16-lane by 25-yard pool with spa area including whirlpools and a sauna. Students can participate in competitive or recreational sports through the Intramural Sports and Sport Clubs programs at the award-winning Rec SportsPlex, the Main Campus Fields, the Westside Courts, or Tully Gymnasium. The FSU Reservation, a waterfront park for outdoor recreation, provides an outdoor space for students to relax and enjoy nature. Students can swim, sun, kayak, canoe, play sand volleyball or disc golf, or be challenged on the high ropes course. [[Sports and Outdoors, 2019](#)]

Over 25,000 students are actively involved as participants in Campus Recreation programming annually. The department also provides work experiences and leadership opportunities to nearly 700 student staff members each year. The department's focus on integrity, experiential learning, wellness, excellence, innovation, and community helps it provide diverse and real-life career opportunities for its students and staff. [[Campus Recreation Annual Report, p.1-2, 2018-2019](#)]

Rez Days is a collaborative event hosted by Campus Recreation, SGA, Housing, Dean of Students, UCC, CHAW, and other partners. Rez Days features free programming, watercraft rentals, food, music, and more; and encourages students to enjoy the outdoors with their friends. Rez Days events are held throughout the year. [[Rez Days, 2019](#)]

The Panama City, Florida, branch campus boasts plenty of opportunities for outdoor recreation. Situated on the white sand beaches of the Gulf of Mexico, there is a private beach head exclusively for FSU students. They can also play sand volleyball at the edge of campus and go fishing at the North Bay pier. Other outdoor recreational opportunities in Panama City include

basketball courts, horseshoes, disc golf, a walking trail, and an outdoor amphitheater. [[Panama City Outdoor Recreation, 2019](#)] 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. Additionally, students at the Republic of Panama campus have access to the full athletic facilities provided by the City of Knowledge with soccer and golf courts, gym, and a swimming pool. [[Republic of Panama Basketball Flyer, 2019](#)] [[Republic of Panama Volleyball Flyer, 2019](#)]

## **The Resilience Project**

The Student Resilience Project, led by the President, Provost, and President's Cabinet, is a web-based, research-informed toolkit developed to encourage students' wellness by helping them learn to manage stress in healthy ways and increase their sense of belonging. [[Resilience Project Brochure, 2018](#)] The website features videos, skill-building activities, and resources and information for students. The online, evidence-informed prevention program is designed to strengthen student emotional and academic coping skills, encourage personal growth, and increase the connection of FSU students with valuable campus and community resources. [[FSU Student Resilience Project, 2018](#)] The Resilience Project has effectively increased awareness of academic and student support services. More than 80% of students found the Resilience Project believable, trustworthy, and accurate; more than 90% of students believe the university resources would help themselves and other students like them overcome struggles and challenges; and more than 80% of students indicated they would probably use the university resources discussed in the website. [[The Student Resilience Project Presentation, 2019](#)]

## **Campus Safety**

Florida State University Police Department (FSUPD) is a fully accredited Law Enforcement Agency. FSUPD currently maintains accreditation certification through the Commission for Florida Law Enforcement Accreditation, Inc. FSUPD supports the mission of FSU 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 Tallahassee campus. FSU Guardian is a service that allows students to rapidly provide information about themselves to the FSUPD during an emergency along with GPS coordinates from a mobile phone, decreasing police response time. [[FSU Guardian, 2019](#)] In addition to their primary mission, FSUPD uses outreach programs to connect with the local community and promote crime prevention throughout FSU. [[Crime Prevention and Outreach, 2019](#)] Some of their popular outreach programs include: Adopt-A-C.O.P.P., a collaborative program with FSU Housing in which officers act as liaisons between the police department and the residence halls [[Adopt A C.O.P.P. Officers, 2018](#)]; the Citizen's Police Academy where students and staff can get a "hands on" learning experience of what being on the police force actually entails [[Citizens Police Academy, 2019](#)]; and the Rape Aggression Defense (RAD) Training, a program that teaches realistic self-defense tactics and techniques. [[Rape Aggression Defense Training, 2019](#)]

In 2018, FSUPD produced an educational active shooter video at FSU, depicting a fictional attack in a residence hall. The video describes what to do in an active shooter event using the

national law enforcement model of “Run, Hide, Fight.” The video has been viewed over 281,500 times on YouTube and is featured during orientation for students and parents. [[Run Hide Fight Video Screenshot, 2018](#)] [[FSU Police Produce Education Active Shooter Video, 2018](#)]

SGA and FSUPD collaborate to develop and maintain a healthy environment through such programs as S.A.F.E. Connection [[S.A.F.E. Connection, 2019](#)] and the Emergency Blue Lights. [[Emergency Blue Light Telephones, 2019](#)] SGA also collaborates with FSUPD to hold a Campus Safety Tour where faculty, staff and students scan the campus environment identifying areas for further review and compile a report to be shared with stakeholders. [[Campus Safety Tour Report, 2019](#)] [[Campus Safety Tour Flyer, 2019](#)] 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, 2018](#)]

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**

The mission of the FSU University Libraries is to support, advance and enhance the learning, teaching, research, and service activities of FSU by providing organized access to quality information in all formats, promoting information literacy, preserving information, and engaging in collaborative partnerships to disseminate ideas to advance intellectual discovery. The Libraries’ collection include over 1.7 million print volumes, and access to more than 430 databases, over 220,000 electronic journals, and almost 2 million e-books. [[FSU Factbook, p.105, 2017–2018](#)] There are seven FSU library branch locations: Strozier Library, Dirac Science Library, Claude Pepper Library, Allen Music Library, Law Research Center, Maguire Medical Library, College of Engineering Library, and FSU’s digital repository: DigiNole. The libraries offer extensive service hours, with Strozier library offering up to 134 hours each week during the fall and spring terms.

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. 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 7,000 tutoring sessions were conducted in the 2017-2018 academic year. [[FSU Libraries Annual Report, p.12, 2018](#)] 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.

The libraries provide research assistance and resources to FSU students and faculty in all disciplines via its tiered service model, which ranges from walk up services to the expertise provided by the subject librarians and specialists in areas such as scholarly communication and data services. Library services can be accessed in person or virtually via the libraries' ask-a-librarian chat service. [[Ask a Librarian, 2019](#)] The libraries have close partnerships with many campus partners such as most academic departments, international programs, the Office of Distance Learning, the Center for the Advancement of Teaching, Undergraduate Research Opportunities Program, and the Center for Academic Retention and Enhancement. The libraries frequently host interdisciplinary seminars, book discussions, individual speakers, and other events of interest to the scholarly community.

The Library's website is a primary source of information for both on- and off-campus users and provides extensive information about these and other services and resources provided by the Libraries. The website is available to all regardless of location or mode of delivery. Additionally, DigiNole, FSU's digital repository, provides online access to thousands of unique manuscripts, photographs, pamphlets, rare books, historic maps, and other materials from across the FSU campus libraries and beyond. [[Diginole](#)] The goal is to support scholarly engagement and resource discovery by providing a growing collection of diverse resources. [[Diginole Goals](#)] FSU Libraries support faculty, graduate and post-doc students through their Interlibrary Loan (ILL) and Library Express Delivery Service (LEDS). [[Interlibrary Loans](#)] [[Library Express Delivery Service](#)] Available items are delivered to department offices within 48 hours of the request. Scanned articles and book chapters can also be delivered via email.

Since 2014, the myFSU system has expanded its support for student, faculty, and staff members. Through upgrades in Student Central and the myFSU portal, users can now access the tools they need on any device, including mobile devices; and has an improved the users' experience on the desktop. The myFSU portal is also available via a mobile app (free for iPhone and Android users) which supports the academic and social engagement of students. Through these efforts, students can connect to the resources they need to be successful regardless of their location or device. [[myFSU Portal, 2019](#)]

Canvas, the learning management system, supports academics and departments on campus while providing a highly interactive student experience. This software application delivers and manages instructional content and typically handles student registration, course administration, and tracking and reporting of student work. Students use Canvas to get their assigned coursework and syllabi, turn in assignments, check their grades, and communicate with instructors and classmates. Canvas can also be integrated with other programs (i.e. Google, Office 365, and Twitter) and features a notification system using email and text which students and faculty can respond to even when not logged into Canvas. [[Canvas New Learning Management System, 2017](#)]

### **Faculty and Staff Development in Support of Students**

The Center for the Advancement of Teaching (CAT) seeks to recognize and cultivate learner-centered teaching throughout the university by providing support to faculty as they balance cutting-edge research with thoughtful teaching. The CAT provides a space for collegial

exchange about teaching and learning, bringing together faculty at all levels and across disciplines to hone their expertise in facilitating learning and to promote our collective project of providing our students with a preeminent education. CAT promotes student success at FSU by supporting the faculty in the important and difficult work of crafting transformative learning experiences, and by fostering a culture in which effective teaching is valued and rewarded. One way CAT does this is through intensive course design work (course design seminars and institutes) and programming tailored to departments or colleges. Each semester, the Center hosts faculty reading/working groups that discuss timely books related to teaching and learning. [\[CAT Faculty Reading Groups, 2019\]](#) The CAT sends weekly teaching tips to instructors in support of teaching and learning. [\[CAT Weekly Teaching Tips, 2019\]](#) The office also coordinates the Thank a Professor initiative to share students' gratitude with instructors. [\[CAT Thank a Professor Form, 2018\]](#) The CAT also supports the use of active learning classrooms that include movable furniture that supports team-based and active learning in the classroom. [\[Active Learning Classrooms, 2018\]](#)

The Office of Distance Learning (ODL) provides services and resources to FSU's undergraduate and graduate students enrolled in online course work. The ODL 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.

ODL staff collaborates with staff from existing student support units to ensure that the necessary administrative processes are made available to all students online. Online students have access to study skills resources and online tutoring; career planning, networking, and mock phone and Skype interviews; virtual career fairs; distance library services; virtual computer lab; technical support and training; student veterans' services; and student disability services. [\[Online Student Support and the FSU Distance Campus\]](#) Students in distance learning courses access these services online using a variety of tools that include text and video chats, file sharing, email, web-based applications, and online databases.

ODL hosts the university-wide learning management system, Canvas, which delivers course content and resources, including online student and faculty orientations. [\[FSU Distance Learning Policy and Process, p.14\]](#) ODL extends its support services to instructors, offering webinars, workshops, and one-on-one consultations to help instructors use Canvas and apply best practices. [\[Fall 2019 Training Flyer\]](#) ODL instructional development faculty provide services to instructors to enhance pedagogy. Instructional design specialists assist faculty with online course design and techniques for improving student engagement with course content, peers, and instructors. [\[ODL Brochure\]](#)[\[FSU Distance Learning Policy and Process, p.7-8, 2011-2012\]](#) ODL provides testing services for students and faculty. Services include the operation of a secure, proctored main-campus testing facility as well as oversight of distance learning exams at remote service facilities or with remote service providers. [\[Assessment and Testing Services\]](#)[\[FSU Distance Learning Policy and Process, p.14-16\]](#)

FSU's approach to student support relies heavily on collaboration of units across campus. To further this approach, departments and units from academic colleges, academic support services, student affairs, library services, enrollment services, and more meet on a regular and ongoing



basis. The Enrollment Management committee brings together 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. Additional work teams and committees have been established within the larger Enrollment Management Committee to address specific concerns, such as the Service Indicators Oversight Committee. [[Enrollment Management Minutes 041219, 2019](#)] [[Enrollment Management Agenda 051719, 2019](#)]

## **Assessment and Evaluation**

The multitude of staff and faculty in the Student Affairs and Academic Affairs that contribute to academic and student success rely on reports from functional units and a variety of surveys to inform their work. 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, 2018](#)] 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 Division of Student Affairs and the Office of Institutional Research collaborate to administer the FSU Graduating Senior Survey to ask students about their post-college plans and their overall FSU experience. The survey has been administered since 2006 and since 2012 has received on average a 90% response rate. [[Graduating Senior Survey, 2017-2018](#)]

The DSA operates an Office of Strategic Planning and Assessment that provides professional leadership, expertise, and technical assistance to the DSA in developing, conducting, and maintaining high quality assessment, evaluation, and research projects. Results from these projects provide the DSA and the overall university community with an increased understanding of the impact of student affairs. [[Question of the Week Report, 2019](#)] [[Division of Student Affairs Annual Report, 2017](#)] The DSA participates in several national evaluations including the Cooperative Institutional Research Program Freshman Survey [[CIRP Report, 2018](#)] and the National Survey of Student Engagement. [[NSSE Snapshot, 2017](#)] These efforts complement those of the Undergraduate Studies, Institutional Research, FSU Libraries, University Housing, and the Career Center.

## **Off-Campus Instructional Sites**

Information on academic and student support services at the university's Tallahassee campus, two branch campuses, and one off-campus site has been noted in the relevant sections above. The following chart provides a comprehensive list of student services found at the Tallahassee campus, branch campuses, and off-campus instructional sites. [[Academic and Student Services Chart](#)]

## **Additional Academic Student Support Services**

The ACE Learning Studio provides tutoring to students at no cost. They offer help in many subject areas and are open for long periods of time to accommodate for students with busy schedules. Students have the option to schedule either 30- or 50-minute appointments. ACE offers different types of tutoring in order to best help students. [\[ACE Tutoring\]](#) Through ACE, undergraduate students can get peer tutoring in specific courses. Students in graduate or professional programs can receive tutoring based on specific exams. Working with the tutor can help students make the most out of their time. [\[ACE Learning Studio\]](#) Students also have the option to go to group tutoring. Students are told to come prepared with notes and questions, as these sessions are intended to answer individual questions. [\[ACE Group Tutoring\]](#) Another option at ACE is Math Drop in Tutoring. Students can come in at any time during business hours and get tutoring in a number of courses, including College Algebra, Precalculus, Trigonometry, and more. If a student needs tutoring in a math course not offered through this method, he can check the Learning Studio for appointments for his course. [\[ACE Math Studio\]](#) ACE Learning Studio also offers mentoring in study skills. If a student is not sure what study methods work well for him, this tutoring is an option. Study skills tutoring teaches students how to manage time, take notes, and study. [\[ACE Study Skills Mentoring\]](#) ACE offers Graduate School Preparation for students who intend on moving to the next stage at the university. ACE helps students plan and prepare for this transition by hosting free workshops with materials about making the decision to attend graduate school, the application process, financial aid, and study tools/tips for admission exam preparation. There are workshops are targeted toward specific exams, such as the LSAT or the GMAT. [\[ACE Graduate Tutoring\]](#)

The University Libraries also offer tutoring services. The Strozier Library Learning District and Dirac Science Library offer walk-in, group tutoring in a number of subjects. These subjects include Chemistry, Math, Modern Languages, Physics, and Statistics. [\[Library Tutoring\]](#) The Reading and Writing Center is another service the Libraries provide by offering individualized help for students' needs. Help can be obtained in one-on-one tutoring session or in small group workshops. Students can be taught about writing processes, rhetorical awareness, and reflective practice. [\[Reading and Writing Center\]](#) Strozier also offers research consultations. This provides students with the opportunity to meet with a librarian and get help with research methods and resources. [\[Library Academic Support\]](#) [\[Library Resources\]](#) The Libraries also offer free access to the Testing and Education Reference Center. This provides online study materials and practice tests for MCAT, LSAT, GMAT, GRE, and MAT. [\[ACE Graduate Tutoring\]](#)

The Biology Study Center is another place in which students can seek help. They have two locations, one based for Biology Majors, and one for Non-Majors. The centers offer help in BSC2010, BSC2011, BSC1005, and BSC1005L. Some of these courses are high enrollment. Tutoring, therefore, can be helpful to a large number of students. [\[ACE Academic Support\]](#) There are several other resources targeted toward specific groups of people, including Student Athlete Academic Services and CARE. Student Athlete Academic Services offers free tutoring to student athletes. Students can meet one-on-one or in groups. Study Tables help students with studying and organizational skills. [\[Student Athlete Academic Services\]](#) CARE is designed to help students who are the first in their family to attend college, or for students who



may have challenges due to economic, cultural, or educational circumstances. CARE tutoring, advising, life coaching, financial aid/literacy help, and more. [[CARE Tutoring](#)]

Advising First is a network of professional academic advisors and life coaches who aim to support students in achieving their goals. These advisors can help explain university policies, explain academic requirements, plan academic and career goals, and connect students with relevant resources within the university. Life coaches help support the transition into the university, define academic and career-oriented paths, build life skills, and recommend resources to make the most out of the college experience. [[Advising First](#)]

ITS Services for the main campus and the Panama City, Florida, campus include LinkedIn Learning, a service with thousands of videos to enhance your skills. Topics of these videos range from Excel, to photoshop, to presentation skills. The skill level ranges from beginner to professional, so students are encouraged to learn new things or enhance skills that were otherwise below their expectations. [[LinkedIn Learning](#)] FSU's Virtual Lab allows students to access university software at any place, given there is a connection to the internet. This service helps students (on any campus) who may not otherwise have access to certain software. Such programs can be essential to a class or to a student's learning.

The Virtual Lab is available at no cost to students, faculty, and staff. [[FSU Virtual Lab](#)] The FSU Service Center offers online support for students. This is especially key for students enrolled in online distance learning courses. The Service Center helps with technological issues or questions using an online system available at no cost. [[FSU Service Center](#)] Gartner Higher Education Reference is a service that assists research on technology. There are thousands of research articles on information technology. The applications of Gartner extend past technology, as its uses can be practical in education, business, and more. [[Gartner Higher Education Reference](#)]

The Office of Academic Services and Intern Support (OASIS) offers several services to students in the College of Education (undergraduate or graduate). OASIS can serve as the representative dean, assisting students in achieving milestones required for degree completion. OASIS also maintains records for students, coordinates internships, and serves as a liaison between students and the Office of Admission, the Office of the Registrar, The Dean of Undergraduate Studies, and The Graduate School. Undergraduate advising is available for walk-ins during business hours or appointments. Graduate advising is done through students' major professors or academic advisors assigned to them by their academic department. [[OASIS](#)]

The University Testing Center is a place where faculty can request their students take a proctored exam. Courses on the main campus as well as online distance learning courses may utilize this in order to ensure a safe testing site. The Testing Center can also provide services to students, such as CLEP exams, the ALEKS test, and Modern Language Placement test. [[Distance Learning Testing](#)]

At the Panama City, Florida, campus, students can be tutored through Skype calls with the main campus ACE. Students may also go to the Robbins Center, where in person help is

located. Walk-ins are available, although appointments can also be made. These sessions can be one-on-one or small group settings. Each tutor has a list of courses he/she provides services in, including almost 40 unique courses. [[Panama City Peer Tutoring](#)] The campus's testing center, Gulf Coast State College Testing Center, offers all proctored tests for free. Other tests offered include the CLEP, PERT, TABE, and Teacher Exams. Distance learning students also have the opportunity to use this testing site for proctored exams. [[Panama City Proctored Exams](#)] [[Gulf Coast Testing Services](#)] The campus library offers several resources for students' benefit. These include professional able to assist in research, computer workstations, printing, study rooms, and more. Students have access to the Testing and Education Reference Center through the library, and are encouraged to use it for test prep, career advice, STEM help, or scholarship searches. [[Panama City Library and Learning Center](#)]

The Proactive Referral and Engagement program (PRE) supports students who may be facing academic or life-related issues. PRE reaches out to students whose performance may be slipping based on test grades and attendance. PRE accomplishes its goals by helping faculty and students identify when additional help would be necessary, receiving faculty referrals about students who need to help, and reaching out to those students. Dr. Samantha Nix emails or calls a student when she receives a referral. That student has the option to ignore it but is encouraged to respond and schedule an appointment. Dr. Nix meets with students to identify barriers and develop a plan to recover from a poor test score. After a plan is developed, Dr. Nix may refer the student to the services – tutoring, study skill tutoring, psychological counseling – that he needs in order to improve. Students may also reach out to PRE if they are worried they may need help in the future. [[Proactive Referral and Engagement Program](#)]

Peer Assisted Study Sessions (PASS) are a resource that benefits both the students and the faculty. PASS Leaders are knowledgeable about the subject matter that is discussed in the sessions. These sessions are targeted toward specific courses. Students are told in the beginning of the semester that they can attend a study session held by the PASS Leader, where they can ask any questions they may have. These sessions go over the material that is being learned in the class in a smaller, more intimate setting. This setting may be beneficial to students who have difficulty learning in a large group, such as those who have anxiety surrounding asking questions in front of others. Faculty are asked to maintain a working relationship after selecting a PASS Leader. Faculty should meet once a week with the Leader to discuss course content, upcoming exams, and any other questions or concerns. [[Peer Assisted Study Sessions](#)]

In summary, the institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

<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> In 2018 – 2019, the Student Government Association department underwent a reorganization. To more accurately reflect their work and mission, they changed their name to Student Governance and Advocacy. Student Government Association includes the three branches of the student government (Executive, Legislative, and Judicial) that are supported by

the Student Governance and Advocacy department, in addition to other student community development and advocacy initiatives.

**12.4** *The institution (a.) publishes appropriate and clear procedures for addressing written student complaints, (b.) demonstrates that it follows the procedures when resolving them, and (c.) maintains a record of student complaints that can be accessed upon request by SACSCOC. (Student complaints)*

☒ Compliance

☐ Non-compliance

#### Narrative

Florida State University (FSU) publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows the procedures when resolving them, and maintains a record of student complaints that can be accessed upon request by SACSCOC.

These procedures provide fair and equitable opportunities for students to have their concerns heard and afford administrators appropriate opportunities to seek the facts related to students' complaints as they work to resolve those complaints effectively. Because students interact with many parts of the University structure, this response focuses on written complaints that relate to both academic and non-academic issues. It also demonstrates 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 Written Student Complaints

Several important principles govern the handling of written student complaints, which are defined by the university as "written student complaints involving some official university process." [[Student Complaint Policy](#)] The policy is approved by both the Vice President for Student Affairs and the Provost and scheduled for regular review and revisions consistent with other policies. The university's definition is aimed toward formal, written student complaints or grievances involving official university processes. All FSU policies and processes regarding written student complaints are aligned with the Seminole Creed (formally entitled "A Summons to Responsible Freedom: Values and Moral Standards at The Florida State University"). 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 Seminole Creed](#)] The principles governing FSU'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, appropriate manner possible (e.g., many complaints begin as verbal expression of concerns and progress to written complaints within a formal process); handling complaints professionally at campus locations and in all modes of educational delivery; making procedures for resolving complaints readily available to students; and ensuring that students have clear access to information about how to file a formal, written complaint.

The close collaboration between academic affairs and student affairs at FSU 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 (SSRT), which monitors students of concern [[SSRT Guiding Document](#)]; our award-winning retention and support program for first-generation college students, The Center for Academic Retention and Enhancement (CARE) Program [[CARE](#)]; and Enrollment Management Committee, which addresses systemic problems affecting the recruitment and retention of students, with the active participation of our University Student Ombudsman. [[Enrollment Management Agenda](#)] [[Enrollment Management Minutes](#)] Students are often assisted in resolving their complaints by a member of the Enrollment Management Team, especially by the University Student Ombudsman, [[FSU General Bulletin, p.66, 2018-2019](#)] [[Florida Ombudsman Statute](#)] [[Student Ombudsman Board of Governors Regulation](#)] [[Student Ombudsman Webpage](#)] or by a member of the Dean of Students Department, particularly the case managers. [[Dean of Students Webpage](#)] [[Case Management Services](#)] Students at the Panama City, Florida, campus are often assisted in resolving their complaints by members of the Office of Student Affairs or the Office of the Dean of the College of Applied Studies. [[PC Student Rights and Responsibilities Webpage](#)]

Unless otherwise noted, each off-campus site where students receive instruction (Panama City, Florida; Republic of Panama; and Asolo Conservatory for Actor Training in Sarasota) or the Office of Distance Learning follows these policies as described, with two exceptions: any required “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 complaint resolution might include someone at the off-campus site. Examples of these types of procedural variations are provided during discussion of the following specific processes.

## **Reporting**

An online reporting system implemented in 2016 makes it possible for students, including those taking online distance learning courses, those on branch campuses, and those studying abroad, to report complaints. [[FSU Reporting Website](#)] The Dean of Students' website provides a link to the reporting system. [[Dean of Students Webpage](#)] Students choose between “report.fsu.edu” categories to channel their complaint, and appropriate staff are notified immediately. Students are then informed about the process of resolving their complaint, and misdirected complaints are re-routed to appropriate staff. The system reduces the need for students to know exactly what specific policy or process applies prior to lodging their complaint. [[Asolo Conservatory Report](#)]

Because many academic complaints result from misunderstanding or misapplication of academic policies, the Office of Faculty Development and Advancement created the Academic Leadership Toolkit in academic year 2017-2018. The Toolkit displays, in chronological order, various academic policy, employment, and faculty development policies and procedures to which department chairs and other academic administrators must attend. Clicking on each icon leads to a conceptual overview, goals of, authority for, common pitfalls, detailed written resources, and human resources related to the policy or procedure. [[Academic Leadership Toolkit](#)]

The University also requires online training related to Title IX issues for all employees, in addition to the Title IX and discrimination training required of all new hires. [[Title IX Online Training Material](#)]

## **Publication of Complaint Resolution Routes**

Complaint resolution routes and mechanisms are publicized in many places, including a map of student complaint routes posted on relevant websites, central guiding documents like the General Bulletin and the Student Handbook, the central website for all university policies and regulations, and departmental and other websites. [[Student Complaint Routes](#)] [[FSU General Bulletin 2018-2019, p.63-67](#)] [[FSU Graduate Bulletin 2018-2019, p.57-61](#)] [[Student Handbook](#)] [[Regulations and Policies](#)] The University Student Ombudsperson is a key element of the Student Complaint Routes flowchart and is available to assist students with any type of complaint. [[Student Ombudsman Webpage](#)] The flowchart is featured on the websites of both the Office of Faculty Development and Advancement and the Dean of Students. [[FDA Website](#)] [[Dean of Students Website](#)] The policy guidance provided to students enrolled on the Republic of Panama, Panama City, Florida, and the Asolo campuses as well as online programs mirrors that provided to students on the main campus. [[PC Student Rights and Responsibilities Webpage](#)] [[ODL Student Resources](#)] [[ROP Complaint Route](#)]

## **Academic Complaints**

The FSU Faculty Senate [[FSU Constitution, p.3](#)] 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 academic policies related to resolving academic complaints apply to all students, regardless of location or mode of deliver. The Office of Faculty Development and Advancement (FDA) [[FDA Website](#)] coordinates with the academic deans and department chairs to ensure fair and consistent implementation of those policies, in its role as liaison to the Faculty Senate. [[FSU General Bulletin, p.66, 2018-2019](#)] [[FSU Graduate Bulletin, p.66, 2018-2019](#)] [[Important Policies Memo Fall 2018](#)] [[Final Exam Memo Fall 2018](#)] [[Religious Holy Days Memo Fall 2018](#)] [[Academic Leadership Toolkit](#)] [[ODL Student Resources](#)]

The Grade Appeals System [[FSU General Bulletin 2018-2019, p.66](#)] [[FSU Graduate Bulletin 2018-2019, p.60](#)] 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); its 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 (SARC) of the Faculty Senate. [[FSU General Bulletin 2018-2019, p.66](#)] [[FSU Graduate Bulletin 2018-2019, p.60](#)]

The Grade Appeals System is disseminated to deans, department chairs, directors, and faculty through the Vice President for Faculty Development and Advancement's annual memo regarding important academic policies [[Important Policies Memo Fall 2018](#)] and to students through its annual publication in both versions of the General Bulletin [[FSU General Bulletin 2018-2019, p.66](#)] [[FSU Graduate Bulletin 2018-2019, p.60](#)] as well as the Student 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 System FDA](#)] [[Grade Appeals Flowchart](#)], in addition to being highlighted on relevant websites. [[Grade Appeal from Online Course](#)]

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 2018-19, p.66](#)] [[FSU Graduate Bulletin 2018-19, p.60](#)] [[Student Academic Grievance Flowchart](#)] This straightforward process calls for attempting to resolve 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 (SARC). [[FSU General Bulletin 2018-19, p.66](#)] [[FSU Graduate Bulletin 2018-19, p.60](#)] [[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 Resolution Example](#)] SARC members are faculty appointed by the Faculty Senate Steering Committee; 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 2018-19](#)] 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 Memo Fall 2018](#)] and to students through its annual publication in both versions of the General Bulletin [[FSU General Bulletin 2018-19, p.66](#)] [[FSU Graduate Bulletin 2018-19, p.60](#)] and the Student 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 for the branch campuses in Panama City, Florida, and the Panama, Republic of Panama. [[FSU General Bulletin 2018-19, p.66](#)] [[FSU Graduate Bulletin 2018-19, p.60](#)] [[Panama City AHP Procedural Modifications](#)] At the Asolo, main campus procedures and reporting practices are used and, where appropriate, through the College of Fine Arts.



In some 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 Case with Student Witness](#)] 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. Slight modifications of the Academic Honor Policy enable administrators to convene hearings on-site at branch campuses and in online programs. [[Panama City AHP Case](#)] [[Republic of Panama AHP Case](#)] [[AHP Case from Online Program](#)]

The Academic Honor Policy is disseminated to faculty through the Vice President for Faculty Development and Advancement's annual memo regarding important academic policies [[Important Policies Memo Fall 2018](#)] and to students by its annual publication in both versions of the General Bulletin [[FSU General Bulletin 2018-19, p.57](#)] [[FSU Graduate Bulletin, p.63](#)] and the Student Handbook, in addition to being highlighted on relevant websites. [[Student Handbook](#)] [[General Academic Appeals FDA Website](#)] 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 University Curriculum Committee [[University Curriculum Committee](#)] to be included in the syllabus for each course taught. [[Eco 2013 Fall 2019 Syllabus](#)] Finally, the Office of Faculty Development and Advancement provides presentations and develops educational materials to help educate faculty and staff about the importance of academic integrity. [[AHP Promotional Materials](#)] [[Unauthorized Collaboration on Facebook](#)]

As prescribed by policy, all records of Academic Honor Policy cases not resulting in dismissal or expulsion are kept in a database shared by the Office of Faculty Development and 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, the University Ombudsman also assists in resolving non-academic complaints such as those represented by the following example. [[Student Complaint Routes](#)] [[Student Ombudsman Example](#)]

The highly trained and professional staff in the Dean of Students Office, part of the Division of Student Affairs [[Dean of Students Website](#)] deals with the bulk of non-academic student complaints, which involve a myriad of issues. Assistance from staff usually results in an informal resolution, although some of the formal processes under the Dean of Student's authority may be invoked by a student to address the complaint.

For example, students may report alleged violations of the Student Conduct Codes that result in disciplinary charges being filed by the University, against either an individual student or a student organization. [[Conduct Codes](#)] [[SRR Conduct Report](#)] In keeping with the values expressed in the Seminole Creed, the Student Conduct Codes promote responsible freedom and

the balance between students' rights and responsibilities as members of the university community. [[The Seminole Creed](#)] The report of individual cases for the 2018-19 academic year indicates there is a high level of activity in this process. [[Conduct Code Cases](#)] The Student Conduct Code and the Student Organization Code are disseminated by the Dean of Students to students through annual publication in the Student 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. The Student Organization Code is also distributed to all new members of student organizations, including fraternities and sororities. 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, and are retained in accordance with Florida public records law, except in the case of suspensions and dismissals, which are kept indefinitely unless the student re-enrolls, as well as expulsions. [[Student Conduct Code Example](#)] [[Student Organization Conduct Code Example](#)] Certain modifications necessary to implement the Student Conduct Code on the Republic of Panama campus are codified in the Republic of Panama Student Conduct Code. [[ROP Student Conduct Code](#)] [[ROP Policies](#)] The Panama City, Florida, campus conforms to each policy and process as closely as possible to those on the Tallahassee campus, with the Office of Student Affairs staff handling Student Conduct Code and Student Organization Code cases specific to the Panama City, Florida campus. [[PC Student Rights and Responsibilities Webpage](#)] [[PC Registered Student Organizations Webpage](#)]

Two of the most serious types of written student conduct complaints involve alleged hazing and alleged sexual violence. The University's Hazing Education Initiative expresses the university's strong stance against hazing, educates students about the dangers of hazing, and encourages students and others to report hazing. [[FSU Hazing Initiative](#)] [[Hazing Belief Statement](#)] [[Hazing Report Form](#)]

Student complaints of alleged sexual misconduct against students are investigated by the Title IX Office, staffed by a Director and two investigators. Student complaints of sexual misconduct against employees and third parties are investigated by the Human Resources Deputy Title IX Coordinator. Investigation of these reports is guided by the institution's Sex Discrimination and Sexual Misconduct 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. [[Sex Discrimination and Sexual Misconduct Policy](#)] Students can find information on the Title IX website that encourages students to seek assistance and helps them make informed decisions regarding whether to report an incident to a confidential or a non-confidential source. [[Title IX Website](#)] [[Get Help Now](#)]

The Victim Advocate Program, which has been in place for approximately 30 years, provides around-the-clock assistance to students, faculty, and staff who are victimized anywhere and to others who are victimized on our campus. Services include emotional support, crisis intervention, instructor notification and advocacy, and assistance in student conduct, legal, and medical matters. [[Victim Advocate Program](#)]

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. 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 or university policy, including race, creed, color, sex, religion, national origin, age, disability, genetic information, veterans' status, marital status, sexual orientation, gender identity, gender expression, or any other legally protected group status. As noted above, student complaints of alleged sexual harassment against staff or faculty members are investigated by the Office of Human Resources, Office of Equal Opportunity and Compliance, and by the Dean of Students if they involve complaints against a fellow student. [[Equal Opportunity and Compliance](#)] [[EEO Complaint Form](#)] These complaints are reviewed to determine whether and investigation is warranted, then the case is either closed or an investigation initiated. [[Discrimination Complaint Resolution Example](#)]

Student grievances based on alleged disability discrimination are handled by the Dean of Students Department with the Student Disability Resource Center (SDRC) conducting the initial investigation. [[Disability Grievance Procedures](#)] [[SDRC](#)] Information regarding these processes is disseminated through publication in both versions of the Bulletin [[FSU General Bulletin 2018-19, p.10-11](#)] [[FSU Graduate Bulletin 2018-19, p.10-11](#)] and the Student Handbook, in addition to being highlighted on relevant websites. [[Student Handbook](#)] On the Republic of Panama campus, the Vice Rector serves in the capacity similar to the Student Disability Resource Center on the main campus. [[ROP Disability](#)] The Panama City, Florida, Office of Student Affairs is charged with providing services and receiving complaints from students with disabilities. [[PC Disability](#)] Records involving discrimination complaints emanating from main campus and all off-campus sites are kept, either by the Office of Equal Opportunity and Compliance or by the Dean of Students Department, for four years after final action, provided applicable audits have been released and resolved.

## **Student Complaint Logs**

In collaboration with the Office of Faculty Development and Advancement, the Dean of Students Office maintains a centralized log of written student complaints in order to discern whether inconsistencies in application of the various academic and non-academic grievance procedures are occurring. The Central Written Student Complaint Log Policy was approved in 2013 by the Vice President for Student Affairs and requires all university offices responding to written student complaints associated with formal university processes to report those complaints on an annual basis. [[Central Written Student Complaint Log Policy](#)] [[Annual Central Student Complaint Log Template](#)] [[Central Student Complaint Log 2016-2017](#)] [[Central Student Complaint Log 2017-2018](#)][[Central Student Complaint Log 2018-2019](#)] The logs produced through this process provide information on each formal written complaint, including the date and nature of the complaint, the formal process used to resolve the complaint, its outcome, and the date of resolution. The student complaints received by students taking courses at the Republic of Panama, Asolo, and online are included in the university's central complaint log. The student complaint logs allow for patterns to be discerned in the annual report of student complaints. Authority to revise the policy rests with the Vice President for Student Affairs and

the Provost. The Panama City, Florida, campus adheres to this policy, utilizing the same template, with logs maintained in the FSU Panama City Office of Student Affairs. [[PC Central Student Complaint Log 2018-2019](#)] [[PC Central Student Complaint Log 2017-18](#)] [[PC Central Student Complaint Log 2016-17](#)]

Analysis of the university-wide central student complaint logs reveals no evidence of either unresolved systemic problems or dysfunctional complaint processes. The majority of academic complaints involve grade appeals, and the annual complaint logs provide evidence that the Grade Appeals System appears to be applied consistently throughout academic departments, given the notations indicating that units applied the correct stages of the process. The small number of Student Academic Relations cases, which is the highest level of appeal for academic decisions within the university, suggests that students are accepting the results of their lower-level processes within the grade appeals and general student grievance processes. Student disciplinary procedures appear to effectively resolve student-on-student complaints. [[Central Student Complaint Log 2017-2018](#)] [[Central Student Complaint Log 2018-2019](#)]

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. [[VPSA Student Complaint Log 2018-19](#)]

If a student wishes to complain to external agencies regarding the University's actions, the State University System's Board of Governors complaint process may be found on the website. [[BOG Complaint Form](#)] The Office of Distance Learning informs distance students of their rights to file non-instructional complaints with FL-SARA, the source of Florida institutions' authorization to offer degree programs at a distance. [[FL-SARA Complaint Reporting](#)]

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 these policies and procedures are disseminated widely to the campus community and are followed in resolving student complaints. All students who receive instruction by Florida State University, regardless of location or instructional delivery mode, have the same opportunity to report complaints and to have them addressed, sometimes with minor procedural deviations based on where the instruction takes place.

## 13 FINANCIAL AND PHYSICAL RESOURCES

**13.6** *The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. (Federal and state responsibilities)*

☒ Compliance

☐ Non-compliance

### Narrative

Florida State University (FSU), Office of Financial Aid, is authorized to participate in Title IV Financial Aid programs by the U.S. Department of Education under the Program Participation Agreement valid through March 31, 2023. [\[FSU PPA, 2017\]](#) [\[Eligibility and Certification Approval Report, 2019\]](#) Additionally, the State of Florida has authorized FSU to participate in state scholarship and grant programs. [\[FSU State of Florida Participation, 2018\]](#) The Eligibility and Certification Approval Report, 2019, includes the branch campuses in the Republic of Panama and Panama City, Florida, as well as the Asolo Conservatory in Sarasota, Florida. [\[Eligibility and Certification Approval Report, 2019, p. 6\]](#) Consistent with federal regulations, distance learning programs offered in whole or in part are included in the institution's Program Participation Agreement because the university has been approved to offer distance learning by SACSCOC.

FSU 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. Student eligibility is verified according to federal and state regulations; the regulations are reviewed and both manual and systematic verification procedures are updated to meet mandated requirements. Policies for review of eligibility and awarding of aid are maintained, reviewed, and updated annually to ensure compliance.

The Auditor General of the state of Florida, in accordance with U.S. Office of Management and Budget Circular A-133 [\[OMB Circular A-133\]](#), conducts an annual audit of the federal awards programs of the state of Florida, including financial aid programs administered by the state universities. The State of Florida Audit for 2015-2016 included FSU as one of 18 institutions in the state that were cited for inaccurate or untimely enrollment reporting. [\[Florida Statewide Audit 2015-2016, p.12, 2018\]](#) The finding did not result in any questioned costs. The finding did not result in institutional cost and FSU has implemented business process and information technology related changes to correct the issues cited. The FSU Office of Inspector General Services conducted a thorough and independent audit of student financial aid that covered the 2015-2016 academic year. The FSU auditor made several recommendations for improvement

and the Office of Financial Aid implemented the recommended improvements. [[Financial Aid Audit Follow-up Status, 2018](#)]

FSU maintains a positive relationship with the US Department of Education. There are currently no complaints that have been filed or evidence of non-compliance. FSU 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. FSU strives to ensure that all regulations are researched and followed with the intent of the law. Consequently, there are no infractions to regulations that could potentially impact Title IV funding. FSU has not been obligated to post a letter of credit on behalf of the Department of Education or other financial regulatory agencies.

FSU 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%. [[FSU CDR](#)] During the same period, the State of Florida had an overall Cohort Default Rate of 11.7%. [[2015 CDR by State](#)] The national Cohort Default Rate was 10.8% for the same period. [[National Cohort Default Rates for Schools](#)]



**13.7** *The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (Physical resources)*

☒ Compliance

☐ Non-compliance

## Narrative

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

## Main Campus

The main campus has over 12 million gross square feet located on 485 landscaped acres located in the heart of Florida's state capital, Tallahassee. [[FSU Factbook 2017-2018](#)] [[Main Campus Map Academic Version](#)] [[Main Campus Map Administrative Version](#)] Physical and virtual campus tour are available through the FSU Visitor Services Office. [[FSU Tour Website](#)] To keep the buildings and grounds up-to-date, as well as meet the needs of a growing campus population and expanding academic programs, the Facilities Planning and Space Management Department prepares a university master plan. [[Master Plan Main Campus](#)] [[Master Plan Overview](#)] [[Master Plan Southwest Area of Main Campus](#)] These plans are updated periodically through amendments approved by the Board of Trustees. [[BOT Agenda 6-13-2008, p.3](#)] [[BOT Minutes 6-13-2008, p.6](#)] [[BOT Agenda 6-2-2011, p.2](#)] [[BOT Minutes 6-2-2011, p.3](#)] [[BOT Agenda 6-10-2016, p.2](#)] [[BOT Minutes 6-10-2016, p.11](#)] [[BOT 6-6-2019, p.73-78](#)] The campus master plan is currently being revised and updated with an expected review and approval by the FSU Board of Trustees in 2020.

These master plans align with the University's mission and strategic plan and 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. [[Florida Statutes 1013.31](#)] [[BOT Meeting Minutes, 2-23-2018, p.4](#)] The Educational Plant Survey process determines the facilities required by the University to accommodate educational programs, student enrollments, personnel, and services. The current Educational Plant Survey was completed in summer 2018. [[Educational Plant Survey 2018](#)] 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 provides for three general classifications of space: instructional, academic support, and institutional support. [[Space Needs Formula](#)] Through the utilization of the space needs formula, the university determines whether or not physical facilities are adequate and appropriate. Within these three classifications, ten categories of space are included: classroom, teaching laboratory, research laboratory, study, instructional media, auditorium and exhibition, gymnasium, student academic support, office and administrative data processing, and campus support services. Although each of the ten categories of space is treated individually in the formula, only three basic methods are used for generating space: space factors for scheduled space, allotments for nonscheduled space, and space provided as a percentage of other space. The university generates gross square footage reports on a monthly basis. [[GSF August 2019](#)] [[GSF September 2019](#)] [[GSF October 2019](#)] [[GSF November 2019](#)] [[GSF December 2019](#)]

The university conducts faculty satisfaction surveys, including a section on facilities. [[COACHE Survey Results 2017-2018](#)] In addition, the university's academic program review process provides an opportunity for programs across campus to identify and highlight physical resource adequacy and appropriateness. [[Scientific Computing QER](#)]

Finally, annual fixed capital outlay budget requests parallel the master plans. FSU's capital budget allocations are requested, approved, and distributed to match the land acquisition and/or construction schedules of the master plans. [[Allocation of PECO Funds](#)] [[Fixed Capital Outlay Budget Request](#)] The request follows a careful set of procedures that ensure the University stays within the state guidelines for establishing and revising individual fixed capital outlay projects. [[Capital Outlay Implementation Policies and Procedures](#)]

Utilizing all the tools at hand and with careful planning, the University is constantly upgrading current structures and adding new facilities to meet the 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, Aero-Propulsion, Mechatronics and Energy Center (AME), Parking Garage #6, and the renovation of the Warren Center, a surplus building from the State of Florida that was updated to house the Regional Rehabilitation Center. Many other significant projects, such as the replacement of the Oglesby Student Union, are already in the design or construction phase. [[Major Projects List](#)] [[Minor Projects List](#)] [[Design & Construction Quarterly Update, April 24, 2019](#)]

## Off Campus Locations

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

- The Panama City, Florida, Branch Campus is incorporated in the university master plan. [[University Master Plan Panama City](#)] In January 2009, a new academic building was opened to the public. The structure contains classrooms, labs with upgraded power supplies and workstations, a library and faculty offices. When added to the space provided by a new physical plant, the square footage of the campus more than doubled. [[Panama City Campus Map](#)] [[Panama City Campus Virtual Tour](#)] In recent years, the campus has re-purposed space to better serve students to include relocating the Bookstore, establishing an Academic Advising and Student Success Center, a Veteran's Hall, a Think Tank space for the Entrepreneurship program, an ITV classroom for engineering programs, and a new Digital Design Studio to provide students with a creative space and to foster innovative practices for teaching and learning with digital technology. Additionally, new labs, lab equipment and furniture has been added to support new and existing program offerings to include Electrical Engineering equipment, Systems Engineering equipment, a simulation lab for the Nurse Anesthesia program and a mechatronics lab, thermal fluids lab, and mechanics and materials lab to support the Mechanical Engineering program. In 2020, a new machine shop will be opened to support the Mechanical Engineering program.
- Asolo Conservatory for Actor Training in Sarasota, Florida. FSU School of Theatre has established a MFA in Acting that is taught exclusively in Sarasota at the Asolo Repertory Theater. [[Asolo Conservatory](#)] The Office of Finance and Administration at The Ringling Museum of Art in Sarasota serves as the steward for Plant, Operation and Maintenance allocations, as well as day to day maintenance needs for the Center for Performing Arts, which houses the Asolo Conservatory and Sarasota Ballet. Their areas of responsibility include Maintenance, Security, and funding for Custodial Staff. The Main Campus' FSU Facilities Department works closely with The Ringling's Office of Finance and Administration, Executive Staff, and The Ringling Facilities' Assistant Director to ensure successful continuous operation of the sit. They regularly work together to identify critical infrastructure capital lists. Any requests are included in the Fixed Capital Outlay Request. In addition, FSU Facilities Department provides support for The Ringling/New College Joint Chiller Plant, which services the Asolo Conservatory.
- Panama, Republic of Panama. The government of the Republic of Panama recognizes the FSU-Panama campus as a legal entity. [[Republic of Panama Document](#)] 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, Clayton, Panama, Republic of Panama. [[Republic of Panama Lease - English](#)] [[Republic of Panama Lease - Spanish](#)] [[Republic of Panama Dormitories Lease - English](#)] [[Republic](#)

[of Panama Dormitories Lease - Spanish](#)] The City of Knowledge is a foundation whose mission includes the convergence of learning, service and research institutions. The main building houses the administrative offices, faculty offices, the bookstore, a teaching computer lab, the English Language Program, two floors of classrooms, science labs (Biology, Chemistry and the Physics Studio), and the student lounge/computer lab/study area. In addition to the five-story building that is entirely used to serve the needs of FSU-Panama's educational mission, the University's library occupies the ground floor of another building next to the primary one. [\[Republic of Panama Campus Information\]](#) [\[Republic of Panama City of Knowledge Tour\]](#) The City of Knowledge is responsible for repairing structural damages, the roof, the exterior of the building, and the grounds surrounding the building. The University is responsible for the maintenance and cleaning of all areas, any necessary improvements not covered by the City of Knowledge, additions, or repair needs. In addition, the maintenance of the dormitory building is the responsibility of the City of Knowledge. All of the areas are equipped and furnished to serve the needs of the academic program (classrooms, science labs, administrative offices, and faculty/staff offices, as well as recreational facilities). It provides Wi-Fi internet service to all students around the entire building, air-conditioned areas, technology-enhanced classrooms, and well-supplied science labs. In 2008-2009, the main building at FSU-Panama underwent a major renovation and was almost entirely rebuilt. The ground floor of the building where the FSU-Panama library is located underwent a complete renovation in 2009. Improvements for redistribution of space have been carried out over the last few years. Maintenance of the structure is performed on a routine basis. Painting of the interior of the building takes place at least annually. Maintenance of equipment such as A/C, elevator, power plant, and fire system is completed by contractors on a monthly basis. The cloud-based system FMX facility and maintenance management system software is used for reporting and tracking maintenance and repairs. Other more comprehensive work is incorporated in the multi-year plan which has been implemented. Examples include: renovation of the cafeteria area; improvements to the A/C system; elevator replacement; improvements in the atria and access to the building; and redesign of the library to create additional study areas. Maintenance of the dormitory building is the responsibility of the City of Knowledge contract. Adequacy planning occurs as part of the leasing process.

## **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. [\[Statutory Leasing Regulations\]](#) [\[FSU Leasing Policy\]](#) Currently, 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.

## Facilities and Deferred Maintenance

Beginning in 2007, the University began a formal program that uses Intelligent Systems & Engineering Services (ISES) Corporation of Stone Mountain, Georgia, a third-party vendor, to conduct a comprehensive building assessment of educational and general facilities. The assessments provide detailed reports by building documenting information on maintenance backlog, conditions of buildings, investment needs, and forecasts. The building condition assessment is used to plan, prioritize and schedule maintenance, construction work and long-term capital investment. [[ISES Facility Condition Assessment](#)] [[ISES Facility Condition Assessment Biomedical Research](#)] These assessments age and become less accurate over a five-year period. Based on this obsolescence the university strives to assess 20 percent of its facilities annually. However, if no changes have occurred in the building, the inspection may be deferred. An inspection was not completed in 2018, while the university was reviewing its current assessment process. Inspections were scheduled to be completed during fall 2019. The university reviews 100 percent of the Facility Condition Assessment Report data each year through the ISES database, which is updated annually to reflect the current deferred renewal amount. With the exception of 2010, the university has funded capital renewal below the growth rate of deferred renewal. [[Total Capital Investment vs Funding Target](#)] FSU measures success by benchmarking the university against other peer institutions through Sightlines. [[Sightlines Facilities Benchmarking & Analysis](#)] These reports enable the university to strategize and plan so that monies for deferred maintenance are spent in an optimal fashion.

The coordination of routine maintenance is facilitated by the Facilities Service Center Work Order process. [[Facilities Service Center](#)] All regular maintenance work is initiated by issuing a work order and administered through the Facilities Service Center software system (AIM). Calls for emergency service, life safety and disruptions of operations are dispatched immediately to the zone supervisor. All other work requests are prioritized by a mission-critical process for completion. Work order requests for routine or special maintenance are coordinated within each department and designated Facilities Liaison Officer to prevent duplication of requests. Preventive and planned maintenance are maintained by Facilities in the database for scheduling. In addition, buildings owned and leased by the University are subject to a series of scheduled safety and accessibility inspections by the Environmental Health and Safety Office, as well as the State Fire Marshall.

## Space Utilization Studies

The Office of the Provost oversees inventorying, determining the need for, and assigning general classroom academic space. Under its auspices, the University Registrar, working with ad hoc faculty committees, is responsible for determining whether pre-assigned, general classroom space is adequate to meet academic needs and, if not, for making appropriate assignment decisions. "Adequate space" refers to both classroom and laboratory space that is large enough and properly equipped to facilitate teaching and learning.

Academic Space and Scheduling, a division of the University Registrar's Office, coordinates the assignment of class sections to available classroom space and schedules special

academic/academic-related events in academic spaces. [[Academic Space and Scheduling Website](#)]

The Assistant Vice President of Academic Affairs at the University is responsible for making final decisions regarding the use of general classroom space. The Classroom Renovation Oversight Committee predetermines how general classroom space can best be utilized in buildings undergoing renovation. This committee also works closely with the Division of Finance and Administration to ensure that classrooms are appropriately equipped. College department chairpersons retain authority over use of special academic space, such as laboratories.

When decisions are made about the use, renovation, or construction of space that crosses organizational boundaries, the University President and his executive staff meet to determine a course of action.

### **Risk Management and Insurance**

Buildings owned by FSU and their contents are insured per Florida Statute Chapter 284, Chapter 1 through the State Risk Management Trust Fund (The Fund) self-insurance. [[Chapter 284 Florida Statutes](#)] The Florida Department of Financial Services, Division of Risk Management administers the Property Insurance program for the State of Florida. This insurance also provides coverage for contents in leased locations that are not owned by FSU and loss of use for Dormitories.

The schedule of owned buildings and leases is maintained by the Facilities Property Management Department. This inventory forms the basis for insured locations. FSU utilizes a professional appraisal service to ensure property and contents values are appropriately valued. This service includes a physical site visit and appraisal every five years with updated trending annually. Both replacement cost and actual cash values are provided. The Fund insures assets based on actual cash value (values are depreciated based on age and condition). [[Insurance Appraisal Report FSU](#)]

Commercial Equipment Breakdown Insurance (Boiler and Machinery) is purchased through the Florida Department of Management Services for owned buildings and contents. This insurance covers direct damage resulting from a “Breakdown” to “Covered Equipment.” This insurance also includes boiler inspection services that meet the State Fire Marshall inspection requirements. The covered perils in this insurance is complementary to those covered by The Fund.

Appraisal values are provided annually to the Department of Financial Services and the Department of Management Services.

The Environmental Health and Safety Risk Management Office ensures that all FSU-owned buildings and FSU-owned contents are adequately insured under the State Risk Management Trust Fund. [[Insurance and Risk Management Policies and Procedures](#)]

## **Inventory and Inventory Disposal**

All property is owned by the University and the official custodian is the President. Responsibility is delegated to the Vice Presidents, Deans and Directors. The Vice President, Dean or Director may delegate this responsibility to another individual by completing the [[Property Management Role Designation](#)] form and submitting it to the Controller's Office specifying the delegate and the Department IDs for which the delegate is responsible. The University Controller's Office establishes policies and procedures that help ensure the accountability and safeguarding of University assets; ensures compliance with applicable laws, rules and policies and procedures; coordinates the annual physical inventory; account for acquisitions, transfers and disposition of capital property; depreciates capital property over the estimated useful life; and maintains property records in the property management system (OMNI). [[4-OP-D-2-F Property Policies and Procedures](#)] The University departments are responsible for effectively managing and safeguarding property; ensuring that University capital assets are marked/tagged in accordance with applicable rules, policies, and procedures; providing non-accounting information in a timely manner to the Controller's Office for updating OMNI; and ensuring the performance of the annual inventory of capital assets in its custody. The Property Survey Board examines and approves the disposition of capital assets. The Board has delegated approval for the disposition of capital assets with a cost of less than \$100,000 to the Controller's Office.

BOG Regulation 9.003 requires an annual inventory of tangible personal property that is a capital asset. [[Regulation 9.003 Property Inventory](#)] The annual inventory is scheduled and coordinated by the Controller's Office who notifies the department of the inventory deadline and the assets that must be inventoried. Any University Property Custodian, Property Manager, and Inventory Taker is required to complete property training, as specified by the Controller's Office. [[FY20 Inventory Schedule](#)] The Internal Controls policy provides guidance to help ensure the internal control objectives of the University are met, to include the safeguarding of University assets. [[4-OP-A-9 Internal Controls Policies and Procedures](#)]

## **Audits**

The Auditor General of the State of Florida conducts an annual Financial Audit [[Financial Audit FYE 2018, p.48](#)] of the University. Among other things, this audit verifies valuations and expenditures for fixed assets, construction in progress, and appropriate controls and processes relating to fixed assets. No deficiencies in internal control were identified in the 2018 Audit. In addition, approximately every two years the Auditor General conducts an Operational Audit. [[Operational Audit 2018](#)] There were no findings in the most recent operational audit or in the federal audit report related to fixed assets. [[Federal Audit Report FYE 2018](#)]



## Technology

FSU's Office of Distance Learning (ODL) and Information Technology Services (ITS) work in partnership with academic and administrative units at all university locations to identify, develop, implement, and support technologies used in the delivery of online and technology-enhanced courses for both traditional and fully online students. These efforts are designed to ensure IT resources adequately support the mission of the university's educational programs and services in terms of quality, scope, and condition.

ODL is responsible for managing and supporting the university's Learning Management System (LMS), Instructure Canvas. Canvas is a cloud-based, enterprise-level LMS offering uptime, dynamic server scalability based upon user demand and redundant, multi-regional backup and failover disaster recovery solutions. [[Canvas Disaster Recovery Plan & Procedures, 2018](#)] Users are required to provide valid FSU credentials to access the LMS, and data stored in Canvas are secured as specified in the university's Information Privacy Policy [[4-OP-H-12 Information Privacy Policy, 2016](#)], Policy on Safeguarding of Confidential Financial and Personal Information [[4-OP-F-7 Policy on Safeguarding of Confidential Financial and Personal Information, 2014](#)], and Information Security Policy. [[4-OP-H-5 Information Security Policy, 2016](#)] Canvas offers an extensible framework, allowing the integration of third-party academic instructional technologies, such as anti-plagiarism services, rich media delivery, and online collaboration tools, which are all subject to the policies referenced above.

The ODL Canvas Support Center provides technical support, training, and assistance specifically related to academic technologies. This support is offered to all students, faculty, and staff through a variety of online resources, face-to-face consultations, phone support, and remote desktop assistance. [[About FSU ODL Technical Support, 2019](#)] Students and faculty are surveyed every academic year for feedback regarding their use and satisfaction of the LMS. [[2019 Spring Canvas Faculty Use and Satisfaction Survey, 2019](#)] [[2019 Spring Canvas Student Use and Satisfaction Survey, 2019](#)]

ITS manages more than 250 general-purpose classrooms that include up-to-date audiovisual technologies. [[Technology Enhanced Classrooms, 2019](#)] [[TEC Classroom Report 07-31-2019](#)] On an annual basis, technology in these rooms is evaluated and upgraded. Large projects are governed by the university's Classroom Renovation Oversight Committee, which includes representatives from various academic and administrative units, ITS, and ODL. The committee is chaired by a representative of the Provost's office. Various academic units also provide classrooms and technologies to assist in the delivery of student learning activities. ITS assists these groups with acquiring and supporting IT resources.

In order to accommodate the testing needs of fully online students as well as traditional students in courses whose classroom environment is not conducive to secure testing (e.g., stadium-style seating), ODL manages the FSU Testing Center, a 262-seat testing facility on the main campus. For high-volume testing seasons such as midterms and finals weeks, the Testing Center maintains an overflow testing laboratory that can accommodate up to 108 additional testing stations. The Testing Center is equipped with virtual machines and all-in-one desktops running



on an internal network in private address space isolated from the rest of campus and utilizing its own Windows domain controllers. This ensures the environment is controlled for optimal test security. The Testing Center is staffed with trained proctors and security guards and monitored by video surveillance cameras. In the 2018 calendar year, the Testing Center administered over 112,000 exams. [[2018 Assessment & Testing Annual Report, 2019](#)] For non-main campus students, the Testing Center maintains a list of approved proctors to accommodate students regardless of their geographic location. [[Proctor Approval Guidelines](#)]

ITS offers FSU students a virtual computer lab called myFSUVLab. The lab provides 24/7 access to software applications through the use of any internet-connected computer on or off campus. The myFSUVLab offers commonly used applications such as Microsoft Office and Adobe programs and works with academic units to offer unique applications associated with specific courses and academic disciplines. [[myFSUVLab, 2019](#)] Various academic units also provide students with access to computers in labs and other areas to assist with student learning activities. The university's libraries also provide students access to computers and other IT and A/V resources. [[Audio Visual Equipment, 2019](#)]

ITS maintains secured wired and wireless networks that support student learning and other activities. Students use their FSU credentials to access the university's expansive wireless networks, which provide Wi-Fi coverage in classrooms, offices, libraries, residence halls, eateries, and outdoor spaces. Network access is available to all students on all campuses. [[FSU Campus Wi-Fi, 2019](#)]

ITS operates two large data centers and utilizes cloud-based infrastructure to host university enterprise servers, equipment, and other IT resources. These facilities are available to academic departments. ITS is responsible for providing the IT infrastructure and resources required to support the university's critical business functions during a disaster. Disaster recovery resources, backup data, and equipment are housed in a secure Atlanta data center. Cloud-based resources are hosted by Amazon Web Services and Microsoft Azure.

ITS and ODL collaborate with university academic and administrative units, including the Faculty Senate Technology Committee [[Faculty Senate Technology Committee, 2019](#)], University IT Managers Subcommittee [[IT Managers Subcommittee Charter, 2013](#)], and the IT Governance Council [[IT Governance Council, 2019](#)] to evaluate the effectiveness of university IT resources and determine areas of need or improvement.

The Republic of Panama campus provides technology resources for its students, faculty, and staff. Students have access to computers and labs and other areas to assist with student learning activities, including three physical computer labs with a total of 48 computers, as well as discipline-specific computer resources. 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. 17 classrooms are equipped with audio-visual technology. The Republic of Panama faculty and students use FSU's learning management system, Canvas, which provides a secure online environment for teaching and learning, participating in sponsored organizations, access to

webmail, and using secure applications to transact university business. Technical difficulties and problems are reported to the Republic of Panama Information Technology Office. The technology for administrative and faculty offices and instructional space is provided and maintained by the College of Fine Arts.

At the Panama City, Florida, campus, there are 13 computer labs with a total of 237 computers. Each classroom has built-in A/V technology and telephone lines. Additionally, four classrooms have internet conferencing equipment for interactive tech-enhanced classes (i.e., ITV – interactive television) that connect Panama City classrooms to Tallahassee-based ones to allow live instruction between instructors and students via this tech-enhancement. Moreover, 14 classrooms are equipped with SMARTboard technology and four classrooms have web cameras to allow distance-based courses to be recorded or taught synchronously online. The Panama City, Florida, campus has an Information Technology department that reports directly to the Tallahassee Information Technology Services (ITS) office and all technical difficulties and problems are reported through the regular Information Technology communication channels and also internally at their local office.

Florida State University ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

**13.8** *The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)*

☒ Compliance

☐ Non-compliance

#### **Narrative**

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Florida State University (FSU) takes reasonable steps to provide a healthy, safe, and secure environment for all members of its campus community.

#### **Institutional Responsibility**

Several units within the University have primary roles in providing a healthy, safe, and secure environment. These units report to either the Vice President of Finance and Administration or the Executive Vice President for Academic Affairs, with the following reporting responsibilities:

- **Emergency Management:** The Director of the Emergency Management reports to the University Chief of Police who is the Assistant Vice President for Public Safety, who reports to the University Vice President of Finance and Administration, who reports to the President. The Director coordinates all aspects of emergency management and serves as the University representative for federal, state and local emergency management agencies.
- **Environmental Health and Safety:** The Director of Environmental Health and Safety reports to the Associate Vice President who reports to the Vice President for Finance and Administration, who reports to the President. The Director is responsible for all the Environmental Health and Safety operations and has oversight of Building and Construction Safety, Risk Management, and Research Support and Environmental Compliance.
- **FSU Police Department (FSUPD):** The Chief of Police who is Assistant Vice President for Public Safety reports to the Vice President for Finance and Administration, who reports to the President. The Chief is responsible for all matter related to Public Safety on FSU's campuses and is the institution's representative for federal, state, and local law enforcement agencies.
- **Office of Equal Opportunity and Compliance (EOC):** The Director of EOC reports directly to the Associate Vice President for Human Resources who reports to the Vice President for Finance and Administration, who reports to the President. EOC is responsible for advancing and monitoring the University's Equal Employment Opportunity (EEO); Sexual Misconduct (SM); Affirmative Action (AA); Americans with

Disabilities Act (ADA); Family Medical Leave Act (FMLA); Worker's Compensation and Telecommuting policies, procedures, programs, and initiatives.

- Office of Information Technology: The Associate Vice President and Chief Information Officer (CIO) reports to the Executive Vice President for Academic Affairs/Provost and the Vice President for Finance and Administration, who reports to the President. The CIO oversees matters related to Information Technology on all of the university's campuses.
- Title IX Office: The Title IX Program Director reports to the Executive Vice President for Academic Affairs/Provost, who reports to the President. The Director coordinates University Title IX efforts including the development, implementation, and monitoring of appropriate policies, procedures, and practices to ensure compliance with federal and state law in the sexual misconduct arena.

## **Institutional Safety Plan**

The University's Emergency Management Division develops plans, policies and procedures that support the framework through which the University prepares for, responds to, recovers from, and mitigates against the effects of a wide variety of emergencies and disasters that could adversely affect the health, safety, and/or general welfare of its students, faculty, staff, visitors, and families through the establishment of policies and programs. [[Emergency Management Division](#)] [[4-OP-E-5 Emergency Management Policies and Procedures](#)] The Comprehensive Emergency Management Plan (CEMP) serves as the official emergency operations plan of FSU. [[Comprehensive Emergency Management Plan](#)] The CEMP applies directly to all persons and entities associated with FSU, including its students, faculty, staff, employees, contractors, and other support entities. The CEMP applies to all campuses, facilities, and programs administered by FSU regardless of location or purpose.

The CEMP is a general all-hazards plan that presents an operational framework for the coordination of resources to prepare for or prevent potential emergencies whenever possible, efficiently address consequences when events do occur, effectively protect lives, infrastructure and resources, and protocol for continuity of operations. The CEMP applies to all persons and entities associated with FSU. Because FSU units are based at different locations and have different facilities, resources and operations, unit-specific emergency response plans and continuity of operations for essential functions are developed in alignment with the University's CEMP framework. [[Comprehensive Emergency Management Plan](#)] [[FSU COOP Development Guide](#)] [[Continuity of Operations Plan Template](#)]

It is the policy of the University to have in place a comprehensive and effective program to ensure continuity of essential University functions under all circumstances. As a baseline of preparedness for the full range of potential emergencies, as of April 29, 2019, all University units as identified by the Emergency Management Department are required to have in place a viable plan, which details the performance of their essential functions during any emergency or

situation that may disrupt normal operations. [[4-OP-E-10 Continuity of Operations Planning](#)] [[FSU COOP Development Guide](#)] [[Continuity of Operations Plan Template](#)]

Emergency management preparedness planning meetings, training meetings, partner meetings and incident assessment meetings are conducted periodically. The Emergency Management Team, coordinated by the Director of Emergency Management, includes key representatives from all University units charged with leading efforts in managing emergencies. [[Health Emergencies Meeting Sign In Sheet](#)] [[Health Services POD Meeting Sign in Sheet](#)] [[Health Services POD Meeting 2 Sign In Sheet](#)] [[Recovery Services Meeting Sign In Sheet](#)] [[Satellite Phone Meeting Sign In Sheet](#)] [[Prep Video Meeting Sign In Sheet](#)] [[Safety Blue Light Meeting Sign In Sheet](#)] [[EM Partners Meeting Agenda Dec 2018](#)] [[Sign In Sheet Dec 2018](#)] [[EM Partners Meeting Agenda March 2019](#)] [[Sign In Sheet March 2019](#)] In addition, after action meetings are conducted following incidents. [[Hurricane Michael Activation Summary and AAR Final Report](#)] [[Hurricane Michael AAR Sign In](#)]

## **Crisis Communication and Emergency Procedures**

Each year the FSUPD, as part of the requirements of the federal Clery Campus Right to Know Act, publishes and disseminates an annual security report to all students and employees via email with a direct link to the website. [[Annual Security Report Memo](#)] [[Clery Act and Crime Reporting Website](#)] Within this comprehensive document is detailed information regarding communications procedures related to emergencies on campus, FSU Alert System, timely warnings, where to find the latest information, and how to access such information. The University conducts a full and live test of the system at least once a semester. [[FSU ALERT Emergency Notification & Warning System](#)] [[FSU Alert Test Email](#)] [[FSU Alert Test Email Log](#)] [[FSU Alert Test Summary](#)] The summary shows that crisis communication is effective in reaching all members of the campus community to provide emergency notifications and any necessary safety instruction.

FSU ALERT is the university's emergency notification system. If there is a condition which threatens the health and safety of persons on campus, university officials will warn the campus community using one or more delivery methods. The University utilizes many methods of delivery. These are categorized by Primary, Secondary, and Tertiary methods and are available on the Emergency Management website. [[FSU Alert Emergency Notification & Warning System](#)] The University has established a dedicated emergency information web page, "FSU ALERTS!," which is available 24/7/365. All other FSU ALERT emergency notification delivery methods instructs one to access the website for the most current, most comprehensive updated details about what is occurring. Other primary delivery methods include the FSU home webpage, Outdoor and Indoor Sirens, SMS Text Messages, Email, SeminoleSAFE Mobile App, Blue Light Phones, University hotline number, Voice Phone Calls, Desktop Alerts and Beacons.

The CEMP is made available to Emergency Management Partners and by request through the Emergency Management website. [[Comprehensive Emergency Management Plan Website](#)] Recently, the Canvas Learning Management System organizational site was launched and serves as the primary method of storing and sharing plans, procedures, checklists and guides

for developing internal plans. Quarterly Emergency Management Partners Meetings are led by Emergency Management Services to provide guidance, information and updates. Additionally, general emergency coordination meetings and incident assessment meetings are conducted periodically as needed. Through these methods, FSU emergency management staff work with the emergency management partners on campus to coordinate the procedures and dissemination of information in preparation of emergencies.

The University has officially adopted the National Incident Management System (NIMS), created by the Department of Homeland Security, as its framework for managing emergencies ranging from isolated, to those having national implications. [[National Incident Management System NIMS Training](#)] NIMS is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The Chief of Police, Deputy Chief of Police, and FSUPD senior management staff are trained in all appropriate modules. Further, a wide range of University staff are trained in NIMS concepts. The system, by design, allows for flexibility, cross-role responsibilities, as crisis situations themselves are dynamic and rapidly evolving. [[NIMS Training Records](#)] Additionally and specific to the FSUPD to aid staff in the event of an emergency, the FSUPD has delineated policies that parallel the NIMS system known as "Response to Unusual Circumstances". One of the elements has to do, for example, with the emergency response plan. [[FSUPD GO 1001 Emergency Response Plan to Unusual Occurrences](#)]

The means and depth of crisis communication within the University are robust, ranging from one-on-one individual intervention to assessment meetings and information sharing along with massive dissemination of information to the campus community within minutes in response to a campus emergency.

### **Health and Safety of Facilities Building and Construction Safety**

Comprehensive and specific discussions of the university's attention to safety are presented in the Annual Security and Fire Safety Report. This report includes safety and security statistics, the activities of on- and off-campus departments and organizations directly and indirectly concerned with safety, and recommendations for improvement of safety and security measures on campuses. The Sarasota campus statistics are included in the main campus statistics report. [[4-OP-E-9 Compliance With The Jeanne Clery Disclosure Of Campus Security & Campus Crime Statistics Act Policy](#)] [[Annual Security and Fire Safety Report Main Campus](#)] [[Annual Security and Fire Safety Report Panama City](#)] [[Annual Security and Fire Safety Report FSU-Panama](#)]

The University Environmental Health and Safety policy helps ensure that activities conducted at all FSU campuses follow regulations, statutes, guidance and applicable practices and that faculty, staff and students are afforded the opportunity to utilize FSU facilities in a safe and secure environment. [[4-OP-G-1 Environmental Health and Safety Policy](#)] The Department manages a host of standard operating policies and procedures and safety programs and manuals. [[EH&S Safety Manuals](#)] [[EH&S Program Policies](#)] [[EH&S Training](#)]

The Environmental Health and Safety Department (EH&S) is staffed with 40 highly trained individuals operating within a structure that is generally organized by regulatory functions. [[EHS Certifications](#)] EH&S is divided into three major functional areas with related responsibilities. [[EH&S Organizational Chart](#)]

## **Building Construction and Fire Safety**

The Building Code Administration Section ensures that all building erections, additions, alterations, repairs, remodeling or demolitions and all installations of building systems meet Florida Building Code requirements including all electrical, plumbing, mechanical, gas, gas fuel, fire prevention, energy conservation, accessibility, and floodplain management requirements. This office supervises, directs and enforces the permitting, plans examination and inspection program in all FSU buildings. When the Building Code Administrator is satisfied that all code requirements have been met, they will issue a certificate that allows completed buildings to be occupied. [[FSU Building Code](#)] [[Project Inspection Results](#)]

The Fire Safety Section ensures the continuation of a fire-safe environment through inspection, maintenance and testing of fire systems (alarms, suppression, and extinguishing systems). In addition, staff provides fire safety training to faculty, students, and staff in the areas of general fire safety and extinguisher use. [[FSU Fire Safety](#)]

## **Research Support and Environmental Compliance**

The Biological Safety Office is responsible for programs related to control of exposure to blood borne pathogens, biological waste, biological safety in the laboratory, medical monitoring, and food service safety. [[FSU Biological Safety](#)]

The Chemical Safety Office provides resources and support for reducing potential chemical and environmental hazards associated with chemicals in laboratories and workplaces. [[FSU Chemical Safety](#)]

The Laboratory Safety Office consults with new researchers regarding safety issues particular to each lab, aids with laboratory set-up as it relates to safety, advises researchers about training, record keeping, inspections, compliance with regulatory agencies, and will address general and specific safety concerns as identified. [[FSU Lab Safety](#)]

The Radiation Safety Office is responsible for ensuring the safety of the University community from radiological hazards associated with the use of radioactive materials, radiation producing machines, and lasers in FSU laboratories and workplaces. [[FSU Radiation Safety](#)]

The EH&S distributes information on research support and environmental compliance to the campus community through their website and continues efforts. EH&S provides ongoing training to individuals that work in areas with applicable hazards to ensure safety and health in the workplace and to meet the requirements that are mandated by federal, state and local requirements [[EH&S Training Classes](#)]. Safety manuals and guides are maintained by EH&S and



made available to the FSU community through the department's website. Biannual laboratory inspections are conducted, and the department works closely with regulators (Department of Health-Bureau of Radiation Control, Florida Department of Environmental Protection, Drug Enforcement Agency, and others) to ensure safety and compliance. Hazardous waste materials from the labs (chemical, biological, and radioactive) are managed by EH&S. If any conditions with potential to cause injury or harm to members of the FSU community, damage to property or harm to the environment, the conditions are targeted and prioritized for corrective action. Additionally, there is continuous interaction between EH&S and the FSU research community. EH&S subject matter experts are included in grant proposal reviews to help identify proposed areas of research. EH&S partners with the Office of Research to identify new research faculty and principal investigators and conducts meet and greet sessions to orient them to EH&S programs and areas of support. In addition, a research support and environmental compliance registration form is available on the department's website to identify specific needs. [[EH&S Research Support and Environmental Compliance Registration Form](#)] Consultations are held with researchers on operations, equipment, and other areas of concern as needed. EH&S staff also disseminates information and ensures compliance through their participation in many University committees. These include Biological Safety Committee; Radiation Control & Policy Committee; Human Subjects Committee (also known as the Institutional Review Board); Animal Care and Use Committee; College of Engineering Safety Committee; Materials Research Safety Committee; Laser Safety Committee; Department of Chemistry Safety Committee; Commonwealth Bldg. Safety Committee; and the National high Energy Magnet Field Laboratory Safety Committee.

## **Risk Management**

- The Industrial Hygiene section is primarily concerned with minimizing occupational health and safety hazards. The section assists in areas such as compliance with OSHA health and safety regulations, hazard assessment and evaluation, ergonomics, indoor air quality, and asbestos and lead management in the University's buildings. [[FSU Industrial Hygiene](#)]
- The Insurance & Risk section is the primary provider of support for the University's property, general liability, automobile liability, and other special insurance needs. Additionally, the section assists in obtaining coverage, processing claims, and seeking reimbursement from insurers when the University is entitled to restitution due to a loss caused by another party. [[FSU Risk Management](#)]
- Training support is provided for the management (including tracking attendees and scheduling) of the myriad of safety training offered by EH&S. Trainings are provided to ensure safety and health in the workplace and to meet the requirements that are mandated by federal, state and local requirements. Courses are developed and instructed by the subject matter experts within each of the technical areas. [[FSU Training](#)] [[EH&S Training Classes](#)] [[EH&S Training-Online Classes](#)]

The operations and activities of EH&S are guided by a series of documents that range from policies, to procedures, to many other reference and guidance documents that are provided to guide safe operations, ensure regulatory compliance and provide general safety related information for activities on all campus locations as required through the Vice President for Finance and Administration website. [[VPFA Policies and Procedures](#)] [[Safety and Insurance Policies and Procedures](#)] [[4-OP-G-1 Environmental Health and Safety Policies and Procedures](#)]

These fundamental procedures are further expanded and amplified with additional policies, programs and procedures that provide greater detail in their respective areas. The Laboratory Safety Manual provides an example of the additional guidance provided for individuals working in laboratories, while emergency management guidance is amplified at another site. [[Laboratory Safety Manual](#)] [[Lab Safety Links](#)]

Each year a summary report is provided through the Division of Finance and Administration that highlights the accomplishments for the year and identifies significant goals for the upcoming period. Highlights are provided in the 2018-2019 report. [[EH&S Goals and Accomplishments 2018-2019](#)] University compliance with environmental and occupational regulations is included among the listed accomplishments:

- Training: EH&S provides a large variety of courses, meeting both regulatory requirements and education. The courses are offered throughout the year across campus with over 4000 attendees.
- Inspections: EH&S schedules and conducts or participates in a variety of inspections throughout the year to identify conditions with the potential to cause personal injury or harm to members of the FSU community, damage to property, or harm to the environment. Inspections include responsible state and federal entities as well as internal inspections. Currently there is no outside agency at the state or federal level that has authority for general workplace safety inspections for state entities in Florida. [[EHS Annual Inspection Summary](#)] All safety inspections are conducted by EH&S and reported in the Goals and Accomplishments document.
- Investigations: EH&S also conducts investigations that are initiated in response to accidents, complaints or prior to maintenance activities, among others.

## **Institutional Security**

The FSU Police authority is granted by Florida law [[Florida Statute 1012.97](#)] and is extended to all property under the control of the Board of Education. The FSU Police Department (FSUPD) is responsible for enforcing federal and state criminal laws and specific university policies and procedures pertaining to student conduct. The FSUPD supports the mission of the University by promoting a safe and secure higher education environment while providing proactive police and customer-related services aimed at reducing crime. [[FSUPD Organization](#)]

Additionally, FSUPD officers assist other agencies when necessary and routinely work with the Tallahassee Police Department, Leon County Sheriff's Office, Florida Department of Law Enforcement, and various other state and federal agencies.

The FSUPD received accreditation from the Commission for Florida Law Enforcement Accreditation, Inc. in 2002, 2005, 2008, 2011, 2014, and 2017. [[Commission for Florida Law Enforcement Accreditation 2017](#)]

The FSUPD also earned the commission's Excelsior Recognition, the highest level of achievement in Florida accreditation a criminal justice agency can receive. A re-evaluation of the agency occurs every three years. [[FSU News FSUPD Accreditation](#)]

This accreditation reflects the department's adherence to the highest professional standards set for law enforcement agencies and further reflects its dedication to protecting life, limb, and property on campus.

The FSUPD employs 74 sworn law enforcement officers for the main and Panama City campuses, including a Motorcycle Unit of six Officers, and a Bicycle Unit of 11 Officers. The Communications Unit, Security Guards, Public Safety Officers and administrative staff are also integral to the department. All FSU police officers must complete basic training as required by law. [[Florida Statute 943.13 Officers Min Quals](#)]

All Sworn Officers are certified under state law and receive mandatory continuing education training in areas of rapid response, active shooter and other law enforcement related topics on a regular basis. [[Florida Statute 943.135 Continued Employment](#)]

FSUPD also provides training, crime prevention and outreach services. Campus Access and Security Services, Transportation and Parking Services, and Emergency Management also fall under the FSUPD. At FSU-Panama City, security patrol is supplemented by the Panama City Police Department and the Bay County Sheriff's Office. A Mutual Aid Agreement with these agencies increases the authority and support through the sharing of officers and other resources. FSUPD employs Public Safety Officers and Security Guards to assist sworn members in ensuring campus security. [[Campus Safety FSU Panama City](#)] Security is outsourced for athletic, Opening Nights, and Donald L. Tucker Civic Center events.

The physical facilities which comprise FSU-Panama are part of the City of Knowledge in the Republic of Panama. FSU-Panama follows all regulatory policies and guidelines of the main campus, including those that relate to the safety and security of the FSU community in Panama. FSU-Panama has a police officer (RP Police) on a contractual basis who is present Monday to Friday at building #227 (Administrative and classrooms). During the weekend and holidays there is contracted private security present 24 hours a day. This private security maintains close communication with the Republic of Panama Police and the City of Knowledge Security services, who provide additional 24-hour patrols. FSU-Panama maintains close communication with the City of Knowledge security services and the Panamanian Police. Whenever there is a suspicious situation of a potential serious nature, which could place members of the community

at risk, it is dealt with such in a proactive manner. [[Annual Security and Fire Report FSU Panama](#)]

The FSUPD regularly participates in on-going communication with other departments campus wide not only to deal with emerging issues, but also to prevent crisis situations from erupting. Two primary examples are the Student Situations Resolution Team and the Employee Threat Assessment Team. These two bodies bring key university officials together to communicate across specialties regarding the well-being of students and employees who may be exhibiting behaviors indicative to potential crisis. The Dean of Students Department, University Counseling Center, and University Health Services from the Division of Student Affairs, the Division of Academic Affairs, the University Police Department, Employee Assistance Program Staff, and members of the FSU Student Situation Resolution Team developed a FSU faculty and staff basic information guide to use when assisting distressed students or when dealing with a person with a weapon. [[Faculty and Staff Emergency Guide](#)]

In the event that a student's or employee's behavior gives rise to concern, the Threat Assessment Team is pulled together to analyze the situation and determine an appropriate course of action.

The FSUPD Crime Prevention and Outreach unit educates the members of the University community in the areas of prevention, reduction, and awareness of criminal activity. The unit offers training in the following areas of: Civilian Response to Active Shooters, Woman's Self Defense (RAD), Safety Through Environmental Presence, Drug/Drug Paraphernalia Awareness Training, Alcohol Awareness, Bicycle Safety, Opiate Awareness, Fatal Vision, Housing/FSUPD Unification (Adopt-A-C.O.P.P.), Fake ID Awareness, Robbery Training, Mental Health Awareness, Citizens Police Academy, and Security Surveys. [[Crime Prevention and Outreach](#)]

The Crime Prevention unit is not the only division within the FSUPD that deals with the University community. FSUPD has a dedicated training division which also assists in areas such as the Citizens Police Academy and active shooter response. Along with these divisions, the entire FSUPD work collaboratively to ensure all these training opportunities are delivered upon request without hesitation. [[2018 Fall RAD Class](#)] [[Sample Active Shooter Roster](#)] [[Sample Active Shooter Roster 2](#)] [[CPA Spring 2019 Roster](#)] [[2018 Adopt A Cop Events](#)] [[Adopt A Cop Requests](#)]

Through these trainings, FSUPD has reached thousands of faculty, staff, students, and visitors. The trainings are held for groups as large as 200 people to as small as 10 people. These numbers vary by department/organization size and the type of training offered. FSUPD will suggest class sizes for all these training sessions to ensure everyone participating has the best opportunity to absorb the material being offered.

## **Access to Facilities**

The Campus Access and Security Services (CASS) section of FSU Public Safety administers access to buildings at Florida State University through a centralized C\*Cure 9000 Access Control System. FSU utilizes an enterprise magnetic stripe card access system which allows

centralized management of card access using the FSU Card. All departments activating Access Control and Security Systems are required to appoint a Department Physical Security Representative. Deans, Directors or Department Heads designate at least one individual within a department to act as the Security Representative. CASS accepts and processes requests such as changes to security configuration, card access requests for students, faculty and staff, and locking and unlocking schedules from Department Security Representatives or the Dean, Director, Department Head or Chair. Building contacts can notify Public Safety at any time to remove a user. [[CASS Policies and Procedures](#)] [[Card Access Arming and Disarming Policy](#)]

In addition, the employee transfer or employee termination process includes the completion of a transfer or separation checklist. These checklists require verification that removal of departmental card access has been requested. [[Employee Separation Checklist](#)][[Employee Transfer Checklist](#)]

In addition, Human Resources sends a weekly FTP file of terminated employees to CASS for removal of all general building access. CASS provides a list of users having access to the building to Department Security Representatives anytime upon request from the building contact. FSUPD maintains an override key for the exterior doors in the event of a catastrophic system failure. Building access and security in branch campuses and off-campus locations is as follows.

- Asolo Conservatory for Actor Training in Sarasota, Florida: The Ringling Security Office administers access to the Ringling Museum of Art in Sarasota utilizing the cCure 9000 Security Access System and follows the same guidelines and procedures of the main campus for granting access and removing access. The Ringling Security staff are responsible for opening and locking all Asolo building offices, classrooms, studios for the Asolo Conservatory, the FSU Asolo, and the Sarasota Ballet each day based on schedule. The Ringling security staff are on campus 24 hours a day and are responsible for the opening and securing of buildings if access is requested after hours.
- Panama City, Florida, branch campus: The FSU Panama City Facilities Maintenance Office administers access to the Holley and Bayside buildings through the cCure 9000 Access Security System and follows the guidelines and procedures of the main campus for granting access and removing access. The six remaining buildings are opened each day by Panama City Facilities Maintenance staff and locked each evening by FSU Panama City Campus Police. Keys are issued upon formal request through the Panama City Facilities Maintenance Office. Key return upon leaving the University is part of the Employee Separation Checklist process.
- Panama, Republic of Panama, branch campus: The Physical Plant manager administers access to the main building and the Library at the Republic of Panama campus. The main building uses Soyol, a magnetic card access system, which allows centralized management of card access. Magnetic cards are assigned to each individual staff and faculty member. The cards also allow the cardholders, whenever they apply, access to other restricted-access areas of the building such as the Student Affairs Office and the Faculty offices area. The Physical Plant manager programs the locking and unlocking

schedules, accepts and processes requests for new access cards, and accepts and processes the removal of access cards upon notification from the Human Resources department, in cases of employee termination or in cases of card loss. The Library has one single access point. Doors are locked and unlocked by the staff member responsible for opening and closing the Library.

## **Discrimination, Harassment and Sexual Misconduct**

The University has one open complaint with the Office of Civil Rights. The case was filed in March 2014. [[OCR Letter 2014](#)] A communication was issued from the University to Belle Wheelan, President, SACSCOC on August 8, 2016, notifying the Commission that the university was under investigation by OCR for possible Title IX violations. [[SACSCOC OCR Letter](#)] [[SACSCOC OCR Response](#)]

The University diligently monitors and investigates claims of discrimination, harassment and sexual misconduct. In 2014, FSU launched the "kNOw MORE" sexual misconduct and harassment awareness campaign. The initiative emphasizes FSU's no tolerance stance on sexual violence and the university's education efforts focused on prevention and bystander intervention. [[kNOw MORE Initiative](#)]

In 2015, the FSU Title IX Office was established. The University's Title IX Director oversees the development of sexual misconduct policies, ensures compliance with Title IX and relevant federal and state regulations, and investigates Title IX complaints alleging student sexual misconduct. In addition to the Title IX Director, the University has additional Deputy Coordinators covering all areas of the University. These deputies are stationed in Athletics, the Florida State University School (K-12) and Human Resources. The Human Resources Title IX Deputy Coordinator oversees investigations of sexual misconduct by employees and third parties. The Athletics Title IX Deputy Coordinator accepts Title IX incident reports and partners with Title IX Director to ensure athletics equity compliance. Complaints are addressed following the University's discrimination complaint procedures, Equal Opportunity, Non-Discrimination, and Non-Retaliation Policy and Procedures and the Student Conduct Code. [[Sex Discrimination and Sexual Misconduct Policy](#)] [[Equal Opportunity, Non-Discrimination, and Non-Retaliation Policy and Procedures](#)] [[Student Conduct Code](#)]

Acts of sexual misconduct that constitute violations of criminal law are reported to the FSUPD. New employees are required to undergo Sexual Misconduct Awareness and Prevention Training and Title IX Information is provided to them through New Employee Orientation. [[New Employee Orientation](#)] [[Sexual Misconduct Awareness and Prevention Training](#)]

As part of the University's comprehensive prevention program, each incoming student is asked to complete Sexual Assault Prevention training. [[Healthy Campus Website](#)]

Education and training are provided throughout the University on a regular basis, including sexual misconduct awareness and prevention training and title IX information, sexual

misconduct training for supervisors, equal employment opportunity and non-discrimination in the workplace, and diversity and inclusion training. [[Sample SM Training Report](#)]

Florida State University takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.



## 14 TRANSPARENCY AND INSTITUTIONAL REPRESENTATION

**14.1** *An institution (a.) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC requirements and federal policy; and (b.) ensures all its branch campuses include the name of that institution and makes it clear that their accreditation depends on the continued accreditation of the parent campus. (Publication of accreditation status)*

☒ Compliance

☐ Non-compliance

### Narrative

Florida State University publishes the name, address and the telephone number of the Southern Association of Colleges and Schools, Commission on Colleges, electronically [[University Accreditation Statement](#)] [[Accreditation Statement Online Programs Website](#)]

The university's two branch campuses in Panama, Republic of Panama, and Panama City, Florida, include the name of the institution and makes it clear that their accreditation depends on the continued accreditation of Florida State University. [[FSU Republic of Panama](#)] [[FSU Panama City, Florida](#)] These statements state the university's accreditation status using a comprehensive statement following the guidelines authorized by the commission. [[SACSCOC Policy on Institutional Obligations for Public Disclosure](#)]

**14.3** *The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (Comprehensive institutional reviews)*

☒ Compliance

☐ Non-compliance

## Narrative

Florida State University (FSU) applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. Compliance is summarized below with links provided to where these issues are addressed in other sections of the report.

### Program Faculty and Program Coordination

FSU has adequate faculty to deliver each of its academic programs effectively. Faculty members receive support from many sources in order to fulfill their responsibilities to provide instruction in and direction and oversight of degree and certificate programs. [[Standard 6.2.b](#)] An adequate number of full-time faculty members is employed in order to support the mission, vision, and goals of the institution, due to intentional and strategic efforts to build faculty strength. [[Standard 6.1](#)]

Academic deans and their department chairs are responsible for the hiring and assignment of full-time and part-time faculty members to off-campus sites, branch campuses, and distance learning. In all cases, course content delivered at off-campus sites and through distance education are equally rigorous as courses delivered on the main campus; review and approval of these courses follow the same review and approval processes as the campus courses. Faculty at off-campus sites and providing online instruction typically have public service and research (except for specialized teaching faculty) assignments that are monitored by their department chairs.

Program faculty provide oversight for courses taught at off-campus sites and via distance education as it does for the main instruction. Program coordinators are responsible for overseeing and coordinating the educational programs offered at off-campus sites and distance education. [[See 6.2.c section "Program Coordination at Off-Campus Sites"](#)] The Office of Distance Learning provides training in the design and teaching of these courses, offers support, and ensures that distance students have access to academic and student support services that assist online students. [[See 12.1 Student Support Services](#)] Distance education courses use multiple proctoring solutions to maintain the integrity of the courses. [[Described in Standard 10.6](#)] The university offers dual enrollment for high school students, but all courses are delivered on campus by FSU faculty subject to regular institutional processes; no courses are delivered at high schools off-site.

## **Student Learning Outcomes and Off-Campus/Distance Education Students**

Program faculty identify student learning outcomes and assessment methods for all educational programs, regardless of delivery mode or location. Student learning outcomes, assessment methods, results, and improvements made are retained within a centralized institutional effectiveness portal. For programs delivered across campuses or through distance learning, the results and improvements made are separately identified and have been provided in the table. [\[Standard 8.2a\]](#) The separate entries help faculty to over oversee programs offered at such sites and delivered online.

## **Program Content and Length**

The university ensures that program content and length complies with university and SACSCOC requirements across all instructional sites, regardless of delivery mode. All programs meet length requirements, excluding the LLM, which is described in [\[Standard 9.2, section for Law\]](#). Program faculty are responsible for the review and approval of courses and programs, including the course delivery, content, and length. [\[Standard 9.1\]](#) [\[Standard 9.2\]](#)

## **Public Information**

The university publishes necessary information, including cost of attendance, accreditation statements, and calendars, on its various websites. [\[Standard 10.2\]](#) The branch campuses at Panama City, Florida, and the Republic of Panama, as well as the Asolo Conservatory in Sarasota (an off-campus site) publish their materials on their websites, or link to the main campus website when necessary. [\[Standard 10.2\]](#)

## **Admissions Information and Materials**

The university's admissions policy applies to applicants regardless of whether the student attends class in person or online. Branch campuses publish information regarding specifics on their admission, as well as tuition and student life. Distance learning has the same process for admissions as the main campus. [\[Standard 10.5\]](#)

## **Distance Education**

The institution verifies 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, has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs, and ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity. [\[Standard 10.6\]](#)

## **Policies for Awarding Credit**

FSU publishes a comprehensive policy for determining the amount and level of credit for its courses, regardless of location, format, or mode of delivery. [[Standard 10.7](#)]

## **Support Services for Off-Campus and Distance Education**

Students enrolled at off-campus sites and through distance learning have access to academic and student support services (a complete listing of these services appears on a chart listing services by location and mode of delivery). These services include, for example, access to the library collection and services, academic advising curricular maps, financial aid, student complaint processes, technology support, and new student orientation. [[Standard 12.1](#)]

## **Student Complaints for Off-Campus and Distance Education**

Student complaints for off-campus and distance learning follow the same policies as described for main campus student complaints, with the following two exceptions: any required “meeting” might occur through the use of some technology rather than in person, and the specific person handling the complaint may differ depending on the location (and may include someone at the off-campus site). Students, regardless of instructional site, report complaints on the same online reporting system implemented in 2016. [[Standard 12.4](#)]

## **Federal and State Responsibilities**

All students, regardless of location or mode of delivery, follow the same policies and procedures for student financial assistance. Consistent with federal regulations, distance learning programs offered in whole or in part are included in the institution's Program Participation Agreement because the university has been approved to offer distance learning by SACSCOC. The branch campuses in the Republic of Panama and Panama City, Florida, as well as the Asolo Conservatory for Actor Training in Sarasota, are included in the Eligibility and Certification Approval Report. [[Standard 13.6](#)]

## **Institutional Environment**

Off-campus instructional sites have adequate security, often with supplemental police from the surrounding area. These sites submit the same annual security reports. They have sufficient emergency plans, which are distributed to the students. [[Standard 13.8](#)]

## **Student Achievement**

The six criteria measuring student achievement include all students at all campuses and instructional sites. These measurements include retention rates, graduation rates, baccalaureate degrees awarded without excess hours, graduate degrees awarded, career and continuing

education rate, and professional licensure exam passage rates. The university monitors these measurements and uses them to reach university goals. [[Standard 8.1](#)]

### **Adequate and Appropriate Physical Resources**

FSU operates and maintains over 375 permanent buildings on the main campus as well as the branch campuses in Panama City, Florida; Panama, Republic of Panama, and the Asolo Conservatory in Sarasota. The Vice President for Finance and Administration manages the adequateness and appropriateness of the facilities, as well as safety. Facilities Management collaborates with Environmental Health and Safety, Public Safety, Emergency Management, and the Office of Information Technology to ensure planning, design, and construction of facilities for a safe and technologically equipped educational environment as well as their on-going adequacy. [[Standard 13.7](#)]

### **Office of Information Technology Services for Off-Campus and Distance Education**

The Office of Information Technology Services (ITS) provides a help desk service available through telephone and online ticketing system. The help desk supports technical services directly related to distance learning students and faculty with email, collaboration tools, Canvas, student services, computer, device, software, eclassrooms, and web conferencing. Additional support is available to faculty for personal recording and lecture capture. ITS also provides web FAQ for their services for needs by faculty and students [[ITS Knowledge Base](#)]. Training is available on a variety of topics for faculty. All courses have access to 24/7 Canvas support through the Canvas support center [[FSU Canvas Support Center](#)]. [[Standard 12.1](#)]

### **Representation of Status**

The university ensures that the branch campuses accurately represent that their SACSCOC accreditation is dependent on the accreditation of the University as a whole. In addition, the branch campuses represent that evaluation is dependent on the continued accreditation of Florida State University. [[Standard 14.1](#)]

**14.4** *The institution (a.) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b.) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy Accrediting Decisions of Other Agencies) (Representation to other agencies)*

☒ Compliance

☐ Non-compliance

#### Narrative

Florida State University maintains discipline-specific accreditation from 37 specialized program accreditors, including 12 recognized by the U.S. Department of Education. The university is accredited by the Southern Association of Colleges and Schools, Commission on Colleges; it is not accredited by another regional accrediting body. The complete list of discipline-specific accreditations is updated annually and includes the name of the academic degree program 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](#)] [[Annual Accreditation Survey](#)] 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.

Discipline-specific accreditation information is also published annually in the university's Fact Book. [[2018-2019 Fact Book, Accreditation](#)]

Florida State University describes itself in identical terms to each US DOE-recognized accrediting agency with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents. [[Law](#)] [[Clinical Psychology, Counseling Psychology and School Psychology](#)] [[Dietetics](#)] [[Communication Disorders](#)] [[Nursing](#)] [[Nurse Anesthesia](#)] [[Public Health](#)] [[Medicine](#)] [[Interior Design, Studio Art, Art Education, Art History](#)] [[Dance](#)] [[Music, Music Therapy, Music Education](#)] [[Theatre](#)]

The manner in which the university represents itself to discipline-specific accrediting bodies in self-studies is largely mediated by the forms, formats, and reporting dates prescribed by the recognized accrediting body. Examples drawn from the most recent self-study submitted to USDOE accrediting bodies illustrate compliance with the requirements set forth in this standard:

- The 2018 self-study for the College of Music describes FSU's governance [[National Association of Schools of Music, p. I-23](#)]

- The 2014 self-study for the College of Law states FSU's mission statement [[American Bar Association, p. 13](#)]
- The 2019 self-study for Marriage and Family Therapy describes FSU, FSU's mission statement, and FSU's accreditation status [[Commission on Accreditation for Marriage and Family Therapy, p. 3](#)]

The university accreditation liaison is responsible for collecting accreditation information from the colleges and submitting this information to the Florida Board of Governors. Adverse changes to accreditation status is reported to SACSCOC; to date, there have been no adverse changes to the accreditation status of program or the university to report.

The institutional identity is clear across all sites. [[FSU Main Campus](#)] [[Republic of Panama](#)] [[Panama City, Florida](#)] [[Asolo in Sarasota](#)]



## **Part IV: Fifth-Year Follow Up Report**

*(Not applicable to Florida State University)*

## **Part V: The Impact Report of the Quality Enhancement Plan**

### **Florida State University Quality Enhancement Plan Impact Report March 2020**

#### **I. Initial Goals and Intended Outcomes of the QEP**

The purpose of *ThinkFSU* was to enhance the critical thinking skills of juniors and seniors at Florida State University (FSU) within disciplinary frameworks. The overarching goal of the Quality Enhancement Plan (QEP) was to improve upper division students' ability to think critically in their disciplines. In addition, FSU established two program goals:

1. Improve the critical thinking skills of upper-division students by improving the pedagogical practice in core courses in the discipline; and
2. Improve the critical thinking skills of upper-division students through the redesign of curricula or the implementation of discipline-specific best practices.

Seven student learning outcomes (SLOs) were identified in the original QEP. After participating in a critical thinking-infused course or course series students will be able to:

1. Explain an issue/problem clearly and comprehensively.
2. Select and use evidence/information effectively in conducting a comprehensive analysis of the issue/problem.
3. Analyze context, assumptions and perspectives when presenting a position on an issue/problem.
4. Formulate a thesis/hypothesis that takes into account the complexity of an issue/problem and the variety of perspectives on this issue.
5. Draw logical conclusions and implications from the analysis of an issue/problem.
6. Demonstrate improved performance in critical thinking within a specific disciplinary program
7. Have developed awareness of critical thinking efforts at Florida State University.

These activities formed the basis for faculty projects and served as the initial student learning outcomes (SLOs).

#### **II. Changes Made to the QEP and the Reasons for Making Those Changes**

Three changes were made to the original QEP proposal.

##### *Assessment Protocol*

Instead of using the Association of American Colleges and Universities (AAC&U) Critical Thinking VALUE Rubric assessment tool, we deployed the Critical Thinking Assessment Test (CAT) developed by Tennessee Technological University. Whereas the Critical Thinking Implementation Team recognized the value of the VALUE rubrics, the decision to change the assessment protocol was based upon concerns that using the rubrics would require the refinement of rubrics for each discipline that would be difficult to validate as meaningful measures of improved learning. Furthermore, it would also be difficult to calibrate the magnitude of effects between disciplines. In contrast, the CAT instrument has administration and grading protocols that have been demonstrated to be statistically reliable across numerous institutions that are similar to FSU. Another motivator for changing the assessment instrument was the grading methodology for the CAT instrument, which facilitates faculty

understanding of student learning deficits because of their exposure to pre-test and post-test grading activities.

#### *Student Learning Outcomes*

One of the initial SLOs was eliminated. Awareness of Critical Thinking Efforts at FSU (SLO 7) was eliminated because we intended to use results from repeated administrations of the National Survey of Student Engagement (NSSE) as an indirect measure of the impact of the QEP. The institution administers the instrument every three years. During the five-year period covered by this impact report, there would have been one administration of the NSSE, in 2017. Because this precluded comparative results, NSSE was removed from the QEP assessment protocol. Because no reliable data source was identified and the outcome itself was vague, SLO 7 was eliminated.

One other significant change to the SLOs was their refinement to clarify intent and map them more closely to CAT measurements, presented in Table 1, in accordance with advice obtained from the test designers. Additionally, this tailoring allowed the Office of Critical Thinking Initiatives to provide more meaningful feedback to faculty participants, which, in turn, facilitated more targeted faculty interventions. The modifications to the student learning outcomes were reviewed and approved by the QEP Advisory Board on November 28, 2018.

**Table 1. Revised Student Learning Outcomes and Designated CAT Questions**

<b>Critical Thinking Student Learning Outcome</b>	<b>Related CAT Questions</b>
SLO1 – Determine How Strongly Information Supports an Idea and Make an Appropriate Inference	1, 2, 5 and 8
SLO2 – Provide Alternative Interpretations	3, 6 and 9
SLO3 – Identify Additional Information Needed to Solve Problem	4 and 7
SLO4 – Discerning Relevant Information	10, 11 and 12
SLO5 – Identifying Solutions in a Real-World Problem Situation	13, 14 and 15
SLO6 – Demonstrate improved performance in critical thinking within a specific disciplinary program	The sum of the above

#### *Faculty Grant Participant Recruitment*

Another substantial change made to the QEP related to the identification and selection of disciplines and faculty to participate in grant projects. The original proposal called for an application process. However, it quickly became evident that applications emerged from certain pockets around campus and were wholly absent in some colleges and schools. Had this approach persisted, broad participation would not have happened. A more purposive recruitment program was implemented whereby potential participants, identified by discipline, were contacted directly.

## **II. QEP's Impact on Student Learning and the Learning Environment**

*ThinkFSU* positively affected FSU's student learning. Table 2 provides a numerical overview of the QEP, highlighting the number of colleges/schools, faculty, and students directly affected. While 5,439 students in 66 courses participated in the unique faculty projects that laid the foundation for critical thinking development and assessment at FSU, subsequently over 34,000 students have enrolled in these courses modified to enhance critical thinking skills.

**Table 2. Overview of *ThinkFSU* – 2014 to Date**

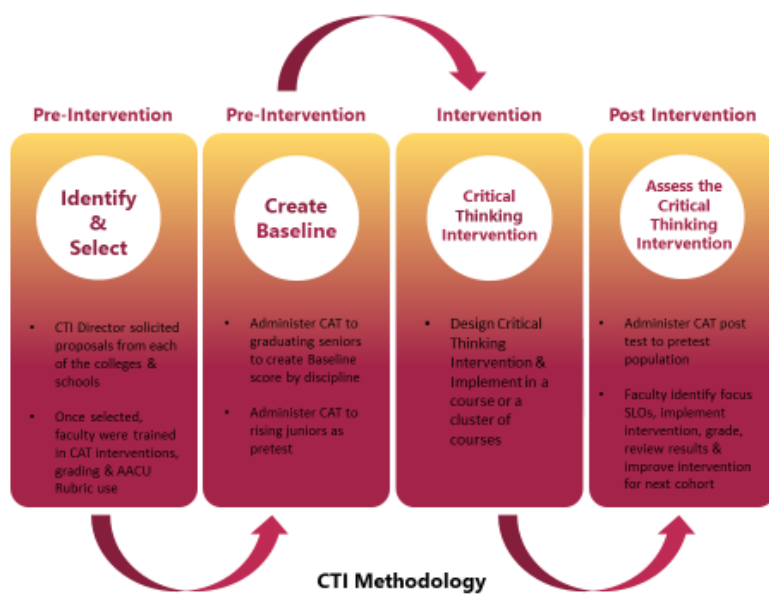
<b>17 of 17</b>	Colleges/schools participated. (including branch campuses in Panama City, FL and the Republic of Panama)
<b>44</b>	Grants were awarded to faculty.
<b>\$285,000</b>	Invested in faculty grants.
<b>32</b>	Unique majors participated.
<b>66</b>	Unique courses were modified.
<b>5,439</b>	Unique students were directly impacted by interventions/testing.
<b>34,448</b>	Unique students were impacted by modified courses over the span of the QEP.
<b>6 of 6</b>	Student Learning Outcomes were addressed and improved over the span of the QEP.

*Faculty Grant Participant Identification, Selection, Training and Participation*

To carry out the QEP, FSU developed a two-pronged grant program. Grant recipients either modified a single key course to address two or more SLOs or they modified the final two years of a program's curriculum to address all six outcomes. The granting period was for two years. The assessment process for both grant programs required at least two pre and post administrations of the CAT.

As noted in the "Change" section above, Florida State University adopted the CAT instrument for a number of reasons. Chief among those reasons is the grading protocol developed by Tennessee Tech. Faculty participated in the grading teams that scored the tests completed by students enrolled in their courses. This practice enabled them to gain both formative and summative knowledge of student skill deficits and the effectiveness of their interventions to remediate those deficits. This engagement in the assessment data helped faculty recognize that the critical thinking flaws their students demonstrated were, in many cases, much more pronounced than they believed. The post-hoc assessments allowed them to see how successful their interventions had been. Most of the faculty found some aspects of these assessment results to be unexpected.

Faculty also found great value in the rubric training provided as part of the grant program orientation. Four actively developed critical thinking rubrics and used them as tools to move students forward in their understanding of what a quality response looks like in their discipline. While not all faculty used a rubric in their project, all referenced being more purposeful in challenging students to improve their thinking and giving feedback to help them improve via a well-designed learning outcome or objective in the syllabus or some form of rubric



### University Wide Improvement in CAT Results

Table 3 provides the average improvement in overall CAT scores from pre-test (prior to intervention) and post-test. Because the granting programs covered two years, no assessment results were reported for the 2014-15 cycle. Additionally, projects initiated in Fall 2018 will not be completed until Summer 2020 so the associated data are not available for this analysis. The data in Table 3 are based on annual faculty cohorts, so results from one year have no bearing on subsequent year scores. For example, the lower pre-test score in 2018-19 simply reflects a cohort sample that was not as accomplished in their critical thinking as they began their classes as prior cohorts. These were not longitudinal cohorts, so each set of results should be considered as the product of a unique set of interventions as opposed to cumulative effects.

**Table 3. Critical Thinking University-Wide Impact: Pre & Posttest Average by Year with Cohort Gains**

FSU Average CAT Scores by Cohort	2015-16	2016-17	2017-18	2018-19
Number of projects per year	8	13	17	15
Pretest	16.34	16.87	17.10	16.30
Posttest	18.87	17.46	17.91	17.45
Gains	+2.5	+.59	+.81	+1.15

Total Student Assessments: N=6,596. Unique Students Assessed: N=5,253\* (\*accounting for pre-/post-test administrations)

### Improvement as Measured by Student Learning Outcomes

The overall critical thinking score on the CAT test (Table 3) is an incomplete measure of the effectiveness of the multiple interventions across various disciplines. There were discipline-specific differences in the priority given to each of the six student learning outcomes. Faculty chose to focus more effort on critical thinking skills most critical for their area of expertise. While it would be

optimal for all projects to address all six SLOs equally, this was not the case as faculty also adjusted their pedagogy to address areas of greatest need as identified on student pre-tests. We believe that the deliberate efforts to improve student understanding about their critical thinking processes resulted in better performance on all six outcomes even though some of those outcomes may have been given less attention in their classes. Improving this student metacognition was viewed as a positive outcome that has lateral benefits to their other learning opportunities. This assumption was reinforced by informal student focus group discussions. The benefits of allowing faculty to identify what they deemed appropriate and meaningful for their discipline proved to be one of the most empowering aspects of this process. Faculty continued to modify their projects and develop future projects beyond their contracted granting period reinforcing the suggestion that campus culture change has occurred as they continue to integrate critical thinking opportunities in courses and share their insights with colleagues.

**Table 4. Percent Average Change in CAT Scores by Student Learning and Cohort Year**

Student Learning Outcomes and Related Questions	2015-2016	2016-2017	2017-2018	2018-2019
SLO1 – Determine How Strongly Information Supports an Idea and Make an Appropriate Inference (Q 1, 2 5 & 8)	23%	3%	15%	30%
SLO2 – Provide Alternative Interpretations (Q 3, 6 and 9)	9%	2%	10%	10%
SLO3 – Identify Additional Information Needed to Solve Problem (Q 4 and 7)	17%	7%	(4%)	10%
SLO4 – Discerning Relevant Information (Q 10, 11 & 12)	6%	4%	(7%)	5%
SLO5 – Identifying Solutions in a Real-World Problem Situation (Q 13, 14 & 15)	35%	9%	10%	23%

\*SLO6 serves as a summative outcome and is not aligned with questions on the CAT

To contextualize the data presented in Table 4, an explanation of the circumstances related to the 2015-16 results is necessary. For all six student learning outcomes, the changes in pre- and post-test scores for the 2015-16 assessment period exceeded other reported years. This outcome can be attributable to two factors. First, there were only 8 programs in the initial year so the impact of a single program had potential to influence overall results more heavily. Second, all of the faculty members in this cohort had participated in the 2012 summer pilot project. These individuals had prior experience constructing courses and related assignments to enhance student critical thinking. It became clear that “early adopter” faculty were some of the most engaged and successful. We also observed a similar jump in other cohort scores during the second year of their projects. Although we are only able to reflect on a limited number of two-year cycles during the QEP window, the trend reflects higher scores from second round classes as compared to first round classes that were tested. This observed improvement, coupled with the higher results from the pilot faculty cohorts, supports our belief that the more opportunities faculty have to share their work and ultimately revise their interventions, the greater the likelihood that their students will internalize and use those critical thinking skills in both their classwork and on a standardized test. This observation lends credence to the supposition that faculty who repeatedly engage in developing critical thinking skills become more effective at doing so.

The data in Table 4 support the conclusion that faculty-deployed interventions were associated with improved student learning outcomes. Overall, the students participating in their courses demonstrated an increased capacity to employ the skills outlined for each of the SLOs. The results were fairly uniform across campus so these data indicate that faculty efforts at enhancing critical

thinking skills were successful across disciplinary lines when faculty chose to emphasize a given SLO. Instructional interventions appeared to have positively affected students' ability to determine how strongly information supports an idea and make an appropriate inference (SLO 1), provide alternative interpretations (SLO 2) and the ability to discern relevant information (SLO 5). While the ability of students to identify solutions in real-world problem situations (SLO 3) and identifying additional information need to solve problems (SLO 4) did increase in three of the four years included in the study, there was a moderate decrease in the average on the two SLOs in 2017-18. The student performance deficits on SLOs 3 & 4 in 2017-2018 are confounding because they were observed across a broad set of disciplines. In an attempt to understand the factor(s) affecting these outcomes, we focused first on the interventions used in producing them and, second, on identifying additional mechanisms that might promote better student learning outcomes.

#### *Interventions Used to Improve Student Learning*

While the 2014 Quality Enhancement Plan focused on critical thinking development among juniors and seniors within the disciplinary framework, an underlying objective was to significantly change pedagogical practice and discipline curriculum (Program Outcomes 1 and 2). Faculty grant participants tested different approaches while seeking to cultivate critical thinkers. In order to better understand how faculty interpreted manifestations of critical thinking in their disciplines and how they went about the business of implementation, we conducted a faculty survey. In the survey, we asked them to provide descriptions of the course context in which they were deploying their interventions and which SLOs they felt they spent the most time developing.

***Faculty Member Observation:*** *The interventions in my course have been successful in raising the critical thinking skills of the undergraduate students.... These results encouraged me to advocate for a program wide critical thinking agenda that will expand the critical thinking skills discussed as the students' progress through the program. I believe that through the repeated tasks requiring the students to work on their critical thinking skills will foster the development of critical thinking dispositions.*

***Faculty Member Observation:*** *I am trying to change 20 to 30 percent of questions on my tests to focus more on using critical thinking skills. I am trying to actively change my teaching to better instill these skills in students ... framing critical thinking questions and employing them more effectively in highly applied situations. The hard thing about writing these critical thinking questions is getting to the heart of the content of the class in a creative way without confusing the students.*

The impact of the faculty interventions did not go unnoticed by students:

***When talking about the impact of interventions across a course, one student noted:*** *In our first class, we were given an assignment to research a specific question. Everybody came back with two sentences. It was just the problem and the solution. As part of the last class, the instructor gave the same assignment but changed the question, and it was completely different. Everybody had papers, essays on it. We literally changed our perspectives and approach to the process. The instructor helped us think more about it. There is more than one question here, more solutions and perspectives we too... the first day of classes everybody was just chasing the solution and did not see the question.*

As part of the implementation design, the Office of Critical Thinking Initiatives collected descriptions of interventions used by participating faculty. It conducted discourse analyses to synthesize interventions into five thematic categories – Problem solving Discussions, Real World Applications, Evidence Based Practices, Reading and Writing for Critical Analysis, and the development of Critical Thinking Rubrics. It also mapped the intensity of these interventions in each participating faculty member's class (as explained below).



Table 5 summarizes the self-reported descriptions of different instructional interventions faculty members deployed. Although all faculty had not yet instituted their interventions, 32 faculty did identify the types of interventions they employed as well as a description of those interventions. Some faculty deployed more than one intervention so there were more than 35 interventions included in the table. This table represents the 66 courses impacted by the QEP.

**Table 5. Faculty Interventions**

Type of Intervention	Problem Solving Discussion	Real World Applied Interactions	Evidence Based Investigations	Reading/Writing/ Analyzing Research	Rubric Development
2015 - 16	<ul style="list-style-type: none"> <li>Problem solving strategies discussed (3)</li> </ul>	<ul style="list-style-type: none"> <li>Applied exercises (3)</li> </ul>	<ul style="list-style-type: none"> <li>Evidence gathering to defend (1)</li> <li>Evidence to prepare case study (2)</li> </ul>	X	<ul style="list-style-type: none"> <li>Rubric for cluster of courses (2)</li> </ul>
2016 - 17	<ul style="list-style-type: none"> <li>Introduced problems &amp; discussed how they came to their conclusion (4)</li> </ul>	<ul style="list-style-type: none"> <li>Applied projects – skills and software (5)</li> <li>Applied activities</li> </ul>	X	<ul style="list-style-type: none"> <li>Write, reflect, and defend activity (2)</li> </ul>	<ul style="list-style-type: none"> <li>Rubric for CAT Application (3)</li> </ul>
2017 - 18	<ul style="list-style-type: none"> <li>Discussed process for problem solving as well as answer (2)</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of steps taken to solve problem (3)</li> </ul>	X	X	<ul style="list-style-type: none"> <li>Rubric for series of courses (1)</li> </ul>
2018 - 19	<ul style="list-style-type: none"> <li>Use of peer review to discuss process</li> <li>Discussed process of problem solving (2)</li> </ul>	<ul style="list-style-type: none"> <li>Gaining practice and building expertise by doing (1)</li> </ul>	<ul style="list-style-type: none"> <li>Adjusted clinical lab to focus on evidence-based practice (1)</li> </ul>	<ul style="list-style-type: none"> <li>Mirror analysis for case studies each week</li> <li>Case study analysis writing (2)</li> </ul>	X
	11	12	4	4	4
(N = 32 faculty with 35 intervention in 66 unique courses)					
X = not reported					

To gain further insight into the impact of faculty interventions, they were ranked. **Low intensity interventions** included adding a critical thinking objective or learning outcome to their syllabus and engaging students in a single critical-thinking-specific exercise. **Moderate intensity interventions** incorporated more substantial projects or exercises that required students to use these skills in and outside the classroom and **high intensity interventions** incorporated critical thinking throughout the curriculum, sometimes providing students with specific critical thinking rubrics and outcomes that were central to the students' success in the course. These intensity levels are identified as 1 (low) – 3 (high) in Table 6.

Analyses showed that a proportionally higher intensity of interventions were generally aligned with the interventions associated with problem solving and real-world applications. For these interventions, there appeared to be a positive effect on all SLOs. This may be due to the intrinsic nature of many critical thinking skills as part of what good faculty already naturally do in their classes or the idea that intentionally working on critical thinking in general benefit student learning across SLOs.

The data in Table 6 represent the apparent linkages of intensity of intervention with the significance of differences between pre-test and post-test means. A pattern appears to show that FSU faculty view problem solving discussions and real-world applications as the areas where they concentrate most of their efforts while seeing fewer examples of evidence-based learning, reading and writing for analysis. While we cannot characterize this as a causal effect, the information does shed some light on the effect differing approaches have on students' critical thinking abilities. The patterns in Table 5 also provide a possible explanation for the lower scores on SLOs 3 and 4 in 2017-2018.

Fewer interventions were focused on improving those student learning outcomes, thus the effects could an artifact of small numbers, alone.

**Table 6. Effects of Intensity (Level) of Intervention on Significance of SLO Improvement by SLO and Cohort Year (1 – low intensity intervention, 2 moderate intensity intervention, 3 high intensity intervention) (Improvement level color shading key: Darkest = > 25%, Medium = 5-20%, No shading < 5%) (n=35)\***

Type of Intervention	Problem Solving Discussion	Real World Application	Evidence Based	Reading/Writing Analyzing	Critical Thinking Rubric
2016 -SLO1 – Appropriate Inference	2	3	2	1	3
SLO2 –Alternative Interpretations	3	1	1	1	1
SLO3 –Solve Problem	3	1	1	1	1
SLO4 –Relevant Information	1	1	3	1	1
SLO5 –Real-World Solution	2	3	2	1	1
2017 -SLO1 –Appropriate Inference	3	3	1	2	1
SLO2 –Alternative Interpretations	1	3	1	1	1
SLO3 –Solve Problem	1	2	1	2	1
SLO4 –Relevant Information	2	1	1	2	1
SLO5 –Real-World Solutions	2	2	1	1	1
2018 -SLO1 – Appropriate Inference	2	3	1	1	2
SLO2 –Alternative Interpretations	2	2	1	1	2
SLO3 –Solve Problem	3	3	1	1	1
SLO4 –Relevant Information	1	1	1	1	1
SLO5 –Real-World Solution	2	3	1	1	1
2019 -SLO1 –Appropriate Inference	3	2	1	2	1
SLO2 –Alternative Interpretations	2	2	2	2	1
SLO3 –Solve Problem	2	2	2	1	1
SLO4 –Relevant Information	3	2	2	3	1
SLO5 –Real-World Solutions	3	3	3	2	1

*\*At the time of the survey not all faculty had engaged in their interventions while others identified more than one intervention type.*

Table 6 provides one perspective on how intensity of intervention works. Understanding both what the faculty wanted to focus on as well as their motivation to incorporate, time spent and level of

activity plays an important role in understanding student achievement. However, as seen in Table 6, there are times when faculty were very engaged (a level 3) yet only saw moderate improvements, while other times one sees moderate or low levels of involvement but still achieved moderate to high levels of improvement (.05 - +.25). The Office of Critical Thinking Initiatives reviewed such course results with participating faculty and discussed their observations. The information discussed in these meetings proved very valuable to the faculty members. By looking not only at the bottom line of overall results and focusing on what they were trying to accomplish as well as the collateral success, faculty were given feedback to help them continue to improve their critical thinking interventions and create new ones.

#### *Disseminating Intervention Findings to and Engaging the FSU Community*

One of the questions raised early in the QEP process was “How will results be shared and utilized over the long run?” Having invested over \$2 million in grants, assessment and administrative structures, FSU wanted to ensure that effective curricular innovations were shared. Three avenues emerged with two focused on faculty support and the other on opportunities for campus programming about critical thinking.

#### The Critical Thinking Faculty Network

This body is composed of faculty who received critical thinking grants and others interested in developing student critical thinking skills. As its charge, this group focuses on assisting faculty develop classroom assignments and interventions that strengthen student skills in this area. These faculty have disseminated results to members of the FSU community through formal training sessions involving over 80 faculty and staff. To date, these faculty have conducted research in critical thinking development, published scholarly papers, made national presentations and educated members of the FSU community.

#### University Libraries and the Center for the Advancement of Teaching Partnership

The initial critical thinking grant program completes in Summer 2020. The original granting program resulted in an inventory of effective classroom-based interventions, faculty professional development on critical thinking practices, and increased campus dialogue around critical thinking. The Office of Critical Thinking Initiatives worked with the University Libraries and the Center for the Advancement of Teaching to develop a new grant program. The Office of the Provost committed \$30,000 annually to support the partnership. A portion of the funding will support future critical thinking symposia (See next section for description), as well as faculty grants promoting efforts to develop course-specific critical thinking interventions.

#### Critical Thinking Symposium

As noted earlier, results in 2017-18 documented declines in students’ ability to *Identify Additional Information* (SLO3) and *Discern Relevant Information* (SLO4). This decline sparked conversations about what might be done at the campus level to counter this decline. The University Libraries, the Office of the Provost, Oglesby Union, Division of Student Affairs, University Communications, Center for Academic Retention and Enhancement, Center for Leadership and Social Change, Center for Advancement of Teaching, The Graduate School, Program for Instructional Excellence, Undergraduate Studies and the Office of Critical Thinking Initiatives participated in these conversations. The Critical Thinking Symposium was born.

The inaugural Critical Thinking Symposium (April 1 – 4, 2019): *Truth and Misinformation in Media* specifically addressed student shortcomings related to SLOs 3 & 4. During the week, 13 events took place exploring different issues associated with improving these outcomes. FSU President Thrasher hosted the keynote

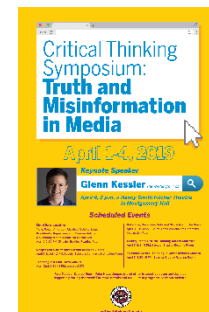


Figure 1: Promotion Poster for Critical Thinking Symposium

address delivered by Glenn Kessler, fact-checker for *The Washington Post*. He spoke on the topic *Dig Deeper: Fact Checking, Critical Thinking and Political Rhetoric*. The second Critical Thinking Symposium was February 24-26, 2020.

#### **IV. Reflection on What the Institution has Learned as a Result of the QEP Experience**

*ThinkFSU* was designed to improve upper division students' ability to think critically in their disciplines. This proved to be a more difficult and complex enterprise than we had anticipated. FSU has more than 20,000 upper level students pursuing over 100 undergraduate degree programs annually. In working through the QEP process, we now realize the nature of the effort needed and the challenges of effecting change throughout such a large institution.

While we continue to think our assessment mechanism and overall approach was sound, we did not fully appreciate the effects of scale and the extent to which the implementation would interact with pre-existing program-level efforts to improve critical thinking. Some programs, such as physics, were far along in efforts to improve scientific thinking and not readily inclined to join what they saw as a separate effort. Still other faculty saw critical thinking as key to their undergraduate mission but were working within discipline accreditation frameworks to drive their own vision of the change. Nonetheless, it was often possible to align ongoing program efforts with the QEP process. Frequently, the QEP helped deepen the existing efforts and reinforced intentional attempts to improving learning. The efforts of the Office of Critical Thinking Initiatives both nurtured and promoted enriched collaborations within departments and across campus.

Perhaps more importantly, the QEP process has helped create an infrastructure that can sustain and further efforts currently underway. The Critical Thinking Faculty Network has collected a faculty with a demonstrated interest in improving pedagogy and a known ability to share their explorations into developing critical thinking. Surprise: faculty talking to faculty works. In like fashion, the partnerships emerging from the QEP will build on the implementation and help ensure all that has been learned will be incorporated into ongoing activities. For example, university libraries which already engage in tutoring, research assistance and other forms of academic support, will continue to offer campus wide symposia on critical thinking, administer faculty grants and partner with the Center for the Advancement in Teaching in support of workshops and Tips on Teaching to distribute the results from the QEP and future findings.

The discoveries of the QEP deserve special mention. Typically, critical thinking is given lip service throughout higher education. Too often though, it is not understood what this entails. Being explicit, which the QEP has done, has its own benefits. It both informs and enriches the conversation. Here FSU has seen something more. Namely, it is easy to overlook what critical thinking can be in the classroom. Improvement calls for even more intention and vigilance on the part of faculty. Neither problem solving nor real world applications are exhaustive even if they might be the most accessible entry into improving critical thinking. Efforts such as evidence-based analysis and reading/writing exploration that present clear logistical and analytical challenges have to be given intentional inclusion by faculty. These are grist for the efforts of the partnerships that have emerged through the QEP and developed collaborations with existing units within the university.

*ThinkFSU* focused on the student learning outcomes identified during the research and planning process. As the QEP progressed, however, we recognized that the focus on the student learning outcomes was too narrow. In the end, if the focus did not broaden, the QEP impacts would have been limited to the classroom. While the classroom is the pivotal learning point for students, it is not the sole contributor to student development. To incorporate this universally acknowledged fact, *ThinkFSU* evolved to embrace the FSU campus culture. The implementation team recognized that work done to enhance critical thinking skills in the classroom was more impactful if reinforced in other areas of students' campus lives. The Office of Critical Thinking Initiatives cultivated partnerships across campus with organizations such as the Center for Undergraduate Research and Academic Engagement, the Career Center, the Center for Leadership and Social Change and Air Force ROTC. Like any skill set, critical thinking development relies upon the opportunity to apply and

evaluate across different settings and environments. To make a difference at FSU, *ThinkFSU* had to be about both the campus culture and student learning outcomes.