

FSU's Response to Supplemental Questions

National Rankings Enhancement LBR (\$25M)

1. In what specific disciplines will the 80 faculty be hired into?

Following a process we have used when allocating new faculty positions, we will ask deans and department chairs across the university to submit proposals that identify specific positions and outcomes they plan to affect. These outcomes must align with strategic priorities of the university, such as elevating student success through addressing bottlenecks in gateway courses, meeting growing and changing student course needs (particularly in STEM), improving student learning, growing our research profile, moving programs into the top tier, and increasing impact to the state. In evaluating proposals, data will drive our decisions—which investments will yield the greatest results, particularly for student success?

The top priority will be to support departments and courses in which student success challenges remain most critical. Additional faculty will be allocated to advance the quality of the learning environment for students and elevate course completion rates, particularly for students from underrepresented backgrounds and in lower-division STEM pathway courses (e.g., mathematics, chemistry, biology, physics, and computer science). With additional faculty, more courses can be redesigned, reduced in size, and bolstered with active-learning teaching strategies that elevate course completion rates. In addition, new faculty will support departments where growing course demands and/or enrollment changes have hindered their ability to offer sufficient course seats in a given semester, which can affect students' on-time progress to graduation (e.g., in life sciences, particularly biology and biology lab courses; in chemistry and chemistry lab courses; in social sciences, such as economics and political science; in nutrition, food and exercise sciences; in human development and family science; in engineering; and in criminology). Additional faculty will also advance student learning through reductions of the size of some of the large lecture-based courses and engaging students in more active learning pedagogies.

We will also invest in complementary efforts that advance FSU's research impact for Florida. In particular, we will prioritize additional faculty to increase some of the most promising efforts. These efforts include:

- FSU's new Institute for Justice Research and Development led by the College of Social Work, which is partnering with Florida's criminal justice system, policymakers, judges, state attorneys, and others in Florida and around the country to reduce criminal recidivism and incarceration rates
- Expanding FSU's work in resilience, mental health, and related research through the Colleges of Social Work, Education, and Information and Communication and the University's Resilience Project
- FSU's College of Criminology and Criminal Justice, including research to help address the opioid epidemic, confront elder fraud, and continue the partnership with the Florida Legislature to understand the differential racial impacts of proposed legislation
- Addressing environmental challenges through expanded faculty research in bioengineering, oceanography, and environmental biology

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- Improving health outcomes for Floridians through a new health data science institute that will support research in basic life and medical sciences; clinical, community and behavioral health; social sciences, public health and policy; and the responsible management of health and human subjects' data
- Promoting successful aging and longevity for Floridians through research in psychology, neuroscience, and medicine that is developing new treatments, technologies, and approaches to address cognitive decline and wellbeing in older adults
- Advancing early childhood wellness through investments in key centers that improve the education, health, and wellbeing for vulnerable children

Additional faculty will not only improve student success and increase the research impact for Florida, but they will also advance the post-graduation outcomes of our students, helping graduates secure good employment and pursue further education. In particular, these faculty will help FSU fully implement our new experiential learning requirement, which asks all students to engage in experiential and applied learning, such as internships, undergraduate research, international study, and other career-building opportunities before graduation. In high-quality experiential learning, faculty members, staff, and external partners challenge and support students with mentorship, reflection, and guidance throughout their experience.

2. In what specific disciplines will the additional 125 recurring graduate assistantships be associated with?

Graduate assistants help advance both the teaching and research missions of the university, serving as teaching and research assistants to faculty members. FSU has expanded the faculty in recent years, particularly in STEM departments and strategic emphasis areas. In these departments there are growing needs for research and teaching support, as undergraduate enrollments have expanded and research grant funding for these disciplines has grown.

Graduate assistants not only increase the research and teaching impacts of FSU, they also serve as mentors who can increase student participation in undergraduate research and other forms of experiential learning. Graduate assistants are critical to mentoring students and training future employees and researchers—they can provide the regular feedback and supervision that undergraduates need. In fact, FSU was recently selected for the top national award for its undergraduate research programs, and these programs and their growth, particularly with underrepresented students, depend on additional graduate students who can mentor and guide undergraduates in labs, in fieldwork, and throughout the undergraduate research experience and beyond.

The proposal process outlined above with faculty positions will also be followed with allocating graduate assistants, and the additional graduate assistants will align with the departments, student success efforts, and research programs outlined in the first question above. Key priorities will be to support requests where there is high return for both students and research, particularly in STEM and other strategic emphasis areas, and where faculty have and will be added, such as biology; chemistry; math; computer science; information technology; statistics;

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biomedical sciences; nutrition, food, and exercise sciences; human sciences; education (particularly school counselor education); and graduate-level nursing.

Enriching Florida's Talent Pipeline (Preeminent) LBR (\$25M)

1. Will the \$6.5M for faculty retention be used solely for increasing salaries or are there other strategies to support retention that the funds will be used for?

Faculty retention can include many types of support that allow faculty members to do their best work and feel engaged and rewarded at the university. Performance-based salary increases, promotional increases as faculty move from assistant to associate to full professors, and salary counteroffers are necessary, but not sufficient for effective retention. Often, retention funds are deployed on a case-by-case for additional support for research, such as new postdoctoral scholars or graduate assistants assigned to a faculty member's lab, new equipment needed to expand a faculty member's research activity, or new travel funding to attend conferences and conduct research. Moreover, retention funds will also be deployed strategically to bolster our university-wide programs that provide professional development, mentorship, engagement, and community building for our faculty members.

2. The LBR indicates that "improving faculty retention will facilitate the development of new programs to meet the changing needs of Florida's workforce" – what are some examples of the new programs that might be created?

Retaining and expanding the faculty will permit FSU to extend the impact it has in addressing workforce needs and addressing statewide challenges through research and service. We can expand the pipeline of talented students, employees, and researchers who can help fuel Florida's economic growth, meet the needs of citizens, and expand Florida's knowledge-based economy.

We will be able to scale recently developed and highly needed academic programs, such as the school counselor master's program, biomedical engineering, the doctor of nursing practice program, and the business analytics master's program. In addition, new degrees that could be created include programs to focus on big data in health, statistics/data science (we need faculty with big data and statistical expertise to support our growing big-data-informed research), a Ph.D. program in nursing, a master's program in marriage and family therapy, and new undergraduate and graduate focus areas in entrepreneurship. Not only will these programs produce trained employees to meet workforce needs, they will also expand the research impact for Florida.

Data science programs, in particular, present university-wide opportunities that involved faculty and students from across the institution, including social work, communication and information, business, social sciences, human sciences, arts and sciences, and others. The influence of data and data science continues to grow in Florida, helping to increase the efficiency and productivity of corporations and other organizations, drive insights that can elevate health outcomes, improve cybersecurity, and much more.

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Finally, these programs will also expand the experiential learning opportunities for students at all levels, helping ensure that our students have internships, research, and other applied learning opportunities that align with the cutting-edge and changing workforce needs of Florida.

How will the above plans change if not fully funded?

There will be proportional reductions in areas where possible and prioritization of the most strategic investments based on projections of potential impact and collaboration with our deans.