



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

MEETING AGENDA

Thursday, October 30, 2025

12:15 – 1:15 pm

Augustus B. Turnbull Conference Center
555 W Pensacola St, Tallahassee, FL 32306
Room 101

The agenda will be followed in subsequent order and items may be heard earlier than the scheduled time.

I. Call to Order and Welcome

Trustee Vivian de las Cuevas-Diaz, Chair

II. Approval of Minutes

August 28, 2025, Meeting Minutes

III. Informational Items and Updates

Trustee Vivian de las Cuevas-Diaz, Chair & Dr. James Clark, Provost, and Executive Vice President for Academic Affairs

- A. FSU Artificial Intelligence Strategy, Investments, and Successes
- B. Amended List of Anticipated New Degree Programs: 2025-2026 Academic Year
- C. Post-Tenure Review Report

IV. Action Items for Consideration of Recommendation to the Board of Trustees

Trustee Vivian de las Cuevas-Diaz, Chair & Dr. James Clark, Provost and Executive Vice President for Academic Affairs

- A. **Action Item I: Request for Approval:** College of Medicine Graduate Medical Education Annual Institutional Review Executive Summary (AY 2024-25)
- B. **Action Item II: Request for Approval:** Tenure Upon Appointment
- C. **Action Item III: Request for Approval:** Proposal to Implement BS in Interdisciplinary Design

V. Open Forum for Trustees

Trustee Vivian de las Cuevas-Diaz, Chair

VI. Adjournment

Trustee Vivian de las Cuevas-Diaz, Chair



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

Meeting Minutes August 28, 2025



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

MEETING MINUTES

Thursday, August 28, 2025
Turnbull Conference Center, Room 101

Trustees in Attendance: Trustee Vivian de las Cuevas-Diaz (Committee Chair and FSU Board of Trustees Vice Chair), Trustee Roxanne Hughes, Trustee Justin Roth, Trustee Kathryn Ballard (via Zoom), and Trustee Deborah Sargeant

Staff: President Richard McCullough, Chief of Staff Marissa Langston, General Counsel Carolyn Egan, Provost James Clark and other Academic Affairs Staff

I. Call to Order and Welcome

Trustee Vivian de las Cuevas-Diaz (Committee Chair) called the meeting to order at 4:00pm, AVP Michelle Personette conducted roll call and confirmed quorum.

II. Approval of Minutes (Academic Affairs Committee Meeting – June 12, 2025)

Trustee Sargeant moved to approve the committee meeting minutes from June 12, 2025, Trustee Ballard seconded the motion, the minutes were approved unanimously.

III. Informational Items

A. Final Report Update: Freedom of Expression, Academic Freedom, and P&T Policies and Practices

Chair de las Cuevas-Diaz presented the findings and final report of the freedom of expression, academic freedom and promotion and tenure policies and practices at public research universities study that was conducted by CiTTA Partnerships.

B. Vision 2030 Progress Update

Senior Vice Provost Rick Burnette and Director of Strategic Initiatives Laurel Harbin presented the progress and of the university's Vision 2030 plan. Vision 2030 has been designed to strategically align with leadership's direction, the SUS 30 Strategic Plan, and FSU's ASPIRE Research plan.

C. Admissions Update

Associate Vice President John Barnhill presented the data surrounding the First-Year Class of 2029 and the 2025 enrolled academic profile. Over 86,500 total applications received and approximately 20,300 total students were admitted, welcoming approximately 6,200 students to the Tallahassee campus. The average academic profile of the 2025 enrolled class includes a core GPA range of 4.1-4.5, ACT score range from 29-32, and SAT score range from 1300-1410.

Both President McCullough and Chair de las Cuevas-Diaz expressed pleasure with the 25% first generation admission rate.

IV. Action Items for Consideration of Recommendation to the Board of Trustees

A. Action Item I: Request for Approval: 2026-2027 Institutional General Education Course Offerings

Assistant Vice President for Faculty Development and Advancement Amy Guerrette presented the 2026-2027 Institutional General Education courses. The proposed course offerings include 157 total general education courses. One course, Information & Society, was proposed for removal and two courses, Chemistry for Liberal Studies and Civil Discourse and the American Political Order were recommended for addition to the offerings.

Trustee Sargeant moved to approve the 2026-2027 Institutional General Education Course Offerings, Trustee Roth seconded the motion, the motion was unanimously approved by all present at the meeting.

B. Action Item II: Request for Approval: 2026-2027 Academic Calendar

Amy Guerrette presented the 2026-2027 Academic Calendar for consideration.

Trustee Sargeant moved to approve the 2026-2027 Academic Calendar, Trustee Ballard seconded the motion, the motion was unanimously approved by all present at the meeting.

B. Action Item III: Request for Approval: Proposal to Implement Emergency Management and Intelligence Studies – New Degree Program

Amy Guerrette presented the proposal to implement the Emergency Management Intelligence Studies degree in the College of Social Sciences & Public Policy. The proposed degree will have two majors: Emergency Management & Intelligence Studies. These degrees will be the first in the state offered in CIP Code 43.0301.

Trustee Hughes moved to approve the proposal to implement the proposed Emergency Management and Intelligence Studies degree proposal, Trustee Roth seconded the motion, the motion was unanimously approved by all present at the meeting.

C. Action Item IV: Request for Approval: Annual Textbook and Instructional Materials Affordability Report

Chief Data and Analytics Officer James Hunt presented the annual textbook and instructional materials and affordability report for review and approval. The percentages of

course selections with no cost materials in Fall 2024 was 68% and 72% in Spring 2025. The percentages of low-cost for materials in Fall 2024 was 8% and 6% in Spring 2025.

Trustee Roth moved to approve the Annual Textbook and Instructional Materials Affordability report, Trustee Sargeant seconded the motion, and the motion was unanimously approved by all present at the meeting.

D. Action Item V: Request for Approval: 2024-2025 Self Supporting and Market Rate Programs Annual Report

James Hunt presented the 2024-2025 Self Supporting and Market Rate Programs annual report for approval.

Trustee Sargeant moved to approve the 2024-2025 Self Supporting and Market Rate Programs Annual report, Trustee Roth seconded the motion, the motion was unanimously approved.

E. Action Item VI: Request for Approval: 2025-2026 Linking Industry to Nursing Education (LINE) Proposal

Jing Wang, Dean of the College of Nursing, presented the 2025-2026 Linking Industry to Nursing Education funding proposal. The proposal requests \$570,000 to collaborate with Tallahassee Memorial HealthCare, Mayo Clinic in Florida, Winter Haven Hospital Foundation, Sarasota Memorial HealthCare, and Humana to support faculty salaries, purchase equipment for simulation and to provide tuition waivers, graduate assistantships and scholarships to students.

Trustee Hughes moved to approve the 2025-2026 Linking Industry to Nursing Education (LINE) proposal, Trustee Sargeant seconded the motion, the motion was unanimously approved by all present at the meeting.

IV. Open Form for Trustees

No comments or discussion

V. Adjournment:

Trustee Sargeant moved to adjourn the meeting, Trustee Hughes seconded the motion, the meeting was adjourned at 5:07pm.



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

Information Item B.



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

INFORMATIONAL ITEM

October 30, 2025

SUBJECT: Updated List of New Academic Programs for the 2025-26 Academic Year

In March 2024, the Board of Governors amended Regulation 8.011: Authorization of New Academic Degree Programs and Other Curricular Offerings. The amended Regulation requires institutions to provide the Board of Governors an annual list of Anticipated New Academic Degree Programs for the upcoming academic year in lieu of including those programs in the annual Accountability Plan. The list should be considered by the University Board of Trustees as an information item and does not require a vote.

The current information item is to update the 2025-2026 list approved by the Board of Trustees and submitted to the Board of Governors in June 2025. The updated list adds the intention to develop a Doctorate of Audiology during 2025-2026 academic year.

The Florida State University "Updated List of Anticipated New Academic Programs for the 2025-26 Academic Year" is attached for the Board's consideration.

Submitted by: Office of Faculty Development & Advancement & Office of the Provost and Executive Vice President for Academic Affairs



Updated List of Anticipated New Academic Programs for the 2025-26 Academic Year

Background:

At the March 2024 meeting, the Board of Governors amended 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings, changing reporting requirements for new degree programs. The amended regulation requires universities to provide the Board office with a list of the new academic degree programs that will be considered by the university boards of trustees for the upcoming academic year. The university may make changes to the list during the academic year but must inform the board of trustees and the Board office of any changes. The Board office will share the combined list for the System with CAVP and CAVP ACG to discuss program duplication and System coordination.

Instructions:

Please use the table below to report all new academic degree program proposals the university plans to submit to the Board office in the 2025-2026 Academic Year. This list would include degree programs that were submitted previously to the Board office. Your institution's board of trustees must have reviewed this list prior to submission to the Board office. Please submit the updated list via the Information Request System.

Updated List of Anticipated New Academic Programs for the 2025-26 Academic Year

CIP Code	Program Name	Level	Other SUS Institutions that Offer the Program	Projected Student Enrollment for Year 1	Date Submitted to the University Board of Trustees
51.0202	Audiology	AuD Doctoral	University of Florida University of South Florida	7	10/30/2025

Florida State University
Institution

Signature of Provost/ Vice President for Academic Affairs

October 30, 2025
Date



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM I



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM A

October 30, 2025

SUBJECT: Graduate Education Annual Institutional Review

PROPOSED COMMITTEE ACTION

Request to approve the Graduate Medical Education Annual Institutional Report

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Pursuant to the Accreditation Council for Graduate Medical Education (ACGME) Institutional requirements, the following is submitted as an Annual Institutional Report (AIR) from the Designated Institutional Official (DIO) for academic year July 1, 2024 to June 30, 2025. The existing ACGME Institutional requirements state that “The GMEC must demonstrate effective oversight of the Sponsoring Institution’s accreditation through an Annual Institutional Review (AIR)” [I.B.5.] and the “DIO must annually submit a written executive summary of the AIR to the Sponsor Institution’s Governing Body” [I.B.5.b.].

BACKGROUND INFORMATION

The annual report reviews the activities of GMEC during the past year with attention To resident supervision, resident responsibilities, resident evaluation, compliance with clinical experience and education (“duty hour standards”), resident participation in patient safety and care education, and overall Program wellness.

ADDITIONAL COMMITTEE CONSIDERATIONS

None

Supporting Documentation Included: FSU Graduate Medical Education: Annual Institutional Report 2024-2025

Submitted by: FSU Office of Graduate Medical Education, College of Medicine

An aerial photograph of the Florida State University campus. In the foreground, there is a circular garden with a complex, concentric path design. To the right of the garden is a paved parking lot with several orange traffic cones. In the background, a large, multi-story red brick building with many windows is visible, surrounded by green trees. The sky is blue with scattered white clouds.

FSU

OFFICE OF GRADUATE
MEDICAL EDUCATION
COLLEGE OF MEDICINE

Graduate Medical Education
**Annual Institutional
Report**
2024 – 2025

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RATIONALE

As required by the ACGME, this Annual Institutional Report (AIR) is submitted by the Designated Institutional Official for the 2024-2025 academic year. The GMEC must oversee the Sponsoring Institution's accreditation through an AIR [1.14], and the DIO must provide an executive summary of the AIR to the Governing Body annually [1.15.a2]. This report reviews GMEC activities over the past year, focusing on resident supervision, responsibilities, evaluation, duty hour compliance, participation in patient safety and care education, and program wellness.

INSTITUTIONAL ACCREDITATION (ACGME)

ACCREDITATION/REVIEW TYPE	DATE
Institutional Accreditation	January 13, 2025
Last CLER Visit	October 8, 2019
Self – Study Due Date	AUGUST 1, 2026
10 – Year Site Visit	August 1, 2028

INTRODUCTION

This report covers the Academic Year from July 1, 2024 to June 30, 2025. FSUCOM and its healthcare partners continue to develop policies and learning strategies to meet accreditation standards and prepare resident physicians for service in Florida and beyond. The Graduate Medical Education Committee (GMEC) oversees these efforts.

GME Mission – The Florida State University College of Medicine Office of Graduate Medical Education will foster programs that provide optimal clinical learning environments to develop exemplary physicians who independently practice patient-centered health care; commit to life-long learning and wellbeing; and lead their specialties and communities, especially through compassionate service to vulnerable populations.

GMEC Strategy – GMEC's strategy is based on organizational objectives and the Accreditation Council for Graduate Medical Education (ACGME)'s definition of "institutional competency", which includes an organization's ability to:

- Gather and analyze data from the educational and clinical environments
- Ensure resident education in patient safety and quality of care
- Lead program and academic innovations
- Predict and trend performances
- Develop, align, and implement policies and procedures that impact graduate medical education programs
- Create conditions that promote collaboration and knowledge sharing and transfer

GRADUATE MEDICAL EDUCATION COMMITTEE OVERVIEW

The ACGME requires that an administrative system be in place in each sponsoring institution that includes a Graduate Medical Education Committee (GMEC) to provide oversight for its residency programs. FSUCOM meets up to four (4) times each year to fulfill these responsibilities. The GMEC is chaired by the Associate Dean/Designated Institutional Official (DIO) or designee. The GMEC has carried out its responsibilities as required by the ACGME [1.12.].

- Establish and implement policies and procedures regarding the quality of education and the work environment for the Residents and Fellows [hereinafter referred to as Residents] in all ACGME-accredited programs.
- Review annually and make recommendations to the Sponsoring Institution on Resident stipends, benefits, and funding for Resident positions to assure that these are reasonable and fair.
- Establish and maintain appropriate oversight of and liaison with Program Directors and assure that Program Directors establish and maintain proper oversight of and liaison with appropriate personnel of other institutions participating in ACGME-accredited programs of the Sponsoring Institution.
- GMEC reviews all policies and procedures. The policies and procedures are up-to-date and in compliance.
- Develop and implement procedures to regularly monitor Resident clinical experience and education for compliance with the Sponsoring Institution's policies and the Institutional and Program Requirements.
- Assure that ACGME-accredited programs provide appropriate supervision for all Residents that is consistent with proper patient care, the educational needs of Residents, and the Applicable Program Requirements.
- Review all ACGME program accreditation letters and monitor action plans for the correction of concerns and areas of noncompliance.
- Review the Sponsoring Institution's Letter of Report to the Institutional Review Committee (IRC) and develop and monitor action plans for the correction of concerns and areas of noncompliance.
- DIO must approve all Annual Updates prior to submission.
- Review and approve the following prior to submission to the ACGME:
 - o all applications for ACGME accreditation of new programs and subspecialties;
 - o changes in Resident complement;
 - o major changes in program structure or length of training;
 - o additions and deletions of participating institutions used in a program;
 - o appointments of new Program Directors;
 - o progress reports requested by any Review Committee;
 - o responses to all proposed adverse actions;
 - o requests for increases or any change in Resident clinical experience and education ("duty hours");
 - o requests for "inactive status" or to reactivate a program;
 - o voluntary withdrawals of ACGME-accredited programs;
 - o requests for an appeal of an adverse action; and,
 - o appeal presentations to a Board of Appeal or the ACGME

GMEC OVERSIGHT

GMEC provides institutional and program oversight in a structured format to ensure accreditation and educational compliance. During each GMEC, Program Directors or their designee are required to provide a program report that delivers relevant information about their specific programs:

PROGRAM REPORTING ITEMS	
• Accreditation and correspondence	• Program Requirement Changes
• Clinical Experience and Education (Duty Hours)	• Resident Supervision
• Resident Concerns/Issues	• Quality and Patient Safety
• Scholarly Activity/QI Projects	• Resident Well-Being

Alongside required GMEC program reports from Program Directors and feedback from Quality and Safety Hospital Partners, GMEC and GME leadership (DIO) provide further oversight. Their aim is to collaboratively address concerns identified during the reporting process through both summative and formative reports.

Summative

GME leadership is in regular contact with institutional and program leadership, faculty, program coordinators, residents, and fellows in the following manner:

- Regular, information discussion and meeting with hospital leadership with a focus on institutional support.
- Regular, information discussions and meetings with the Program Directors and Associate Program Directors
- Regular, information discussions and meetings with faculty
- Regular, information discussions and meetings with program coordinators
- Regular, information discussions and meetings with residents and fellows

Formative

- Quarterly Program Director meetings
- Bi-annual resident meetings (additional as needed)

ACGME GENERAL COMPETENCIES

Residents are considered both trainees and students of the Graduate Medical Education Program and are required to demonstrate competency in the six general competency areas required by the Accreditation Council for Graduate Medical Education:

Patient Care	Interpersonal and Communication Skills
Medical Knowledge	Professionalism
Practice-Based Learning and Improvement	Systems-Based Practice

Reappointment and promotion to the next training year require satisfactory evaluations by program faculty through the Clinical Competency Committee (CCC). Following ACGME, GMEC, and FSUCOM directives, programs have updated rotation goals and objectives by training level, linking them to specific competencies, teaching methods, and evaluation tools. This revision is ongoing as rotations and educational practices evolve.

ACCREDITATION OVERVIEW

PROGRAM LEADERSHIP		
Program	Program Director	Associate Program Director
APPALACHEE CENTER/TMH		
PSYCHIATRY	Mridul Mazumder, MD	N/A
BAYCARE (BC)		
FAMILY MEDICINE	Nathan Falk, MD	Leah Shell, MD
TRANSITIONAL YEAR	Ashley Falk, MD	
DERMATOLOGY ASSOCIATES OF TALLAHASSEE (DAT)		
MICROGRAPHIC SURGERY & DERMATOLOGIC ONCOLOGY	Armand Cognetta, MD	W. Harris Green, MD
DISTRICT ONE MEDICAL EXAMINER'S OFFICE		
FORENSIC PATHOLOGY	Lorraine Lopez-Morell, MD	N/A
LEE HEALTH (LEE)		
FAMILY MEDICINE	Alfred Gitu, MD	Christina Cavanagh, MD Lee Coghill, MD
INTERNAL MEDICINE	Maja Delibasic, MD	Iasmina Jivanov, MD Magdy El Din, MD
TRANSITIONAL YEAR	Dustin Begosh-Mayne, MD	N/A

PROGRAM LEADERSHIP (CONTINUED)		
Program	Program Director	Associate Program Director
SARASOTA MEMORIAL HOSPITAL (SMH)		
EMERGENCY MEDICINE	Sarah Temple, MD	Ashley Grant, MD
EMS FELLOWSHIP	Marshall Frank, DO	N/A
HOSPICE & PALLIATIVE CARE	Joshua Gross, MD	N/A
INTERNAL MEDICINE	Karen Hamad, MD	Joel Baker, DO
TALLAHASSEE MEMORIAL HOSPITAL (TMH)		
INTERNAL MEDICINE	Aaron Walker, MD	Raymond Shashaty, MD Nakeisha Rodgers, MD
SURGERY – GENERAL	George Pennington, MD	Shlermine Everidge, MD

PROGRAM OVERVIEW (2024-2025)				
Program	Training Length	Positions/Year	Total Positions	Filled
APPALACHEE CENTER/TMH				
PSYCHIATRY	4	4	16	3
BAYCARE (BH)				
FAMILY MEDICINE	3	8	24	24
TRANSITIONAL YEAR	1	13	13	13
DERMATOLOGY ASSOCIATE OF TALLAHASSEE (DAT)				
MICROGRAPHIC SURGERY & DERMATOLOGIC ONCOLOGY	1	2	2	2
DISTRICT ONE MEDICAL EXAMINER'S OFFICE				
FORENSIC PATHOLOGY	1	2	2	2
LEE HEALTH (LEE)				
FAMILY MEDICINE	3	10	33	28
INTERNAL MEDICINE	3	12	36	24

PROGRAM OVERVIEW CONTINUED (2024-2025)				
Program	Training Length	Positions/Year	Total Positions	Filled
SARASOTA MEMORIAL HOSPITAL (SMH)				
EMERGENCY MEDICINE	3	9	27	27
EMS FELLOWSHIP	1	2	2	1
HOSPICE & PALLIATIVE CARE	1	2	2	2
INTERNAL MEDICINE	3	13	45	40
TALLAHASSEE MEMORIAL HOSPITAL (TMH)				
INTERNAL MEDICINE	3	10 + 2 prelims PGY-1	36	30
SURGERY – GENERAL	5	2 + 2 prelims PGY-1	17	11

ACGME ACCREDITATION STATUS					
Accredited Programs	Status	Effective Date	ACGME Site Visit Date (Self-Study)	10-Year Site Visit	# Citations
INSTITUTIONAL	Continued Accreditation	1/13/2025	1/1/2026	8/1/2028	0
APPALACHEE CENTER/TMH					
PSYCHIATRY	Initial Accreditation	02/09/2024	N/A	N/A	5
BAYCARE (BC)					
FAMILY MEDICINE	Continued Accreditation	1/22/2025	POSTPONED	POSTPONED	0
TRANSITIONAL YEAR	Initial Accreditation	07/01/2023	N/A	N/A	2
DERMATOLOGY ASSOCIATES OF TALLAHASSEE (DAT)					
MICROGRAPHIC SURGERY & DERMATOLOGIC ONCOLOGY	Continued Accreditation	4/11/2025	Postponed	Postponed	0

ACGME ACCREDITATION STATUS (CONTINUED)

Accredited Programs	Status	Effective Date	ACGME Site Visit Date (Self-Study)	10-Year Site Visit	# Citations
LEE HEALTH (LEE)					
FAMILY MEDICINE	Continued Accreditation	1/22/2025	Postponed	Postponed	0
INTERNAL MEDICINE	Continued Accreditation	1/24/2025	N/A	N/A	0
TRANSITIONAL YEAR	Initial Accreditation	7/01/2025	N/A	N/A	4
DISTRICT 1 MEDICAL EXAMINERS OFFICE					
FORENSIC PATHOLOGY FELLOWSHIP	Initial Accreditation	04/18/2024	N/A	N/A	5
SARASOTA MEMORIAL HOSPITAL (SMH)					
EMERGENCY MEDICINE	Continued Accreditation	1/15/2025	Postponed	Postponed	0
EMS FELLOWSHIP	Initial Accreditation	8/28/2024	N/A	N/A	2
HOSPICE & PALLIATIVE CARE	Continued Accreditation	1/24/2025	N/A	N/A	0
INTERNAL MEDICINE	Continued Accreditation	1/24/2025	Postponed	Postponed	0
TALLAHASSEE MEMORIAL HOSPITAL (TMH)					
INTERNAL MEDICINE	Continued Accreditation	1/24/2025	Postponed	Postponed	0
GENERAL SURGERY	Continued Accreditation	1/16/2025	Postponed	Postponed	0

OTHER ACCREDITED PROGRAMS

The Complex Gastrointestinal Surgery fellowship at Sarasota Memorial Hospitals Jellison Cancer Institute was accredited by “The Fellowship Council” October 7, 2024. The Program Director is Kenneth Meredith, MD. The program is accredited for one (1) fellow per year. This is a one (1) year fellowship that will begin accepting fellows July 1, 2026.

The one-year fellowship provides board-eligible/board-certified general surgeons – after completion of an ACGME approved general surgery residency program – additional advanced complex gastrointestinal procedures that include advanced minimally-invasive surgical cases in the areas of foregut, intestinal, colorectal, and advanced HPB cases. Both standard laparoscopic and robotic approaches are utilized during the operative procedures. Upon completion of this fellowship, the surgeon will have gained clinical expertise and be able to perform robotic Whipples and trans- thoracic esophagectomy in addition to a multitude of open HPB surgeries and minimally invasive foregut surgery.

NON-ACCREDITED FELLOWSHIP

Within FSUCOM, there are training programs that are not accredited by the Accreditation Council for Graduate Medical Education (ACGME) or other applicable national accrediting bodies. These programs support the interests of FSUCOM and our healthcare partners, the patient care needs of the region, and other FSUCOM Graduate Medical Education (GME) programs. FSUCOM provides oversight, administration, and educational support from the Central GME Office and GMEC.

PROGRAM LEADERSHIP		
Program	Program Director	Associate Program Director
LEE HEALTH (LEE)		
GLOBAL HEALTH	Lee Coghill, MD	N/A

MAJOR GME AND PROGRAM CHANGES

During the 2024 – 2025 Academic Year, seven (7) major changes occurred within GME:

1. Hired a 1.0 FTE Assistant Director of GME
2. EMS Fellowship at Sarasota Memorial Health System received initial accreditation
3. Transitional Year program at Cape Coral Hospital (Lee Health) received initial accreditation
4. OB/GYN program at Cape Coral Hospital (Lee Health) received initial accreditation
5. Carrie Johnson, MD appointed Program Director of OB/GYN program at Cape Coral (Lee Health)
6. George Pennington, MD appointed Program Director of General Surgery Program at Tallahassee Memorial HealthCare as Wade Douglas, MD, former Program Director resigned
7. Internal Medicine residency at Cape Coral Hospital (Lee Health) received a permanent complement increase from 36 to 60 residents

GME WELL – BEING

The ACGME places responsibility for well – being on the program, in partnership with the Sponsoring Institution, to address well – being [ACGME IRC VI.C.1.] to include access to appropriate tools for self – screening [ACGME IRC VI.C.1.e.(2)].

Both the ACGME Resident/Fellow and Faculty Well-Being Surveys had responses above the national mean. See appendices E and F for details.

The FSU COM highly encourages resident, faculty and staff wellness and related activities throughout its programs. FSU COM provides appropriate well – being funding in collaboration with its hospital partners to schedule programmatic – level well – being activities. Further, the GMEC Well – Being Sub-Committee is comprised of members from each Program and chaired by a licensed psychologist from the LEE family medicine residency. During the 2024-2025 academic year, the sub – committee met eight (8) times to develop well – being strategies and programming. One outcome of this sub – committee was the adoption of the Early Alert program. Early Alert is a suicide/crisis prevention service. Early Alert checks in with individuals once a week using quick and discreet text messaging, and provides instant support as needed, including referrals to your institution’s support resources and 24/7 live crisis counseling. Responses are aggregated into a real-time wellness dashboard to support data-guided wellness policies.

SCHOLARLY ACTIVITY

Resident Scholarly Activity

Resident scholarly activity requirements differ by program, in line with ACGME standards and Program Director guidelines. These requirements are communicated to all residents during program orientation and discussed regularly with Program Directors.

FSU COM residents engage in various forms of scholarly activity, such as quality assurance and quality improvement projects, research initiatives, case study presentations, scientific presentations, and manuscript submissions.

While support is available, residents are expected to manage all aspects of their scholarly work, including hypothesis development, initial proposal, IRB submission (if required), data collection, analysis, presentation, and publication. FSU COM residents present their research in poster and oral formats at local, regional, and national events. Resources and guidance are provided to encourage residents to submit their work for publication in peer-reviewed journals.

Residents are required to meet with their Program Director at least twice per year to review the progress of their scholarly activities.

TYPE	NUMBER
PMID	17
OTHER PUBLICATIONS	43
CONFERENCE PRESENTATIONS	159
BOOK CHAPTERS	4

FACULTY SCHOLARLY ACTIVITY

Faculty scholarly activity requirements differ by program, based on ACGME standards and Program Director expectations.

Core faculty oversee resident research from proposal approval to manuscript editing.

FSU COM faculty may also participate in scholarly activities such as conducting independent research, grant writing, reviewing journal manuscripts, giving presentations, serving on committees, and preparing publications.

TYPE	NUMBER
PMID	41
OTHER PUBLICATIONS	31
CONFERENCE PRESENTATIONS	96
OTHER PRESENTATIONS	89
BOOK CHAPTERS	11
GRANT LEADERSHIP	23

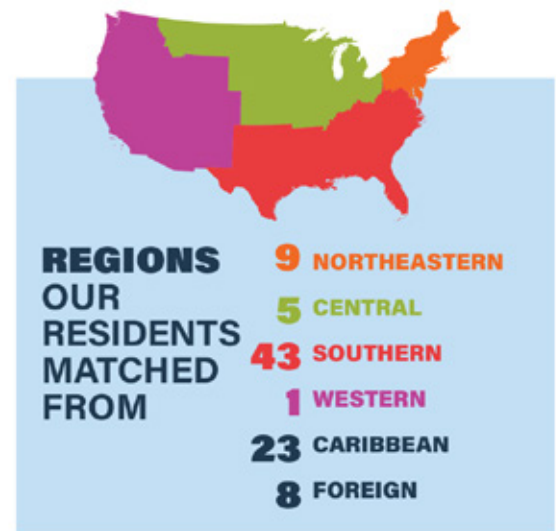
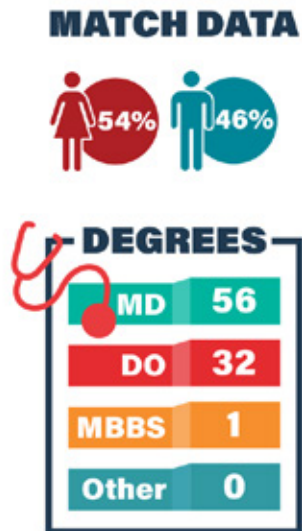
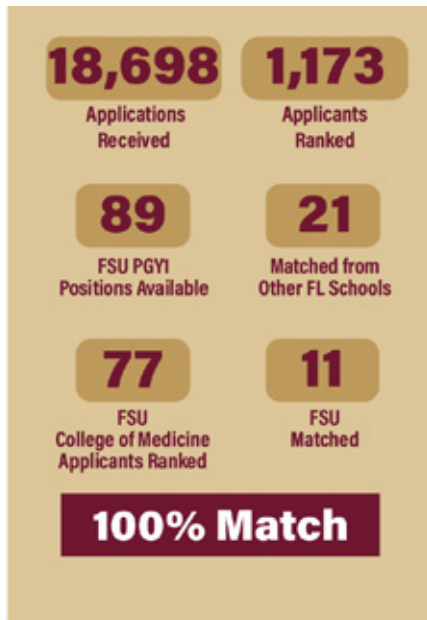
RESIDENT RECRUITMENT AND RESEARCH DAY

The FSU College of Medicine Office of Graduate Medical Education hosted Resident Recruitment and Research Day on May 5, 2025, in Tallahassee, featuring 44 resident posters from all FSU programs. The event allowed medical students to meet program leaders and residents. Event booklets are available upon request.

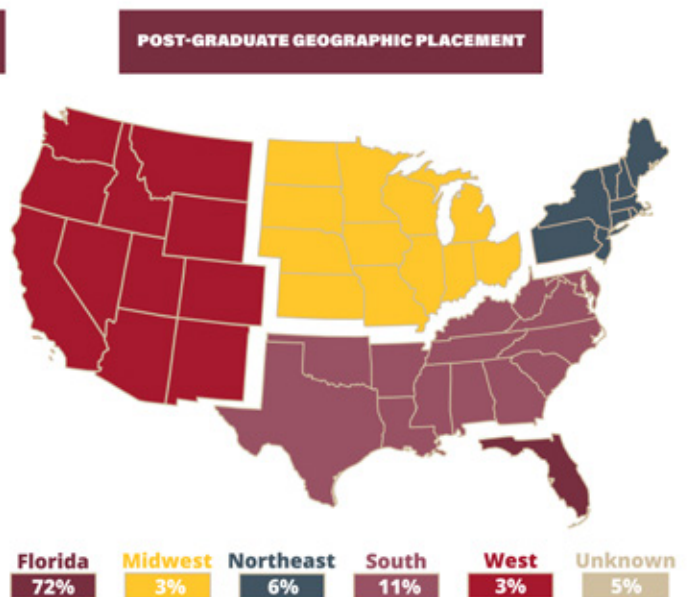


GME PERFORMANCE METRICS

OVERALL APPLICANT AND MATCH RESULTS



POST-GRADUATE PLACEMENT AND GEOGRAPHIC DISTRIBUTION



BOARD PASS RATE

BOARD PASS RATE		
PROGRAM	PERCENT	COMMENT
BAYCARE		
FAMILY MEDICINE	100%	
DERMATOLOGY ASSOCIATES OF TALLAHASSEE (DAT)		
MICROGRAPHIC SURGERY & DERM ONCOLOGY	100%	
LEE HEALTH		
FAMILY MEDICINE	100%	4/11/2025
INTERNAL MEDICINE	N/A	N/A (Began inaugural PGY-1's on 7.1.22)
SARASOTA MEMORIAL HOSPITAL		
EMERGENCY MEDICINE	100%	
INTERNAL MEDICINE	93%	
HOSPICE AND PALLIATIVE CARE	66.6%	
TALLAHASSEE MEMORIAL HOSPITAL		
INTERNAL MEDICINE-TMH	100%	
SURGERY (GENERAL) - TMH	80%	

GME FINANCE

The Florida State University College of Medicine, FMPP, and hospital partners jointly create annual program budgets. The Office of Graduate Medical Education works with Program Directors and hospital leaders to develop each program's budget.

RESIDENT STIPENDS

AY2024-2025 Salary and Benefits

The AAMC Nationwide southern region mean(s) are used for review annually, along with other state of Florida universities.

GMEC voted to increase Resident salaries as presented. The salary increase became effective July 1, 2024.

SALARY SCALE	
PGY1	\$63,162.00
PGY2	\$65,687.00
PGY3	\$68,394.00
PGY4	\$71,939.00
PGY5	\$75,402.00
PGY6	\$77,806.00

BENEFITS	
Healthcare (Medical, Dental, Vision)	Offered to all hospital – based Residents/ Fellows. Please contact your program for specific details as they may vary by hospital partners. All salary and benefits are subject to change.
Professional Liability (Malpractice)	
Accidental and Life Insurance	
403B or 401KPlan	
Paid Time Off (PTO)	
Educational Event Time Off	
Educational Allowance	
Lab Coats	Offered by all hospital-based programs. Please contact your program for specific details as they may vary by hospital partners. All salary and benefits are subject to change.
Meal Allowance	
Employee Assistance Program (EAP)	- Available 24/7 via Third – Party Vendor - Please contact your program for specific details as they may vary by hospital partners. All salary and benefits are subject to change.

BENEFITS (CONTINUED)	
Housing Allowance	Please contact your program for specific details as they may vary by hospital partners. All salary and benefits are subject to change.
Relocation	
Commencement Bonus	
Electronic Devices	
USMLE Step 3 Registration	Offered to all Residents. Please contact your program for specific details as they may vary by hospital partners. All salary and benefits is subject to change.
Medical Training License	

NOTE: Other specific benefits may be offered by your residency/fellowship program and associated healthcare partner.

NEW RESIDENT ORIENTATION

For the 2024 - 2025 Resident Orientation, a centralized general orientation is conducted by FSUCOM. Currently, this is done virtually via Zoom. In addition to the centralized and program specific orientations, all incoming Residents are required to complete:

- American Medical Association Graduate Medical Education (AMA GME) Competency Education Program
- Institute for Healthcare Improvement (IHI) basic certificate in quality and safety

The GME Office monitors and provides oversight and ensures compliance with all Sponsoring Institution and program requirements related to orientation. This is done in collaboration with each program.

PROGRAM CITATIONS AND ACTION PLANS

For the academic year 2024–2025, the Florida State University College of Medicine sponsored Graduate Medical Education programs did not receive any citations. This indicates the ongoing adherence to educational and clinical standards for residents and fellows within these programs.

INSTITUTIONAL SURVEY AT – A – GLANCE

The ACGME Institutional Survey is a crucial component of the accreditation process for graduate medical education programs. It is administered annually to residents, fellows, and faculty members to gather feedback on various aspects of the clinical learning environment, including educational experiences, supervision, and well-being. The survey data helps the ACGME identify areas of strength and areas for improvement within programs and institutions, informing accreditation decisions and quality improvement efforts.

Key aspects of the ACGME Institutional Survey:

- Purpose:** To gather feedback on the clinical learning environment and identify areas for improvement in graduate medical education.
- Participants:** Residents, fellows, and faculty members from accredited programs.
- Administration:** Annually, typically between January and April.

- **Confidentiality:** Individual responses are kept confidential, with only aggregated data used for review and reporting.
- **Accreditation:** Survey data is one factor considered by ACGME Review Committees during the accreditation process.
- **No Sole Basis for Decisions:** Accreditation decisions are not made solely based on survey results.
- **Response Rate:** A minimum response rate (70% for programs with four or more participants, 100% for programs with fewer) is required.

The aggregate survey is contained in appendix B.

RESIDENT AND FACULTY SURVEYS AT-A-GLANCE

The ACGME's Resident/Fellow and Faculty Surveys serve as essential tools for monitoring graduate medical clinical education and provide early detection of potential non-compliance with ACGME accreditation standards. Participation in these surveys is mandatory for all accredited programs, irrespective of size, during each academic year between January and April.

A minimum completion rate of 70 percent is required for both the Resident/Fellow and Faculty Surveys. Programs that do not achieve this threshold will not receive survey reports. When the required completion rate is met and at least four individuals are scheduled to participate, programs will have access to aggregated and anonymized data reports. These reports allow for comprehensive comparisons with national, institutional, and specialty or subspecialty benchmarks. Programs meeting the completion rate requirement but involving fewer than four scheduled participants may receive aggregated reports in subsequent years, based on combined program survey data.

Programs failing to reach the 70 percent response rate will be identified as non-compliant with respect to survey completion. Such programs are brought to the attention of the Review Committees and may be subject to additional actions.

Participation in the annual ACGME survey is mandatory for all residents and faculty in ACGME-accredited programs. The survey results are used by the ACGME as a key performance indicator to evaluate program quality, adherence to working and learning environment standards, and FSU COM's institutional performance.

RESIDENT SURVEY CONTENT AREAS	
Clinical Experience and Education	Resources
Faculty Teaching and Supervision	Patient Safety and Teamwork
Evaluation	Professionalism
Educational Content	Overall
Diversity and Inclusion	

FACULTY SURVEY CONTENT AREAS	
Faculty Teaching and Supervision	Patient Safety and Teamwork
Educational Content	Professionalism
Diversity and Inclusion	Teamwork
Resources	

The aggregate resident/fellow and faculty surveys are contained within appendices C and D.



CENTRAL GME ORIENTATION

JUNE 23, 2025

TIME	TOPIC	FACILITATOR
0700 – 0715	TEAMS link connection begins	All participants
0715 – 0730	General Announcements	GME Leadership
0730 - 0735	Dean Welcome Message	Alma B. Littles, MD <i>Dean</i> <i>FSU College of Medicine</i>
0735 – 0800	Overview of GME (ACGME Competencies and GME Policies) <i>ACGME Competency: SBP</i> <i>CLER Pathways: PS2; HQ1; CT1; S1; DF1; DF2; PR1</i>	Robert “Bubba” Hamilton, EMT-P, EMS-I <i>Director – Graduate Medical Education</i> <i>FSU College of Medicine</i>
0800 – 0845	Professionalism in the Clinical Setting <i>ACGME Competency: P; ICS</i> <i>CLER Pathway: PR1</i>	William C. Boyer, DHSc, MS <i>Associate Dean – GME & Faculty Development</i> <i>Designated Institutional Official (DIO)</i> <i>Associate Professor – Department of Clinical Sciences</i> <i>FSU College of Medicine</i>
0845 – 0900	Benefits & Planning/Professional Benefits	Taylor Collins, CEBS, CLU, RHU <i>Professional Benefits</i>
0900 – 0915	BREAK	
0915 – 1000	Introduction to the FSU COM Self-Insurance Program (SIP) – Professional Liability Protection <i>ACGME Competency: P</i> <i>CLER: N/A</i>	Jennifer Miller-Louw, Esq <i>Senior Litigation Attorney – SIP</i> <i>FSU College of Medicine</i>
1000 – 1100	Orientation to Clinical Teaching <i>ACGME Competency: P; ICS</i> <i>CLER Pathway: PR1</i>	Nate Falk, MD, MBA, CPE, CAQSM, FAAFP <i>Assistant Dean – GME</i> <i>Founding Program Director – Family Medicine</i> <i>Baycare -Winter Haven</i> <i>Professor, Department of Medicine</i> <i>FSU College of Medicine</i>
1100 – 1130	Introduction to Online Medical Library <i>ACGME Competency: P; ICS</i> <i>CLER Pathway: PR1</i>	Susan Epstein <i>Head of Library Access Systems</i> <i>Maguire Medical Library</i> <i>Florida State University</i>
1130 – 1145	Closing and Questions	GME Staff

TEAMS LINK:

Meeting ID:

Passcode:

**Accreditation Council for
Graduate Medical
Education**

401 North Michigan Avenue
Suite 2000
Chicago, IL 60611

Phone 312.755.5000
Fax 312.755.7498
www.acgme.org

1/23/2025



William C Boyer, DHSc, MS
Associate Dean, GME/Designated Institutional Official
FSU College of Medicine
1115 W Call St.
Ste. 2200-K
Tallahassee, FL 32306

Dear Dr. Boyer,

The Institutional Review Committee (IRC), functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following institution:

Florida State University College of Medicine
Tallahassee, FL

Institution: 8001101088

Based on the information available at its recent meeting, the Review Committee accredited the institution as follows:

Status: Continued Accreditation
Effective Date: 01/13/2025

The Review Committee determined that the institution is in substantial compliance with the Institutional Requirements and did not issue any new citations.

The Review Committee must be notified of any major changes in the organization of the institution. When corresponding with this office, please identify the institution by number and name as indicated above.

Sincerely,

Elisa Crouse
Executive Director, Institutional Review
Institutional Review Committee

ecrouse@acgme.org

2024-2025 ACGME Resident/Fellow Survey - page 1

Survey taken: February 2025 - April 2025

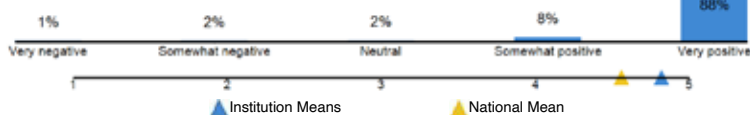
Programs Surveyed 11

119505 Florida State University College of Medicine - Aggregated Program Data

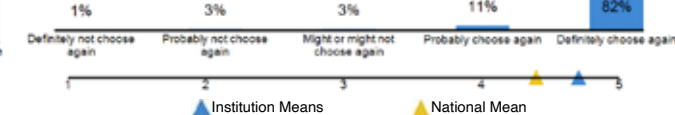
Residents Responded 199 / 214

Response Rate 93%

Residents' overall evaluation of the program



Residents' overall opinion of the program



		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Resources	Education compromised by non-physician obligations	98%	4.9	91%	4.5
	Impact of other learners on education	95%	4.0	89%	3.7
	Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	96%	4.7	82%	4.2
	Faculty members discuss cost awareness in patient care decisions	95%	4.2	91%	3.6
	Time to interact with patients	95%	4.7	89%	4.3
	Protected time to participate in structured learning activities	96%	4.7	88%	4.4
	Able to attend personal appointments	97%	4.9	93%	4.7
	Able to access confidential mental health counseling or treatment	97%	4.9	96%	4.8
	Satisfied with safety and health conditions	95%	4.8	86%	4.4
Professionalism	Residents/fellows encouraged to feel comfortable calling supervisor with questions	95%	4.7	89%	4.5
	Faculty members act professionally when teaching	95%	4.8	92%	4.6
	Faculty members act professionally when providing care	98%	4.9	96%	4.7
	Process in place for confidential reporting of unprofessional behavior	94%	4.8	92%	4.7
	Able to raise concerns without fear of intimidation or retaliation	90%	4.6	81%	4.2
	Satisfied with process for dealing confidentially with problems and concerns	88%	4.5	77%	4.1
	Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	95%	4.8	94%	4.7
	Witnessed abuse, harassment, mistreatment, discrimination, or coercion	97%	4.9	94%	4.7
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-off process	92%	4.5	85%	4.2
	Culture reinforces personal responsibility for patient safety	97%	4.8	90%	4.4
	Know how to report patient safety events	99%	5.0	97%	4.9
	Interprofessional teamwork skills modeled or taught	94%	4.7	81%	4.3
	Participate in safety event investigation and analysis	91%	4.7	81%	4.2
	Process to transition patient care and clinical duties when fatigued	96%	4.9	91%	4.6
Faculty Teaching and Supervision	Faculty members interested in education	97%	4.8	86%	4.4
	Faculty effectively creates environment of inquiry	97%	4.8	85%	4.4
	Appropriate level of supervision	94%	4.8	92%	4.7
	Appropriate amount of teaching in all clinical and didactic activities	91%	4.7	83%	4.5
	Quality of teaching received in all clinical and didactic activities	99%	4.7	97%	4.3
	Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability	84%	4.3	82%	4.2
Evaluation	Access to performance evaluations	100%	5.0	99%	5.0
	Opportunity to confidentially evaluate faculty members at least annually	100%	5.0	98%	4.9
	Opportunity to confidentially evaluate program at least annually	98%	4.9	96%	4.9
	Satisfied with faculty members' feedback	90%	4.6	77%	4.1
Educational Content	Instruction on minimizing effects of sleep deprivation	95%	4.8	88%	4.5
	Instruction on maintaining physical and emotional well-being	98%	4.9	95%	4.8
	Instruction on scientific inquiry principles	96%	4.8	95%	4.8
	Education in assessing patient goals e.g. end of life care	100%	5.0	96%	4.9
	Opportunities to participate in scholarly activities	99%	5.0	94%	4.8
	Taught about health care disparities	95%	4.3	86%	3.8
	<u>Program instruction in how to recognize the symptoms of and when to seek care regarding:</u>				
	Fatigue and sleep deprivation	97%			
	Depression	96%			
	Burnout	96%			
Diverse Patient Populations					
	Preparation for interaction with diverse patient populations	99%	4.7	95%	4.4

2024-2025 ACGME Resident/Fellow Survey - page 2

Survey taken: February 2025 - April 2025

Programs Surveyed 11

119505 Florida State University College of Medicine - Aggregated Program Data

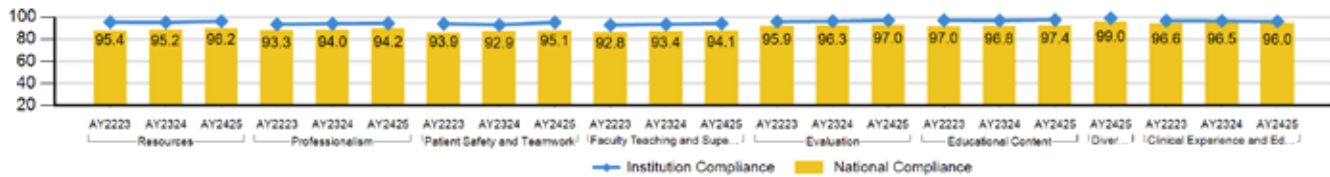
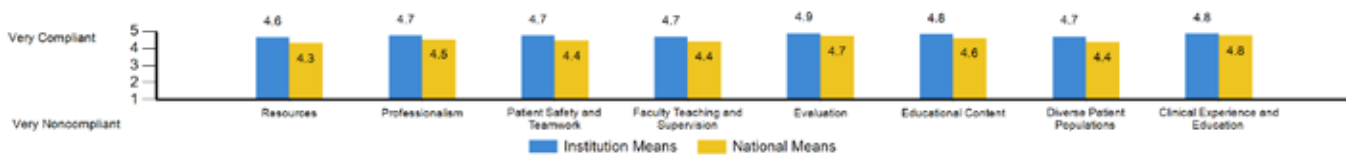
Residents Responded 199 / 214

Response Rate 93%

Clinical Experience and Education

80-hour week (averaged over a four-week period)
 Four or more days free in 28 day period
 Taken in-hospital call more than every third night
 Less than 14 hours free after 24 hours of work
 More than 28 consecutive hours work
 Additional responsibilities after 24 consecutive hours of work
 Adequately manage patient care within 80 hours
 Pressured to work more than 80 hours

% Institution Compliant	Institution Mean	% National Compliant	National Mean
98%	4.9	93%	4.7
85%	4.5	83%	4.4
99%	5.0	98%	4.9
98%	4.9	96%	4.9
98%	4.9	97%	4.8
99%	4.9	97%	4.9
91%	4.7	92%	4.6
98%	4.9	98%	4.9

Total Percentage of Compliance by Category**Institution Means at-a-glance**

2024-2025 ACGME Resident/Fellow Survey - page 1

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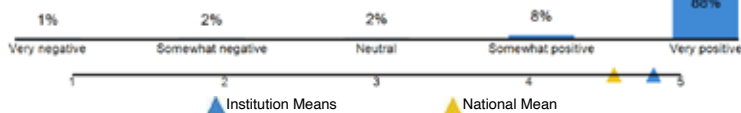
Programs Surveyed 11

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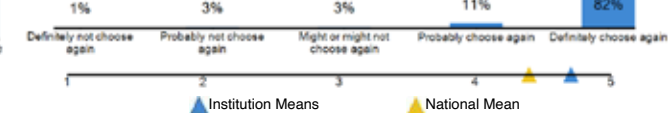
Residents Responded 199 / 214

Response Rate 93%

Residents' overall evaluation of the program



Residents' overall opinion of the program



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Resources	Education compromised by non-physician obligations	98%	4.9	91%	4.5
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Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-off process	92%	4.5	85%	4.2
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	Know how to report patient safety events	99%	5.0	97%	4.9
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	Opportunity to confidentially evaluate faculty members at least annually	100%	5.0	98%	4.9
	Opportunity to confidentially evaluate program at least annually	98%	4.9	96%	4.9
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Educational Content	Instruction on minimizing effects of sleep deprivation	95%	4.8	88%	4.5
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	Opportunities to participate in scholarly activities	99%	5.0	94%	4.8
	Taught about health care disparities	95%	4.3	86%	3.8
	Program instruction in how to recognize the symptoms of and when to seek care regarding:				
	Fatigue and sleep deprivation	97%			
	Depression	96%			
	Burnout	96%			
Diverse Patient Populations	Preparation for interaction with diverse patient populations	99%	4.7	95%	4.4

2024-2025 ACGME Resident/Fellow Survey - page 2

Survey taken: February 2025 - April 2025

Programs Surveyed 11

119505 Florida State University College of Medicine - Aggregated Program Data

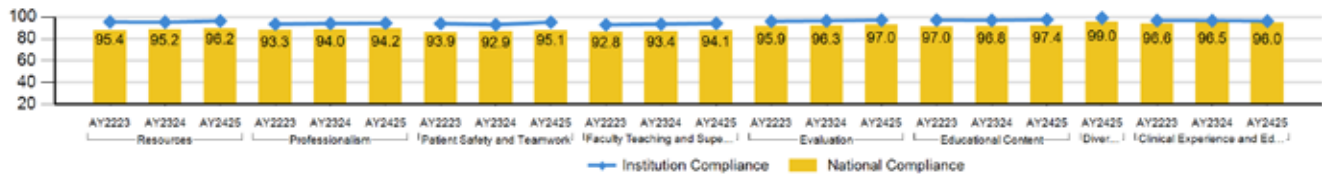
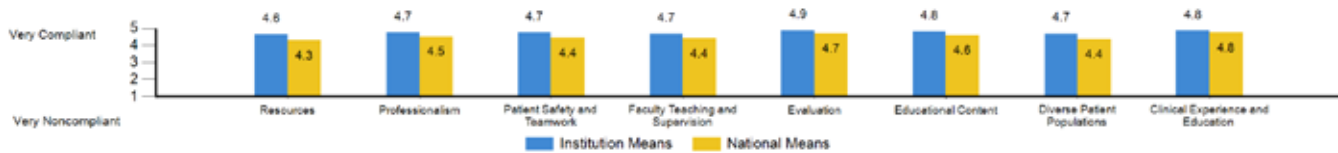
Residents Responded 199 / 214

Response Rate 93%

Clinical Experience and Education

80-hour week (averaged over a four-week period)
 Four or more days free in 28 day period
 Taken in-hospital call more than every third night
 Less than 14 hours free after 24 hours of work
 More than 28 consecutive hours work
 Additional responsibilities after 24 consecutive hours of work
 Adequately manage patient care within 80 hours
 Pressured to work more than 80 hours

% Institution Compliant	Institution Mean	% National Compliant	National Mean
98%	4.9	93%	4.7
85%	4.5	83%	4.4
99%	5.0	98%	4.9
98%	4.9	96%	4.9
98%	4.9	97%	4.8
99%	4.9	97%	4.9
91%	4.7	92%	4.6
98%	4.9	98%	4.9

Total Percentage of Compliance by Category**Institution Means at-a-glance**

APPENDIX D — ACGME AGGREGATE FACULTY SURVEY RESULTS

2024-2025 ACGME Faculty Survey - page 1

Survey taken: February 2025 - April 2025

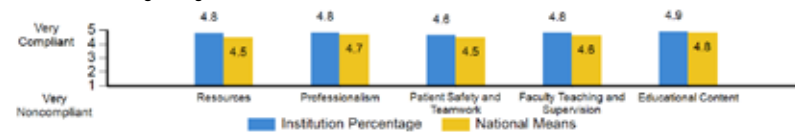
Programs Surveyed 11

119505 Florida State University College of Medicine - Aggregated Program Data

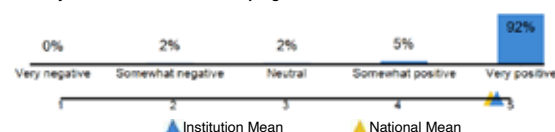
Faculty Responded 65 / 70

Response Rate 93%

Institution Percentage at-a-glance



Faculty's overall evaluation of the program



Resources

Satisfied with professional development and education
Workload exceeded residents'/fellows' available time for work

% Institution Compliant	Institution Mean	% National Compliant	National Mean
98%	4.8	98%	4.5
100%	4.8	91%	4.4

Participated in faculty development and/or scholarly activities to enhance professional skills in:
Education

98%

Fostering resident/fellow well-being

94%

Quality improvement and patient safety

92%

Practice-based learning and improvement

92%

Fostering your own well-being

94%

Contributing to an inclusive clinical learning environment

94%

Professionalism

Faculty members act unprofessionally
Residents/fellows comfortable calling supervisors with questions
Process for confidential reporting of unprofessional behavior
Satisfied with process to deal confidentially with problems and concerns
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion
Witnessed abuse, harassment, mistreatment, discrimination, or coercion

% Institution Compliant	Institution Mean	% National Compliant	National Mean
95%	4.8	94%	4.5
98%	4.8	97%	4.7
98%	4.9	99%	5.0
100%	4.8	94%	4.6
98%	4.9	97%	4.8
100%	4.9	97%	4.8

Patient Safety and Teamwork

Information not lost during shift changes, patient transfers, or the hand-off process
Effective teamwork in patient care
Interprofessional teamwork skills modeled or taught
Effectively emphasizes culture of patient safety
Residents/fellows participate in clinical patient safety investigation and analysis of safety events
Know how to report patient safety events
Process to transition patient care and clinical duties when residents/fellows fatigued

% Institution Compliant	Institution Mean	% National Compliant	National Mean
97%	4.6	91%	4.3
97%	4.8	97%	4.7
95%	4.7	93%	4.6
98%	4.8	96%	4.7
92%	4.7	94%	4.8
100%	5.0	99%	5.0
89%	4.5	91%	4.6

Faculty Teaching and Supervision

Sufficient time to supervise residents/fellows
Faculty members committed to educating residents/fellows
Program director effectiveness
Faculty members satisfied with process for evaluation as educators

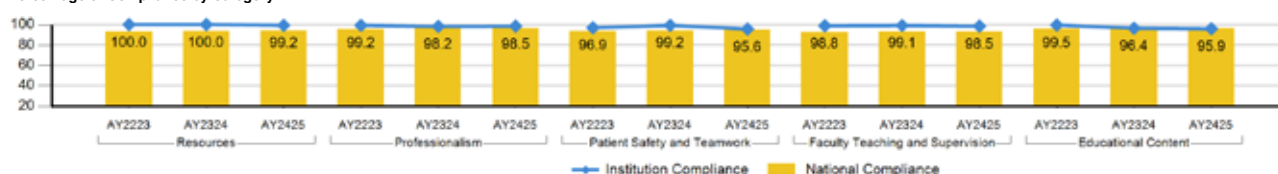
% Institution Compliant	Institution Mean	% National Compliant	National Mean
98%	4.8	95%	4.6
98%	4.9	97%	4.8
100%	4.8	95%	4.7
97%	4.7	86%	4.3

Educational Content

Residents/fellows instructed in cost-effectiveness
Residents/fellows prepared for unsupervised practice
Learning environment conducive to education

% Institution Compliant	Institution Mean	% National Compliant	National Mean
92%	4.7	95%	4.8
97%	4.9	97%	4.8
98%	4.9	97%	4.8

Total Percentage of Compliance by Category



2024-2025 ACGME Resident/Fellow Survey

Survey taken: February 2025 - April 2025

Programs Surveyed 11

119505 Florida State University College of Medicine - Aggregated Program Data

Residents Responded 199 / 214

Well-Being Survey Questions

Response Rate 93%

An important component of the Common Program Requirements is that physician well-being is crucial to delivering the safest, best possible care to patients. The results of the Well-Being Survey are intended to help your program and institution build and improve local well-being efforts, and make it easier to comply with the ACGME well-being requirements.

Aggregate reports will be provided to the program and sponsoring institution when a minimum number of responses is reached. This ensures anonymity and maintains confidentiality for survey respondents. **These results are NOT used by the ACGME in the accreditation process.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Institution Mean	National Mean
I find my work to be meaningful.	87.4%	12.1%	0.0%	0.5%	3.9	3.7
I work in a supportive environment.	84.4%	13.1%	1.0%	1.5%	3.8	3.6
The amount of work I am expected to complete in a day is reasonable.	78.9%	20.1%	0.5%	0.5%	3.8	3.5
I participate in decisions that affect my work.	81.4%	15.6%	2.0%	1.0%	3.8	3.6
I have enough time to think and reflect.	74.9%	21.6%	3.5%	0.0%	3.7	3.4
I am treated with respect at work.	81.4%	16.6%	1.5%	0.5%	3.8	3.6
I feel more and more engaged in my work.	73.4%	24.1%	2.5%	0.0%	3.7	3.4
I find my work to be a positive challenge.	78.9%	19.1%	2.0%	0.0%	3.8	3.5
I find new and interesting aspects in my work.	78.9%	19.1%	2.0%	0.0%	3.8	3.5

	Strongly Disagree	Disagree	Agree	Strongly Agree	Institution Mean	National Mean
I often feel emotionally drained at work.	46.2%	31.2%	14.1%	8.5%	3.2	2.8
After work, I need more time than in the past in order to relax.	37.2%	31.7%	20.1%	11.1%	2.9	2.6
I feel worn out and weary after work.	35.2%	43.2%	12.6%	9.0%	3.0	2.7

This report is confidential and not for further distribution. Please do not publish or share these results outside of your Sponsoring Institution.

2024-2025 ACGME Faculty Survey

Survey taken: February 2025 - April 2025

119505 Florida State University College of Medicine - Aggregated Program Data

Well-Being Survey Questions

Programs Surveyed 11

Faculty Responded 65 / 70

Response Rate 93%

An important component of the Common Program Requirements is that physician well-being is crucial to delivering the safest, best possible care to patients. The results of the Well-Being Survey are intended to help your program and institution build and improve local well-being efforts, and make it easier to comply with the ACGME well-being requirements.

Aggregate reports will be provided to the program and sponsoring institution when a minimum number of responses is reached. This ensures anonymity and maintains confidentiality for survey respondents. **These results are NOT used by the ACGME in the accreditation process.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Institution Mean	National Mean
I find my work to be meaningful.	89.2%	10.8%	0.0%	0.0%	3.9	3.8
I work in a supportive environment.	89.2%	9.2%	1.5%	0.0%	3.9	3.7
The amount of work I am expected to complete in a day is reasonable.	78.5%	20.0%	1.5%	0.0%	3.8	3.5
I participate in decisions that affect my work.	80.0%	16.9%	3.1%	0.0%	3.8	3.6
I have enough time to think and reflect.	80.0%	18.5%	1.5%	0.0%	3.8	3.5
I am treated with respect at work.	90.8%	9.2%	0.0%	0.0%	3.9	3.7
I feel more and more engaged in my work.	70.8%	27.7%	1.5%	0.0%	3.7	3.4
I find my work to be a positive challenge.	78.5%	21.5%	0.0%	0.0%	3.8	3.6
I find new and interesting aspects in my work.	78.5%	21.5%	0.0%	0.0%	3.8	3.6

	Strongly Disagree	Disagree	Agree	Strongly Agree	Institution Mean	National Mean
I often feel emotionally drained at work.	41.5%	43.1%	9.2%	6.2%	3.2	3.0
After work, I need more time than in the past in order to relax.	38.5%	44.6%	15.4%	1.5%	3.2	2.9
I feel worn out and weary after work.	38.5%	49.2%	10.8%	1.5%	3.2	2.9

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Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[0811100068] - Florida State University College of Medicine Program
Specialty:	Micrographic surgery and dermatologic oncology
Accreditation Status:	Continued Accreditation
Effective Date:	04/11/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Armand B. Cognetta Jr, MD
Director First Appointed Date:	07/01/2013
Program Coordinator(s):	Anna Alderson
Length of Training:	1
Annual Update Begin Date:	07/21/2025
Annual Update Due Date:	09/19/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Fellow Positions:	2
Total Filled Fellow Positions:	3
Original Specialty Accreditation:	07/01/2013
Last Notification Letter Date:	05/06/2025
Last Other Correspondence Date:	11/10/2023
Last Resident Survey Date:	02/13/2023 - 04/09/2023
Last Faculty Survey Date:	02/13/2023 - 04/09/2023



Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[1101100203] - Florida State University College of Medicine Program
Specialty:	Emergency medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/15/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Sarah Temple, MD
Director First Appointed Date:	04/03/2024
Program Coordinator(s):	Wendy Guerrier, BA Laura Hogue Sheila Bagley, BA
Length of Training:	3
Annual Update Begin Date:	07/07/2025
Annual Update Due Date:	08/22/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
 Total Approved Resident Positions:	 27
Total Filled Resident Positions:	27
Original Specialty Accreditation:	04/05/2018
Last Notification Letter Date:	03/17/2025
Last Other Correspondence Date:	05/22/2024
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20



Information is subject to change during current academic year

Program Code / Name:	[1121111005] - Florida State University College of Medicine Program
Specialty:	Emergency medical services
Accreditation Status:	Initial Accreditation
Effective Date:	08/28/2024
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Marshall A. Frank, DO, MPH
Director First Appointed Date:	08/28/2024
Program Coordinator(s):	Lindsay Rushmore Wendy Guerrier, BA
Length of Training:	1
Annual Update Begin Date:	07/07/2025
Annual Update Due Date:	08/22/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Fellow Positions:	2
Total Filled Fellow Positions:	1
Original Specialty Accreditation:	08/28/2024
Last Notification Letter Date:	10/03/2024
Last Other Correspondence Date:	
Last Resident Survey Date:	
Last Faculty Survey Date:	



Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[1201100004] - Florida State University College of Medicine Program
Specialty:	Family medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/22/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Joshua A. Hodge, MD
Director First Appointed Date:	10/01/2020
Program Coordinator(s):	Renee R. Thomason
Length of Training:	3
Annual Update Begin Date:	07/21/2025
Annual Update Due Date:	09/19/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	18
Total Filled Resident Positions:	6
Original Specialty Accreditation:	07/01/2022
Last Notification Letter Date:	03/05/2025
Last Other Correspondence Date:	
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025



Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[1201100728] - Florida State University College of Medicine/Lee Memorial Health System Program
Specialty:	Family medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/22/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Alfred Gitu, MBChB
Director First Appointed Date:	06/27/2018
Program Coordinator(s):	Alicia Nicholson, MA Aditi Joshi, BSc
Length of Training:	3
Annual Update Begin Date:	07/21/2025
Annual Update Due Date:	09/19/2025
Annual Update Complete Date:	07/28/2025
Self-Study Due Date:	N/A
Total Approved Resident Positions:	33
Total Filled Resident Positions:	28
Original Specialty Accreditation:	07/01/2013
Last Notification Letter Date:	02/25/2025
Last Other Correspondence Date:	03/04/2024
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025



Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[1201100749] - Florida State University College of Medicine Program
Specialty:	Family medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/22/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Nathan P. Falk, MD, MBA
Director First Appointed Date:	09/21/2018
Program Coordinator(s):	Joel Rothrock
Length of Training:	3
Annual Update Begin Date:	07/21/2025
Annual Update Due Date:	09/19/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	24
Total Filled Resident Positions:	24
Original Specialty Accreditation:	07/01/2019
Last Notification Letter Date:	02/25/2025
Last Other Correspondence Date:	
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20



Information is subject to change during current academic year

Program Code / Name:	[1201111086] - Florida State University College of Medicine Program
Specialty:	Family medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/22/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Maria C. Andrews, MD
Director First Appointed Date:	09/02/2024
Program Coordinator(s):	Dave DeWall
Length of Training:	3
Annual Update Begin Date:	07/21/2025
Annual Update Due Date:	09/19/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	33
Total Filled Resident Positions:	32
Original Specialty Accreditation:	02/05/1976
Last Notification Letter Date:	02/25/2025
Last Other Correspondence Date:	07/01/2016
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025



Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[1401100002] - Florida State University College of Medicine Program
Specialty:	Internal medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/24/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Maja Delibasic, MD
Director First Appointed Date:	09/10/2021
Program Coordinator(s):	Ginger D. Cook
Length of Training:	3
Annual Update Begin Date:	07/07/2025
Annual Update Due Date:	08/22/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	60
Total Filled Resident Positions:	36
Original Specialty Accreditation:	09/10/2021
Last Notification Letter Date:	02/11/2025
Last Other Correspondence Date:	
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20



Information is subject to change during current academic year

Program Code / Name:	[1401100894] - Florida State University College of Medicine (Tallahassee) Program
Specialty:	Internal medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/24/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Aaron J. Walker, MD
Director First Appointed Date:	07/01/2024
Program Coordinator(s):	Wendy Fiallos
Length of Training:	3
Annual Update Begin Date:	07/07/2025
Annual Update Due Date:	08/22/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	36
Total Filled Resident Positions:	30
Original Specialty Accreditation:	07/01/2012
Last Notification Letter Date:	02/11/2025
Last Other Correspondence Date:	
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025



Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[1401100947] - Florida State University College of Medicine (Sarasota) Program
Specialty:	Internal medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/24/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Karen Hamad, MD
Director First Appointed Date:	09/08/2022
Program Coordinator(s):	Caitlin Taylor, BA Wendy Guerrier, BA Megan Sicks
Length of Training:	3
Annual Update Begin Date:	07/07/2025
Annual Update Due Date:	08/22/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
 Total Approved Resident Positions:	 45
Total Filled Resident Positions:	41
Original Specialty Accreditation:	04/08/2016
Last Notification Letter Date:	02/11/2025
Last Other Correspondence Date:	
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20



Information is subject to change during current academic year

Program Code / Name:	[1401100949] - Florida State University College of Medicine Program
Specialty:	Internal medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/24/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	John E. Retzliff, DO
Director First Appointed Date:	07/01/2009
Program Coordinator(s):	Erica S. Thomson, MD Adam Peake
Length of Training:	3
Annual Update Begin Date:	07/07/2025
Annual Update Due Date:	08/22/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	21
Total Filled Resident Positions:	13
Original Specialty Accreditation:	07/01/2016
Last Notification Letter Date:	02/14/2025
Last Other Correspondence Date:	
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025



Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[2201100007] - Florida State University College of Medicine Program
Specialty:	Obstetrics and gynecology
Accreditation Status:	Initial Accreditation
Effective Date:	04/24/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Carrie Johnson, MD
Director First Appointed Date:	06/02/2025
Program Coordinator(s):	Kaneasha Hudson
Length of Training:	4
Annual Update Begin Date:	07/21/2025
Annual Update Due Date:	09/19/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	24
Total Filled Resident Positions:	0
Original Specialty Accreditation:	04/24/2025
Last Notification Letter Date:	05/30/2025
Last Other Correspondence Date:	06/03/2025
Last Resident Survey Date:	
Last Faculty Survey Date:	

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20



Information is subject to change during current academic year

Program Code / Name:	[2201121073] - Florida State University College of Medicine Program
Specialty:	Obstetrics and gynecology
Accreditation Status:	Continued Accreditation
Effective Date:	02/05/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Mary Alice Johnston, MD
Director First Appointed Date:	10/24/2022
Program Coordinator(s):	Sharon L. Seidel, MD Kadee K. Roddy, BS
Length of Training:	4
Annual Update Begin Date:	07/21/2025
Annual Update Due Date:	09/19/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	24
Total Filled Resident Positions:	19
Original Specialty Accreditation:	09/12/1964
Last Notification Letter Date:	04/07/2025
Last Other Correspondence Date:	12/19/2022
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025



Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[3101130002] - Florida State University College of Medicine Program
Specialty:	Forensic pathology
Accreditation Status:	Initial Accreditation
Effective Date:	04/18/2024
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Lorraine Lopez-Morell, MD
Director First Appointed Date:	04/18/2024
Program Coordinator(s):	Shyesha Carson, BS
Length of Training:	1
Annual Update Begin Date:	07/21/2025
Annual Update Due Date:	09/19/2025
Annual Update Complete Date:	07/21/2025
Self-Study Due Date:	N/A
Total Approved Fellow Positions:	2
Total Filled Fellow Positions:	0
Original Specialty Accreditation:	04/18/2024
Last Notification Letter Date:	06/27/2024
Last Other Correspondence Date:	
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025



Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[3201121059] - Florida State University College of Medicine Program
Specialty:	Pediatrics
Accreditation Status:	Continued Accreditation
Effective Date:	01/23/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Diane M. Wilkinson, MD
Director First Appointed Date:	05/17/2021
Program Coordinator(s):	Danika Gretzinger Laura Anderson
Length of Training:	3
Annual Update Begin Date:	07/07/2025
Annual Update Due Date:	08/22/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	27
Total Filled Resident Positions:	27
Original Specialty Accreditation:	05/16/1969
Last Notification Letter Date:	03/12/2025
Last Other Correspondence Date:	10/07/2021
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025



Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[4001100008] - Florida State University College of Medicine Program
Specialty:	Psychiatry
Accreditation Status:	Initial Accreditation
Effective Date:	02/09/2024
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Mridul Mazumder, MD
Director First Appointed Date:	02/09/2024
Program Coordinator(s):	William V. Bobo, MD Heather Venclauskas Taylor Welsh
Length of Training:	4
Annual Update Begin Date:	07/07/2025
Annual Update Due Date:	08/22/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	16
Total Filled Resident Positions:	3
Original Specialty Accreditation:	02/09/2024
Last Notification Letter Date:	03/28/2024
Last Other Correspondence Date:	
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20



Information is subject to change during current academic year

Program Code / Name:	[4401100438] - Florida State University College of Medicine Program
Specialty:	Surgery
Accreditation Status:	Continued Accreditation
Effective Date:	01/16/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	George P. Pennington II, MD
Director First Appointed Date:	05/01/2025
Program Coordinator(s):	Erin Easterling, MBA
Length of Training:	5
Annual Update Begin Date:	07/21/2025
Annual Update Due Date:	09/19/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	17
Total Filled Resident Positions:	14
Original Specialty Accreditation:	07/01/2015
Last Notification Letter Date:	03/17/2025
Last Other Correspondence Date:	05/15/2025
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025



Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[5401112123] - Florida State University College of Medicine (Sarasota) Program
Specialty:	Hospice and palliative medicine (multidisciplinary)
Accreditation Status:	Continued Accreditation
Effective Date:	01/24/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Joshua A. Gross, MD
Director First Appointed Date:	09/15/2022
Program Coordinator(s):	Caitlin Taylor, BA Wendy Guerrier, BA
Length of Training:	1
Annual Update Begin Date:	07/07/2025
Annual Update Due Date:	08/22/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Fellow Positions:	2
Total Filled Fellow Positions:	2
Original Specialty Accreditation:	09/27/2019
Last Notification Letter Date:	02/11/2025
Last Other Correspondence Date:	
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20



Information is subject to change during current academic year

Program Code / Name:	[9991100007] - Florida State University College of Medicine Program
Specialty:	Transitional year
Accreditation Status:	Initial Accreditation
Effective Date:	07/01/2023
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Ashley J. Falk, MD
Director First Appointed Date:	07/01/2023
Program Coordinator(s):	Joel Rothrock
Length of Training:	1
Annual Update Begin Date:	07/07/2025
Annual Update Due Date:	08/22/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	13
Total Filled Resident Positions:	13
Original Specialty Accreditation:	07/01/2023
Last Notification Letter Date:	06/21/2023
Last Other Correspondence Date:	
Last Resident Survey Date:	02/10/2025 - 04/04/2025
Last Faculty Survey Date:	02/10/2025 - 04/04/2025



Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 20

Information is subject to change during current academic year

Program Code / Name:	[9991100011] - Florida State University College of Medicine Program
Specialty:	Transitional year
Accreditation Status:	Initial Accreditation
Effective Date:	07/01/2025
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Dustin P. Begosh-Mayne, MD
Director First Appointed Date:	07/01/2025
Program Coordinator(s):	Patty Innamorato
Length of Training:	1
Annual Update Begin Date:	07/07/2025
Annual Update Due Date:	08/22/2025
Annual Update Complete Date:	
Self-Study Due Date:	N/A
 Total Approved Resident Positions:	 26
Total Filled Resident Positions:	0
Original Specialty Accreditation:	07/01/2025
Last Notification Letter Date:	02/12/2025
Last Other Correspondence Date:	
Last Resident Survey Date:	
Last Faculty Survey Date:	



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FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM II



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM II

October 30, 2025

SUBJECT: Request for Approval: Tenure Upon Appointment

PROPOSED COMMITTEE ACTION

Request to approve 2024-2025 Tenure Upon appointment Candidates

AUTHORITY FOR BOARD OF TRUSTEES ACTION

FSU-1.004 University Constitution, Article VI, Section B. Tenure, Nonreappointment, Termination, and Suspension

BACKGROUND INFORMATION

The tenure review committee has reviewed the tenure nominations and applications and made recommendations to the Provost and President. The Provost and President recommended awarding tenure to 16 faculty members reviewed for tenure Upon Appointment. All met the requirements of the University's rigorous tenure review process.

ADDITIONAL COMMITTEE CONSIDERATIONS

None

Supporting Documentation Included: 2024-2025 Tenure Upon Appointment Candidates

Submitted by: Office of Faculty Development & Advancement & Office of the Provost and Executive Vice President for Academic Affairs

TENURE UPON APPOINTMENT (TUA)

	Name	Department	College	Hire Date	Degree and Institution	Brief Description
1	Bailey, Regan	Behavioral Science and Social Medicine	College of Medicine	Spring 2025	PhD in Nutritional Sciences; The Pennsylvania State University	Dr. Bailey came to FSU from Texas A&M University where she was a tenured full professor of Nutrition. She in a National Academy of Medicine member, and she joined FSU to lead an important new institute at FSU that combines nutrition and health as part of the university's FSU Health initiative. Dr. Bailey has 180 peer-reviewed journal articles and continuous federal funding for her research throughout her career.
2	Dengah, Francois	Anthropology	College of Arts and Sciences	Summer 2024	PhD in Biocultural Medical Anthropology; University of Alabama	Dr. Dengah came to FSU from Utah State University where he was a tenured associate professor. He is an accomplished biocultural and medical anthropologist who has published 39 peer-reviewed papers and a book. His research has been funded by the National Science Foundation.
3	Djordjevic, Ivan	Electrical and Computer Engineering	FAMU-FSU College of Engineering	Fall 2025	PhD in Electrical Engineering; University of Nis, Yugoslavia	Dr. Djordjevic came to FSU from the University of Arizona where he was a tenured full professor of Electrical and Computer Engineering. His research in quantum communications brings important expertise to FSU as part of the university's investment in quantum sciences. Dr. Djordjevic has over 250 peer-reviewed journal articles, 58 patents, and millions of dollars in federal research grants, including as co-PI on a \$30 million Technology Center grant from the National Science Foundation.
4	Dreikosen, Jesse	School of Theatre	College of Fine Arts	Fall 2025	MFA in Theatrical Scenic Design; Purdue University	Mr. Dreikosen came to FSU from the University of Idaho where he was a tenured full professor of Theatre Arts. His research portfolio includes extensive production work in scenic design. He has garnered prestigious awards for his work, including the Kennedy Center American College Theater Festival National Award for Excellence in Scenic Design.
5	Eke, Ransome	Family Medicine and Rural Health	College of Medicine	Fall 2024	MD; University of Benin, Nigeria and PhD in Epidemiology and Biostatistics; University of Memphis	Dr. Eke came to FSU from Mercer University School of Medicine where he was a tenured associate professor in the Department of Community Medicine. His research in clinical epidemiology has received nearly \$10 million in grant funding. His research experience will enhance the research profile in the Department of Family Medicine and Rural Health in the College of Medicine at FSU.
6	Fotheringham, Alexander	Geography	College of Social Sciences and Public Policy	Spring 2025	PhD in Geography; McMaster University, Canada	Dr. Fotheringham came to FSU from Arizona State University where he was a tenured Distinguished Professor of Global Futures and Regents' Professor (their highest faculty honor). He is a National Academy of Sciences member, and he joins FSU as a Kraft Professor to lead the new Spatial Data Science Center. He has over 250 publications, multiple books, and his work has been consistently supported by federal research grants.
7	Granville, Lisa	Geriatrics	College of Medicine	Fall 2024	MD; University of Florida	Dr. Granville has served as Professor of Geriatrics in the FSU College of Medicine for over 20 years. Her leadership roles within the Department of Geriatrics included Medical Director of FSU Senior Health and vice-chair. Her impressive record as a clinician educator and scholar in geriatrics is recognized nationally.
8	Horiuchi, Yusaku	Political Science	College of Social Sciences and Public Policy	Fall 2025	PhD in Political Science; Massachusetts Institute of Technology	Dr. Horiuchi came to FSU from Dartmouth College where he was a tenured Professor of Government and Mitsui Professor of Japanese Studies. He joins FSU's Department of Political Science as the Syde Deeb Eminent Scholar Chair. He has over 50 peer-reviewed publications and two books.
9	Jia, Xiaofei	Biomedical Sciences	College of Medicine	Fall 2024	PhD in Chemistry; Michigan State University	Dr. Jia came to FSU from the University of Massachusetts at Dartmouth where he was a tenured associate professor of Chemistry. He is nationally recognized in the field of virology and brought over 5 million dollars in active grants from the National Institutes of Health to FSU. His strong teaching and mentoring record will benefit FSU students.
10	Ledbetter, David	Clinical Sciences	College of Medicine	Spring 2025	PhD in Psychology; The University of Texas at Austin	Dr. Ledbetter came to FSU from the University of Florida College of Medicine-Jacksonville where he was a professor in the Office of Research Affairs. He joined the Institute for Pediatric Rare Diseases at FSU, which is an important component of the university's FSU Health Initiative. Dr. Ledbetter has a distinguished career and has previously held tenure at Emory University, University of Chicago, and Baylor University. He has had continuous federal funding for his work on neurodevelopmental diseases for four decades.
11	Spring, Bonnie	Behavioral Science and Social Medicine	College of Medicine	Fall 2024	PhD in Psychology; Harvard University	Dr. Spring came to FSU from Northwestern University where she was a Professor of Preventive Medicine. She joined FSU as the Kraft Professor of Behavioral and Social Medicine and is the Director of the Florida Blue Cross Center for Rural Health Research and Policy. She has nearly 400 peer-reviewed publications and a 30-year span of research funding for her work on prevention and intervention with health risk behaviors for chronic disease.
12	Stover, Patrick	Biomedical Sciences	College of Medicine	Spring 2025	PhD in Biochemistry and Molecular Biophysics; Medical College of Virginia	Dr. Stover came to FSU from Texas A&M University where he was a tenured Distinguished Professor in Nutritional Sciences and Biochemistry and Biophysics. He in a National Academy of Sciences member, and he joined FSU to lead an important new institute that combines nutrition and health as part of the university's FSU Health initiative. Dr. Stover has over 250 peer-reviewed journal articles and continuous federal funding for his research throughout his career.
13	Strickland, James	Political Science	College of Social Sciences and Public Policy	Summer 2025	PhD in Political Science; University of Michigan	Dr. Strickland came to FSU from Arizona State University where he was a tenured associate professor of political science. He is one of the first hires in the new Institute for Governance and Civics, which provides an important expansion of FSU's academic profile. Dr. Strickland has established himself as a leading expert in the study of interest groups in American states within only six years of receiving his PhD.
14	Taylor, Jeanette	Psychology	College of Arts and Sciences	Summer 2025	PhD in Psychology; University of Minnesota	Dr. Taylor was recruited back to FSU from the University of Georgia where she was a tenured professor of Psychology and served as Vice Provost for Academic Affairs, a cabinet-level leadership position. Prior to Georgia, she had been at FSU for her entire academic career and received tenure at FSU as an associate professor and was later promoted to full professor. She has nearly 100 publications and her work was funded by the National Institutes of Health. She rejoined FSU to serve as the Vice President for Faculty Development and Advancement.
15	Wilkins, Helanius	School of Dance	College of Fine Arts	Summer 2025	MFA in Dance; George Washington University	Mr. Wilkins came to FSU from the University of Colorado at Boulder where he earned tenure and held a department leadership role as associate chair. He has a 20-year career as a creative dance choreographer and brings his professional experience and academic leadership experience to his role as Chair of the School of Dance at FSU. He has garnered recognition for his work and has received competitive funding from national and private foundations.
16	Xie, Xian Jin	Biomedical Sciences	College of Medicine	Fall 2024	PhD in Biostatistics; University of Iowa	Dr. Xie came to FSU from the University of Iowa where he was the Associate Dean for Research in the College of Dentistry and Dental Clinics. He has an impressive career in research leadership and joined FSU as the Senior Associate Dean for Research in the College of Medicine. His track record in clinical trials research as a biostatistician and in convening large health-related grants is an asset for expanding clinical research as part of the FSU Health initiative.



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM III



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM III

October 30, 2025

SUBJECT: Proposal to Implement Interdisciplinary Design BS Degree

PROPOSED COMMITTEE ACTION

Request to approve the Interdisciplinary Design BS Request to Offer a New Degree Program

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Florida Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The proposed undergraduate degree in Interdisciplinary Design will be offered by our College of Fine Arts and will prepared students to become agile, collaborative, and future-oriented design professionals equipped to meet the growing demand across multiple industries. As the need for human-centered and cross-functional design solutions expands, this program will provide students with the frameworks and skills necessary to thrive in a range of design-focus careers, including web and digital interface design, commercial and industry design, graphic design, and set and exhibit design.

The Interdisciplinary Design BS degree will be only the second in the state offered in CIP Code 50.0401.

ADDITIONAL COMMITTEE CONSIDERATIONS

N/A

Supporting Documentation Included: Florida BOG Request to Offer a New Degree Program – Interdisciplinary Design

Submitted by: Office of Faculty Development and Advancement



Request to Offer a New Degree Program

In accordance with Board of Governors Regulation 8.011,
Academic Degree Program Coordination and Approval

Florida State University
Institution Submitting Proposal

College of Fine Arts
Name of College(s) or School(s)

Design and Visual Communication
Academic Specialty or Field

50.0401
Proposed CIP Code (2020 CIP)

Fall 2026
Proposed Implementation Term

Interior Architecture and Design
Name of Department(s)/Division(s)

Interdisciplinary Design
Complete Name of Degree

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met before the program's initiation.

**Date Approved by the University
Board of Trustees**

**Board of Trustees Chair's Signature
Date**

President's Signature Date

Provost's Signature Date

I. Overview

A. Briefly describe the proposed program in the following table.

Purpose	The purpose of the Interdisciplinary Design BS program is to prepare students to become agile, collaborative, and future-oriented design professionals equipped to meet the growing demand across creative industries. As the need for human-centered and cross-functional design solutions expands, this program will provide students with the frameworks and skills necessary to thrive in a range of design-focused careers. The curriculum integrates design thinking, digital technologies, and problem-solving methodologies, enabling students to address complex challenges through visual communication and design innovation. With an emphasis on collaboration, creativity, and interdisciplinary learning, the program responds to state, national, and global demand for design skills while offering a distinct educational experience currently only offered by one other university in the SUS.
Degree Level(s):	Bachelors (BS)
Majors, Concentrations, Tracks, or Specializations	Design and Visual Communication
Total Number of Credit Hours	120
Program Type	☒ E&G Program ☐ Market Tuition Rate Program* ☐ Self-Supporting Program* *Refer to Board Regulation 8.002 , Self Supporting and Market Tuition Rate Program and Course Offerings, for additional details.
Possible Career Outcomes	Web and Digital Interface Designers, Commercial and Industrial Designers, Graphic Designers, Set and Exhibit Designers, Designers

B. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan?

[Programs of Strategic Emphasis List](#)

☐ Yes, it does qualify as a Program of Strategic Emphasis.

☒ No, it does not qualify as a Program of Strategic Emphasis.

C. Does the program fall under one of the CIP codes listed below that qualifies for the Programs of Strategic Emphasis Waiver? (for baccalaureate programs only)

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

☐ Yes. If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. Refer to [Board Regulation 7.008](#) and the [Programs of Strategic Emphasis Waiver Guidance](#).

☒ No

☐ Not Applicable

II. Institutional and State-Level Accountability

- A. Describe how the proposed program directly or indirectly supports the following.
1. The [State University System's Strategic Plan](#) goals.
 2. The institution's strategic plan and goals the program will directly advance.
 3. The university's mission.
 4. The benefit to the university, the local community, and the state.

1. **Alignment with The State University System's Strategic Plan goals.** The proposed Bachelor of Science in Interdisciplinary Design directly supports the State University System's 2025 Goals by advancing excellence, increasing productivity, and addressing strategic priorities across teaching and learning, research and innovation, and community and business engagement.

Teaching & Learning

Excellence Goal: Strengthen Quality & Reputation of Academic Programs & Universities

- Offers an innovative, studio-based curriculum centered on interdisciplinary problem solving, human-centered design, and visual communication.
- Draws on nationally recognized faculty in design, digital media, and the arts to enhance academic prestige.
- Positions FSU as a leader in design education within the State University System by offering a unique degree under CIP 50.0401.

Productivity Goal: Increase Degree Productivity & Program Efficiency

- Leverages existing faculty and facilities from multiple departments inside of and beyond the College of Fine Arts, maximizing resources without

duplicating programs.

- Attracts students from multiple disciplines (e.g., studio art, marketing, urban planning), expanding degree pathways and retention.
- Focuses on real-world application, ensuring students graduate with career-ready portfolios and skills.
- Responds to the growing demand for interdisciplinary creative professionals in technology-driven industries.

Scholarship, Research, & Innovation

Excellence Goal: Strengthen Quality & Reputation of Scholarship, Research, & Innovation

- Encourages applied research in design problem-solving, sustainability, and digital innovation.
- Faculty will produce peer-reviewed scholarship, exhibitions, and public impact projects at national and international levels.

Productivity Goal: Increase Research Activity & Attract More External Funding

- Supports grant-seeking activities through cross-university collaborations in digital media, entrepreneurship, and design.
- Offers undergraduate applied research opportunities that prepare students for graduate study and contribute to FSU's research profile.

Strategic Priorities Goal: Increase Commercialization Activity

- Encourages development of marketable design solutions.

Community & Business Engagement

Excellence Goal: Strengthen Quality & Recognition of Commitment to Community & Business Engagement

- Design coursework will embed community-based design projects into the curriculum, advancing FSU's public service mission.
- Program plans to partner with regional organizations and local governments to address real-world challenges that can be addressed through visual communication and design thinking.

Productivity Goal: Increase Community & Business Engagement

- Offers experiential learning where students design with community members and local businesses in mind.
- Faculty will build long-term relationships with industry and nonprofit partners, possibly contributing to regional development initiatives.

Strategic Priorities Goal: Increase Community & Business Workforce

- Equips students with creative, technological, and collaborative skills needed in the 21st-century workforce.
- Graduates will enter high-demand roles in digital media, user experience, and design consulting, expanding Florida's talent pipeline.

2. **Alignment with Florida State University's Strategic Plan (2023–2027).** The proposed Bachelor of Science in Interdisciplinary Design directly supports and advances multiple goals outlined in Florida State University's 2023–2027 Strategic Plan. Grounded in FSU's mission to foster excellence in teaching, research, creative

endeavors, and service, the program embodies the university's vision to be among the most entrepreneurial and innovative institutions in the nation.

Goal I: Expanding Research and Academic Excellence

- Supports the recruitment and development of high-impact faculty in design, digital media, and creative research.
- Faculty will engage in translational scholarship and artistic creation through interdisciplinary, community-engaged design research.
- Promotes the expansion of FSU's fine and performing arts by integrating design as a bridge to collaborate with other colleges.
- Lays a foundation for future graduate-level training in interdisciplinary design fields.

Goal II: Ensuring Student Success on Campus and Beyond

- Offers a curriculum grounded in active learning, design thinking, and real-world applications that build long-term professional and personal success.
- Engages students in co-curricular learning, including possible internships, design projects, and collaborative studio work.
- Prepares students with transferable, career-ready skills relevant to high-demand industries in Florida and beyond.
- Reinforces student well-being and resilience by fostering meaningful engagement and self-expression through the creative process.

Goal III: Nurturing and Inspiring FSU's Entrepreneurial Spirit

- Builds a culture of creativity and innovation by empowering students to use design to solve complex problems.
- Encourages smart risk-taking, iterative making, and innovation through curriculum built around hands-on projects and community partnerships.
- Supports commercialization opportunities by connecting design thinking with real-world market and societal needs.

Goal IV: Committing to Inclusive Excellence and Civil Discourse

- Centers inclusive design practices and responsive teaching methods that promote civil discourse.
- Creates opportunities for all students to engage in community-based research and creative work that reflect a range of perspectives.
- Prepares students to navigate a range of working environments through globally aware design education.
- Builds collaborative competency by connecting students with community partners.

Goal V: Enhancing Our Brand to Reflect Institutional Excellence

- Positions FSU as a leader in interdisciplinary, innovation-driven education by offering a program only available in one other institution in the SUS.
- Strengthens the university's reputation for academic innovation, creative leadership, and impact.

- Attracts attention from prospective students, faculty, and partners interested in contemporary design education and public engagement.
- Contributes to institutional excellence and FSU's national visibility through a bold, future-oriented academic offering.

3. The university's mission. The proposed Bachelor of Science in Interdisciplinary Design supports Florida State University's mission to preserve, expand, and disseminate knowledge across disciplines while fostering learning centered on transferable skills such as design thinking, collaboration, and creative problem solving through excellence in teaching, research, creative endeavors, and service. The program is deeply aligned with the university's core values and contributes to the holistic development of students as thinkers, makers, and citizens.

Transformative Daring

- Encourages students to embrace creative risk-taking and problem-solving through design thinking and iterative making.
- Empowers students to tackle real-world challenges using speculative and human-centered design approaches.
- Supports resilience and adaptability by teaching students to work through failure, ambiguity, and open-ended problems—skills essential to innovation.

Inspired Excellence

- Fosters collaboration among students, faculty, and community partners to generate high-quality creative and scholarly work.
- Attracts and supports faculty who are leaders in the fields of design, visual communication, and interdisciplinary research.
- Encourages students to pursue excellence through challenging studio courses, critiques, and research-based design practices.

Dynamic Environment

- Builds a creative academic culture where students from a range of backgrounds collaborate on design projects.
- Integrates perspectives from the arts, humanities, technology, communication, and sciences to create an interdisciplinary learning environment.
- Prioritizes connection through teamwork, mentorship, and reflective practice in both classroom and community settings.

Responsible Stewardship

- Leverage existing resources—faculty expertise, campus infrastructure, and community partnerships—for maximum impact without duplication.
- Prepares graduates to use design as a tool for civic responsibility, advancing public good through thoughtful visual and spatial interventions.
- Promotes ethical design practices rooted in sustainability and community needs.

Engaged Community

- Deepens FSU's connections to local and regional communities through design challenges embedded into the classes.
- Supports studio-based instruction that nurtures meaningful peer and faculty relationships within a large research university.
- Connects students with local organizations, public institutions, and businesses to co-create solutions that address community needs while enriching student learning.

- 4. The benefit to the university, the local community, and the state.** The proposed Bachelor of Science in Interdisciplinary Design will make meaningful contributions to Florida State University, the broader community, and the state of Florida by advancing education, fostering innovation, and addressing workforce and societal needs through creative, interdisciplinary approaches.

Contributions to the University

- Expands FSU's academic portfolio by offering a distinct degree program.
- Enhances interdisciplinary collaboration across units such as Studio Art, Interior Architecture and Design, Communication, the Innovation Hub, and Entrepreneurship.
- Attracts high-achieving students interested in contemporary, career-ready creative pathways that blend technology, art, and innovation.
- Increases opportunities for faculty research, public scholarship, and grant-funded design initiatives that elevate FSU's academic reputation.
- Strengthens FSU's national and international standing as a leader in design, digital creativity, and community-engaged scholarship.

Contributions to the Community

- Provides students with opportunities to work on public-facing projects that address local challenges through design solutions (e.g., placemaking, wayfinding, communication campaigns).
- Builds sustainable partnerships with nonprofits, small businesses, and public agencies to co-create meaningful, long-term impact.
- Encourages civic engagement and service learning through design studios and community-based research, reinforcing FSU's role as a public-serving institution.
- Offers workshops, exhibitions, and outreach events that make design education and resources accessible to broader community audiences.
- Fosters a pipeline of design-savvy graduates who are prepared to contribute meaningfully to the cultural and economic development of Tallahassee and the region.

Contributions to the State

- Addresses statewide workforce needs in growing sectors such as digital media, UX/UI, branding, and visual communication.
- Supports economic development by preparing graduates to work in creative

industries, launch startups, or serve in design-driven public and nonprofit roles.

- Advances the Florida Board of Governors' strategic goals by increasing degree production in a high-demand, high-skill areas.
- Helps retain talent in the state by offering students a compelling, future-facing design education at a major public university.
- Promotes innovation and entrepreneurship by equipping graduates to create solutions that respond to the challenges facing Florida communities.

- B. Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG). Specify any concerns raised and provide a narrative explaining how each has been addressed in this proposal or will be addressed before the proposed program is implemented.

The university presented the BS in Interdisciplinary Design pre-proposal to the CAVP ACG on February 5, 2025, no concerns were addressed.

III. Student and Workforce Demand

If the proposed program is a baccalaureate or master's degree on the Programs of Strategic Emphasis list, skip III-A.

- A. Describe the Florida and national workforce demand for the proposed program. The response should, at a minimum, include the current state workforce data from Florida's Department of Commerce and national workforce data from the U.S. Department of Labor's Bureau of Labor Statistics. Additional documentation for workforce needs may include letters of program support by employers and job postings for program graduates, as well as a description of any specific needs for research and service that the program would fulfill.

Complete the table below using data from the Search by CIP or SOC Employment Projections Data Tool in the Academic Review Tracking System.

The proposed Bachelor of Science in Interdisciplinary Design degree program aligns with growing workforce demand in Florida and nationally. Data from Florida's Department of Economic Opportunity and the U.S. Department of Labor's Bureau of Labor Statistics highlight significant employment opportunities in design-related occupations.

Florida Workforce Demand

- In Florida, the demand for **Commercial and Industrial Designers** is projected to grow by 8.5% between 2024 and 2032, surpassing the national average of 7.9%.
- **Art and Design Workers** are projected to grow by 4.7% in Florida during the same period, contributing nearly 3,930 new jobs by 2032.
- Other design roles, such as **Graphic Designers**, are also projected to grow at 6.1%.

National Workforce Demand

- Nationally, **Web and Digital Interface Designers** are projected to grow by **7.9%** between 2023 and 2033, creating 10,200 new jobs and averaging 128,600 annual job openings.
- Graphic Designers** remain a significant segment, with 267,200 annual openings nationally, growing at **2.5%**.
- Specialized fields, such as **Set and Exhibit Designers**, demonstrate strong growth at **5.1%**, reflecting increasing demand in entertainment and exhibition industries.

This program directly supports workforce needs in Florida by preparing students for fast-growing roles in interdisciplinary design and visual communication fields, particularly in areas like web design, user experience, and environmental graphics. By equipping students with interdisciplinary skills, the program fulfills industry demands for innovation and cross-functional expertise, critical for addressing evolving design challenges in local, national, and international markets. Support from employers and industry stakeholders, alongside the workforce data, emphasizes the need for graduates equipped with creative, technical, and collaborative skills to thrive in diverse design sectors.

Labor Market Demand, CIP Code 50.0401

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL 2024-32	U.S. 2023-33	FL 2024	U.S. 2023	FL 2032	U.S. 2033	
Web and Digital Interface Designers (15-1255)	Not Available	15.2%	NA	10,700	NA	27,900	Bachelor's degree
Art, Drama, and Music Teachers, Postsecondary (25-1121)	10.7%	3.2%	322	10,200	664	14,100	Master's degree
Commercial and Industrial Designers (27-1021)	8.5%	2%	143	2,200	264	2,900	Bachelor's Degree
Graphic Designers (27-1024)	6.1%	3.3%	1,873	22,800	3,022	31,700	Bachelor's Degree



Sources:

Date Retrieved: 1/15/2025

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

- B. If the occupations do not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided by Board staff, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided to students in the proposed program in the table below. Contact the institutional representative working with you on the degree proposal for more information about possible occupations.

Occupational Linkages for the Proposed Program

SOC Code (XX-XXXX)	Occupation Title	Source / Reason for Inclusion
N/A	N/A	

- C. Describe the student demand for the proposed program. The response should, at a minimum, include the following.

1. Projected headcount for Year 1 through Year 5.

Year	Projected Headcount
Year 1	15 students
Year 2	30 students
Year 3	50 students
Year 4	75 students
Year 5	95 students

2. Data that supports student interest or demand for the proposed program. Include questions asked, results, and other communications with prospective students.

The BS in Interdisciplinary Design has significant interest among students, evidenced by a survey conducted with undergraduate and graduate students across departments at FSU, including Communication, Marketing, Urban and Regional Planning, and Entrepreneurship. The survey revealed strong enthusiasm for offerings related to design, with 83% of respondents indicating they would be extremely or somewhat likely to use design skills in their ideal job, and over 70% expressing interest in interdisciplinary design coursework. Students highlighted career aspirations in UX/UI design, graphic design, branding, and environmental design, indicating strong alignment between professional goals and program offerings.

In addition to strong student interest, conversations with faculty and leadership in the College of Communication have highlighted the value of this degree as a complementary option for students pursuing careers in media production, digital strategy, and advertising. Faculty expressed enthusiasm for opportunities to collaborate around shared topics such as branding, visual communication, and user experience.

Likewise, faculty and deans in the College of Communication and Information (CCI) have noted strong potential for alignment with their programs, particularly in relation to innovation, product development, and design-centered experiences. Several expressed interest in seeing students pair the BS in Interdisciplinary Design with CCI coursework or use it as a second major to supplement programs like advertising and communication.

Currently, the only other program with the same CIP code in the SUS is offered at USF. As it was recently added to the State Degree Inventory in Fall 2024, data on its performance is not yet available. Establishing this program at FSU would provide North Florida students access to interdisciplinary design, filling a geographic and academic gap in the state's higher education offerings. This program's integration of design thinking and cross-disciplinary collaboration also distinguishes it from other available design programs, making it an essential addition to FSU

IV. Duplication of Existing Programs

- A. If the program duplicates another degree program at a private or public state university in Florida with a substantially similar curriculum, provide evidence that the university has investigated the potential impact on the existing program, has discussed opportunities for collaboration with the affected university, and can justify the need for duplication. Additionally, summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at the affected institutions regarding the potential impact on enrollment and any opportunities for collaboration in the areas of instruction and research.

The BS in Design at the University of South Florida (USF) launches in Fall 2025 and shares some thematic elements with the proposed program at Florida State University (FSU); however, careful steps have been taken to ensure that the FSU curriculum remains distinct in both focus and delivery. While both programs offer a broad, interdisciplinary approach to design education and will draw from multiple departments across the university, FSU's program diverges in key ways—most notably in its lack of emphasis on architecture and engineering and academic minors, which are both significant structural component of USF's program.

To assess potential overlap and opportunities, the Associate Dean of Academic Affairs in FSU's College of Fine Arts met with the Associate Dean and new Design Program Director at USF. This collaborative review of program materials

from both institutions affirmed that the FSU program's interdisciplinary, exploratory structure offers a unique educational experience that complements, rather than duplicates, USF's offering.

As a result of these discussions, both universities identified several promising areas for collaboration, including joint capstone opportunities, potential online course sharing, and the organization of student-centered events such as design expos and virtual showcases. Ongoing dialogue between the institutions will continue as both programs evolve, with a shared commitment to transparency, innovation, and cross-institutional support for the advancement of design education in Florida.

- B. If the proposed program curriculum substantially duplicates an existing program at Florida Agricultural and Mechanical University, provide evidence that the proposed program would not affect enrollment in Florida Agricultural and Mechanical University's program.

A degree in this CIP Code is not offered at FAMU.

V. Curriculum

- A. If the program is a bachelor's degree, please identify if the university is seeking any of the following statuses for the program.

☐ Not Applicable

Status	Yes	No	If yes, complete the following
Common Prerequisites		x	Appendix C
Exception to 120 Credits		x	Appendix D
Specialized Admissions		x	Appendix E

- B. Describe the admissions criteria and graduation requirements for the program.

Admission Requirements:

- FSU requires that students must have completed a minimum of 52 semesters hours of college credit and maintained a cumulative grade of C (2.0) or better for certification into upper division.

Graduation Requirements:

- Specific program course requirements that must be completed are described below in Section V.D. In addition, Florida State University will confer the bachelor's degree when the following conditions have been met: satisfactory completion of Florida State University's CoreFSU requirements with a minimum overall adjusted grade point average of 2.0; a minimum adjusted grade point average (GPA) of 2.0 on all coursework taken at FSU; successful completion of a minimum of one hundred twenty unduplicated semester hours; completion of at least forty-five

semester hours in courses numbered 3000 and above, thirty of which need to be taken at Florida State University; completion of the last thirty semester hours and half of the major course semester hours, in residence at this University; successful completion of the Civic Literacy requirement.

- Must complete: Minimum 52 earned credit hours
 - Must complete: English and Quantitative/Logical Thinking (math) requirements for General Education completed (not in progress)
 - Must complete: Minimum half (18 hours) of General Education requirements completed (not in progress)
- Mapping on track within the major
- Satisfactory completion of Florida State University's CoreFSU requirements with a minimum overall adjusted grade point average of 2.0. The CoreFSU curriculum requirements are divided into two curriculum segments: General Education and University-Wide Graduation Requirements, which encompass all state requirements.
- Satisfactory completion of major requirements in a chosen degree program, including additional requirements set by the college offering the degree. The student's degree program will appear on the baccalaureate diploma. A list of degree programs is available in the "Academic Degree and Certificate Programs" chapter of the General Bulletin. Major names are not printed on university diplomas.
- A minimum adjusted grade point average (GPA) of 2.0 on all coursework taken at Florida State University is required for a degree. In addition, the overall GPA on all college-level work attempted (high school dual enrollment, transfer and FSU coursework) is used as part of the determination of degrees of distinction. See the "Degrees of Distinction" section of this chapter for more information.
- Successful completion of a minimum of one hundred twenty unduplicated semester hours. Physical education activity courses may count as elective credit except in cases where an individual degree program places a specific limit.
- Completion of at least forty-five semester hours in courses numbered 3000 and above, thirty of which need to be taken at Florida State University.
- Completion of the last thirty semester hours and half of the major course semester hours, in residence at this University. In cases of emergency, a maximum of six hours of the final thirty semester hours may be completed by correspondence or residence at another accredited institution with the approval of the academic dean. College-Level Examination Program (CLEP) credit earned may be applied to the final thirty-hour requirement provided that the student has earned at least thirty semester hours credit at Florida State University.
- Students who have entered a university in the State of Florida, Division of Colleges and Universities, with fewer than sixty hours of credit in the fall of 1976 or any time thereafter are required to earn at least nine hours prior to graduation by attendance in one or more Summer terms at one of the State University System institutions. The University President may waive the application of this rule in cases of unusual hardship to the individual. Students may request waivers of this requirement by giving the details of their hardships through their academic

deans to the Vice President for Faculty Development and Advancement. Prior to 2011, students who had earned nine semester hours of credit through approved acceleration methods (AP, IB, CLEP, and approved dual enrollment courses) were exempt from the summer residency requirement. Effective 2011, this exemption is no longer available.

- Satisfaction of the foreign-language admissions requirement by having two sequential units of the same foreign language in high school, or eight semester hours of the same foreign language in college, or documented equivalent proficiency.
- Successful completion of the Civic Literacy requirement.
- Successful completion of coursework constituting the student's program of studies, minor, Honors in the Major Research, or certification examination does not guarantee the awarding of the baccalaureate degree. Faculty judgment of the academic performance of the student is inherent in the educational process in determining whether the awarding of the baccalaureate degree or admission into a higher level degree program is warranted.

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines for such programs, as outlined in [State Board of Education Rule 6A-10.024](#). List any prerequisites and identify the specific AS degrees that may transfer into the proposed program.

☒ Not applicable to this program because it is not an AS-to-BS Capstone.

D. Describe the curricular framework for the proposed program in the table below.

Course Prefix & Number	Course Title	Required or Elective	Credit Hours	Course Description
Foundations Coursework - (15 hours)				
ART 1300c	Drawing Foundations	Required	3	This course includes creative expression and communication using a variety of black and white media.
IND 1203c	Design Fundamentals	Required	3	This course is the study and development of two- and three-dimensional design projects using the elements and principles of design.
ART 1602c	Digital Foundations	Required	3	This course offers an introduction to the theory and practice of digital imaging and the basics of time-based art and design.

ARH 2050	History and Criticism of Art I	Required	3	This course is an introductory survey from prehistoric through late-Medieval art history.
ARH 2051	History and Criticism of Art II	Required	3	This course is an introductory survey from early Renaissance through modern art history including developments in American art.
Core Degree Coursework - (29 hours)				
IND 2300	Graphic Techniques I	Required	3	This course is an introduction to achromatic media used in sketching, rendering, and design drawing, with an emphasis on schematics used in problem solving.
IND 3529	Portfolio Development I	Required	1	This course is designed to assist students in developing the documents necessary to represent their professional identity.
IND 3533	Portfolio Development II	Required	1	This course provides students with the skills and knowledge they need to develop the graphic documents necessary to represent their creative work.
VIC 3xxx	Design Ethics and Responsibility	Required	3	Explores ethical practices and the social responsibility of design, emphasizing accessibility, inclusivity, and sustainability in professional contexts.
ART 3651	Art and Electronic Media	Required	3	This course explores the relationships between art and electronic media in the 20th and 21st centuries. The course focuses on the shift from industrial to information-driven economies, the curriculum outlines digital arts historical trajectory, from the invention of

				photography to recent digital tools. Special attention is given to film, gaming, 3D printing, architecture and interdisciplinary art practices.
ART 4642	Digital Fabrication	Required	3	This course serves as an introduction to the modeling, simulation, and physical realization of digital forms, through the use of rapid prototyping techniques and associated software applications. Through readings, screenings, and discussions, students explore technology, theory, history, and current trends regarding the use of digital forms in contemporary art and culture. Students also design and realize their own works of art utilizing the appropriate tools and techniques, then evaluate the results and those of their peers in critique sessions.
ENT 3607	Innovation by Design	Required	3	This course teaches methods common to human-centered innovation frameworks such as Design Thinking: empathizing, framing and reframing problems, ideating, prototyping and testing solutions. Students learn the process of developing products, services, systems and other solutions from the initial discovery of needs, to presenting a tested solution ready for deployment.
ENT 3605	Systems	Required	3	In this course, students

	Innovation by Design			learn the systems innovation process and develop solutions to systemic problems in areas such as education, transportation, housing, environment, health and employment. Student teams identify relevant components of the system, recognize cause and effect relationships and feedback loops, build a systems map, and unveil levers to improve system performance.
IND 2620	Responsible Design	Required	3	This course explores the role of designers in creating safe, equitable, sustainable environments that contribute to the well-being of both people and the planet. Students are introduced to theories of environmental psychology and learn principles that allow their work to adapt to a diversity of people, places, and timelines.
VIC 4xxx	Design Capstone I: Research and Framing	Required (Scholarship in Practice)	3	This course serves as the first half of the capstone sequence for Interdisciplinary Design majors. Students engage in critical research, problem framing, and project development rooted in human-centered and systems-based design methodologies. Emphasis is placed on identifying a complex problem of interest, conducting contextual and stakeholder research, and developing a

				clear project proposal. Students will refine their ability to articulate design intent, establish research-informed goals, and define project parameters in preparation for full implementation in Capstone II.
VIC 4xxx	Design Capstone II: Application and Presentation	Required	3	Building on the work completed in Design Capstone I, this course guides students through the development, prototyping, testing, and final presentation of a comprehensive design solution. Students will work independently or in teams to realize their capstone project, integrating interdisciplinary skills, stakeholder feedback, and iterative design practices. The course culminates in a public presentation or exhibition, accompanied by a reflective analysis of the design process, outcomes, and impact.
Design and Visual Communication Major Coursework - (24 hours)				
GRA 3xxx	Foundations of Graphic Design I	Required	3	This course is your gateway to uncovering the fundamental principles that make graphic design a powerful communication tool. In this course, you will explore the fundamental principles of graphic design, focusing on the effective use of design elements and principles, graphic design terms, theories, and strategic design processes used to convey graphic messages to diverse audiences.

GRA 3xxx	Foundations of Graphic Design II	Required	3	This course provides graduate students with hands-on intermediate introduction to graphic design useful for the creation of publications, the development of brand elements for coherent and consistent communication, and data visualization. Explorations include event promotion materials, animations, introductory video editing techniques and basic website creation.
ART 4925Cr	Media Workshop: Digital Media	Required	3	This course is an intensive study in intermediate graphic design. Course topics may include issues in word and image, typography, or image and production techniques.
GRA 3xxx	Typography	Required	3	An introduction to the fundamentals of typography as a core component of visual communication. Students explore type anatomy, hierarchy, legibility, and expressive form through digital and print-based projects that emphasize concept, composition, and communication.
CGS 2821	Introduction to Website Design	Required	3	This course teaches proper website design techniques to students from all degree programs. Topics include visual design and graphics, information architecture, usability and accessibility, communication, adaptation to audience, markup languages, and development tools and processes. Coursework is focused on applying

				Website design principles and techniques to projects in the students' disciplines. The course is gauged for beginners who are computer competent; it does not teach computer programming.
CGS 2835	Interdisciplinary Web Development	Required	3	This interdisciplinary course provides basic training in project management, communication, information architecture, interface design, graphic design, Web technologies, content editing, and subject-area expertise, thus empowering students across disciplines to effectively communicate their subject-area expertise through today's most popular publishing medium, the Web.
VIC 4xxx	History of Design and Visual Communication	Required	3	This course explores the evolution of design and visual communication from the Industrial Revolution to the present, examining how social, cultural, technological, and political forces have shaped design practices across time. Students will engage with key movements, figures, and artifacts in graphic design, product design, typography, advertising, and digital media. Through lectures, discussions, and projects, the course emphasizes critical analysis and visual literacy, encouraging students to understand design not only as aesthetic practice but also as a powerful tool for communication, identity,

				and social change.
LIS 4701	Information and Data Visualization	Required	3	This course expands digital graphics by integrating accurate information into a visual representation by encouraging critical thinking, communication, media design, and lifelong information literacy skills. The course introduces techniques to evaluate information, guide students through the design process to express their own creativity and offer a diverse representation of information visualization through a wide variety of past and modern examples from digital posters to data visualization. A strong knowledge in digital graphic software is highly recommended.
Elective Coursework - (19 hours - students will be encouraged to use elective coursework to establish an area of emphasis)				
<i>Typography & Layout</i>				
ART 4923Cr	Media Workshop: Printmaking	Elective	3	This course covers advanced techniques of silkscreen, relief printing, etching, and lithography, as well as photo-silkscreen, and papermaking, depending on appropriate instructor. May be repeated to a maximum of twelve semester hours.
ART 2400C	Introduction to Printmaking	Elective	3	In this introductory printmaking course, students learn the basics of each printmaking media including relief, etching, screen printing, polyester plate lithography, and bookmaking.
ART 3471Cr	Letterpress	Elective	3	This course is an introduction to the

				fundamentals of letterpress printing. Using movable type and other relief surfaces, students design and print several projects. In addition to learning techniques in letterpress printing, students are introduced to the history and context of letterpress printing. May be repeated to a maximum of nine semester hours.
ART 3433Cr	Screen Printing	Elective	3	In this course students, expand on the basics of screen printing learned in the Introduction to Printmaking course. New processes include photo-based stencils, alternate materials, multiple colors, and advanced concepts and uses of the multiple. May be repeated to a maximum of nine semester hours.
ART 3173C	Book Structures	Elective	3	This course is an initiation into the fundamental techniques, processes and materials used in producing handmade books. In addition to hand skills, students are introduced to the history, theory and context concerning the field of book arts.
ARH 4720	History of Photography	Elective	3	This course surveys artists and processes in Western printmaking from the 15th century through the 20th century
VIC 4xxx	Internship	Elective	3	Internship providing practical experience in a professional design environment. Students apply interdisciplinary design skills—such as

				visual communication, user-centered thinking, and collaborative problem solving—in real-world contexts.
<i>Environmental & Spatial Design</i>				
IND 1204	Design Fundamentals II	Elective	3	This course is the continuing study and development of two- and three-dimensional design projects using the elements and principles of design leading to the development of architectural space.
IND 1206	Introduction to Interior Design	Elective	3	
IND 2219	Design and Human Experience	Elective	3	This course focuses on the impact of design on the human experience. It is a gateway experience in which students will explore the nature of design, creativity, and problem-solving. The course will introduce some of the major theories from the design disciplines of interiors, architecture, landscape architecture, and products design, and provide students with an awareness, understanding, and enthusiasm for design and its impacts on our lives.
IND 3627	Principles of Sustainable Design	Elective	3	This course gives students a basic introduction to the fundamentals of sustainable design in order to better understand the inter-relationships between the built environment and nature.
IND 2305	Sketching the City	Elective	3	In this course, students discover an awareness and appreciation for strong design input, inventiveness, and sense of style in

				design, architecture, and planning of spaces that define cities and their rural and urban neighbors by recording visuals via sketching and drawing. Students learn quick sketch techniques to be utilized during off- and on-site lectures and daytrips for local exploration.
IND 4101	History of Interiors I	Elective	3	The course focuses on historical and theoretical explorations of architecture, interiors, furniture design, and decorative arts from antiquity through the end of the 18th century.
VIC 4xxx	Internship	Elective	3	Internship providing practical experience in a professional design environment. Students apply interdisciplinary design skills—such as visual communication, user-centered thinking, and collaborative problem solving—in real-world contexts.
<i>Digital & New Media</i>				
ART 3654C	Web 1: Art, Design, Code	Elective	3	In this course, students learn to conceptualize, design, and program responsive websites as both an applied and creative practice. Through a combination of technical topics in interface design and development such as usability, coding in HTML, CSS, JavaScript and JQuery, as well as readings and discussions around net-based artworks and historical and cultural concerns surrounding the internet as a

				communication platform, student execute interactive projects that are both culturally relevant and technically sophisticated.
ART 4656Cr	Web 2: Art, Design, Code	Elective	3	This course introduces students to advanced interface design and programming concepts for creating dynamic internet applications for both practical and expressive ends. Students explore themes through reading, discussion and film that address the public, chaotic, and political space that is the Internet. Students also execute culturally relevant webbased applications using professional tools. May be repeated to a maximum of nine semester hours.
ART 4652C	Interactive Art I: Creative Coding	Elective	3	This course is an introduction to the possibilities that computational processes hold for visual artists and designers. Students learn the basics and intermediate knowledge of computer programming and discover how this awareness can advance computers beyond their role as simple tools and toward a true artistic medium.
ART 4872C	The Directorial Mode	Elective	3	This course considers the various ways in which the camera has been used to document ideas and images created specifically for the lens. Conceptual ideas explored include photography and performance, the studio as

				stage, time-based investigations, and the isolation of identity in the portraiture. Significant technical skills are explored such as the proper use of lighting (studio and natural) and advanced Lightroom and Photoshop skills.
ART 4686C	Video Art	Elective	3	This course emphasizes video as a fine art medium, rather than a vehicle for narrative storytelling. The course is geared toward conflict and resolution and focuses on creating works primarily concerned with concept and affect, with an interest in the formal aspects of digital video.
VIC 4xxx	Internship	Elective	3	Internship providing practical experience in a professional design environment. Students apply interdisciplinary design skills—such as visual communication, user-centered thinking, and collaborative problem solving—in real-world contexts.

E. Does an industry or employer advisory council exist to provide input regarding curriculum development, student assessment, and academic workforce alignment?

☒ Yes

☐ No. Describe any plans to develop one or other plans to ensure academic workforce alignment.

F. Explain how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Has a strategy been established for assessing student learning and reviewing academic workforce alignment to modify the curriculum as needed?

The proposed Bachelor of Science in Interdisciplinary Design integrates employer-driven and industry-aligned competencies in accordance with the National Association of Schools of Art and Design (NASAD) standards for undergraduate

design education. NASAD emphasizes that professional undergraduate degrees in design must prepare students with the knowledge, skills, and attitudes necessary for entry into the field, as well as for lifelong learning and adaptability in response to industry evolution.

Identification of Industry Competencies

Program development was informed by a combination of NASAD standards, current design job market trends, consultation with literature highlighting the needs of industry professionals, discussion with an interdisciplinary team of design related faculty at FSU and a review of benchmark programs nationally. Core competencies incorporated into the curriculum include:

- Visual literacy and communication across digital and print platforms
- Design thinking and human-centered problem solving
- Technical proficiency in industry-standard tools
- Collaborative and interdisciplinary teamwork
- Ethical design practices
- Portfolio development and professional presentation skills

These competencies reflect current expectations across industries employing designers, including marketing, digital media, technology, non-profit sectors, and the public realm.

Assessment and Curriculum Review Strategy

In line with NASAD's standards for ongoing self-evaluation and improvement, a multi-level assessment strategy has been established. Through this structure, the program ensures it remains responsive to employer needs and NASAD's call for continuous alignment between academic preparation and real-world application.

- **Course-Level Assessment:** Studio and seminar courses include project-based evaluations aligned with clearly defined student learning outcomes that reflect current industry standards.
- **Program-Level Assessment:** Students complete a culminating capstone project and participate in formal review processes designed to assess professional readiness and integrative learning across the curriculum.
- **Annual Review Process:** Program faculty, in coordination with Florida State University's Institutional Effectiveness (IE) processes, conduct yearly assessments of program and student learning outcomes. This review ensures ongoing alignment with both NASAD standards and the evolving expectations of the design profession.
- Additionally, evaluative feedback will be solicited from program leadership, instructional faculty, and course evaluations. The data associated with these outcomes will be shared with the program's advisory board for the purpose of continuous improvement planning, in light of workforce alignment. Moreover, the compiled data from metrics and evaluative feedback from within the unit as well as from the advisory council will be directly linked to curricular review, revision, and development as managed and implemented by the department's curriculum committee.
- **NASAD Accreditation Review:** The program participates in NASAD's periodic accreditation review process, including comprehensive self-study reporting,



external peer review, and responsive planning to ensure long-term curricular relevance and institutional accountability.

G. Does the proposed curriculum align with Section 1001.706 (5)(a), Florida Statutes?

☒ Yes

☐ No

H. For degree programs in medicine, nursing, and/or allied health sciences, identify the courses with the competencies necessary to meet the requirements in [Section 1004.08, Florida Statutes](#).

For teacher preparation programs, identify the courses with the competencies required in [Section 1004.04, Florida Statutes](#).

☒ Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.

I. Select the anticipated mode of delivery for the proposed program

☒ Face-to-Face

☐ Hybrid

☐ Distance Learning

If the method(s) of delivery will require specialized services or additional financial support, describe the projected costs below.

J. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or an increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort with another academic department(s), college(s), or school(s) within the institution, provide a letter(s) of support or MOU(s) from each department, college, or school in Appendix B.

We do not anticipate an increased need for general education courses as a result of this program, and there are no designated common prerequisite courses. However, given the interdisciplinary nature of the curriculum, we will continue to work closely with partnering units to monitor enrollment and create additional sections of required courses as needed to support student success and maintain course accessibility.

The proposed program has been designed to minimize disruption to other academic units while fostering meaningful interdisciplinary collaboration. Most of the required coursework is housed within the College of Fine Arts, with four required courses delivered outside the college—two in the College of Communication and Information (CCI) and two in the College of Entrepreneurship (JMC). Memoranda of Understanding (MOUs) with these colleges have been included in Appendix B to formalize collaboration and ensure ongoing access to these courses.

To ensure curricular cohesion, this program was developed through a working group comprised of faculty from all academic units within the College of Fine Arts, as well as the faculty responsible for the development of the contributing coursework in CCI and JMC. This collaborative approach helped align content, learning outcomes, and scheduling across departments from the outset.

- K. Describe any currently available sites for internship and/or practicum experiences and any plans to seek additional sites in the next five years.

☒ Not applicable to this program because students are not expected to seek internship or practicum opportunities as a required curriculum component.

- L. Identify any established or planned educational sites where the program will be offered or administered. Provide a rationale if the proposed program will only be offered or administered at a site(s) other than the main campus.

The degree program is only be offered on the Tallahassee campus

- M. If the institution has conducted recent program reviews, received feedback from accreditation bodies, or received input from other entities that affect the proposed program, describe the institution's progress in implementing the recommendations. If the proposed program is a doctoral-level program, include the external consultant's report and the institution's responses to the report as Appendix A.

During the most recent Quality Enhancement Review (QER) of the Studio Art degree program, it was noted that the elimination of the previous design program resulted in a notable loss of student enrollment. Additionally, the review of Interior Architecture and Design degree program highlighted the significant number of students interested in design-related fields who do not matriculate into the limited-access Interior Architecture and Design (IAD) program due to space constraints.

The proposed BS in Interdisciplinary Design directly responds to these findings by reestablishing a design-focused undergraduate pathway within the college. This new program offers a flexible, interdisciplinary curriculum that addresses both the loss of design opportunities and the growing demand among students for diverse, applied design experiences. It creates an alternative route for students who may not pursue IAD but who demonstrate strong interest and potential in related design fields.

By expanding access to design education and responding to prior review findings, this program represents a strategic step toward better serving student demand and strengthening the college's enrollment and degree completion outcomes.

VI. Faculty

- A. Identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty in the table below. Additionally, provide the curriculum vitae for each identified faculty member.

Faculty Code*	Faculty Name or "New Hire" Highest Degree Held Academic Discipline	Rank	Contract Status	Initial Date for Participation in Program
A	Terry Londy, MA, Environmental Graphic Design	Assistant Professor	Tenure	Fall 2026
A	Luis Castaneda, MA, Design	Associate Professor	Tenure	Fall 2026
A	Daniel Leonardos, MFA, Graphic Design	Assistant Professor	Tenure	Fall 2026
A	Meghan Mick	Assistant Professor	Tenure	Fall 2026
A	Ken Baldauf	Teaching Faculty III	Non-Tenure	Fall 2026
C	New Hire	Teaching Faculty I	Non-Tenure	Fall 2027
C	New Hire	Assistant Professor	Tenure	Fall 2028

*Faculty Code	Code Description	Source of Funding
A	Existing faculty on a regular line	Current Education & General Revenue
B	New faculty to be hired on a vacant line	Current Education & General Revenue
C	New faculty to be hired on a new line	New Education & General Revenue
D	Existing faculty hired on contracts/grants	Contracts/Grants
E	New faculty to be hired on contracts/grants	Contracts/Grants
F	Existing faculty on endowed lines	Philanthropy & Endowments
G	New faculty on endowed lines	Philanthropy & Endowments

H	Existing or new faculty teaching overload in addition to assigned course load	Enterprise Auxiliary Funds
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- B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program has been productive in teaching, research, and service. Such evidence may include trends over time for average course load, student headcount in major or service courses, degrees granted, external funding attracted, and other indicators of excellence (e.g., thesis, dissertation, or research supervision).

Faculty contributing to the proposed BS in Interdisciplinary Design represent a collaborative and highly engaged group of teacher-scholars whose work spans graphic design, entrepreneurship, environmental and experiential design, digital media, sustainable systems, and visual communication. Drawing from departments across the College of Fine Arts, these faculty bring a strong record of teaching excellence, innovative research, and meaningful service that together form a robust foundation for launching this interdisciplinary program.

Teaching

The teaching contributions of this group are both extensive and deeply student-centered. Over the past three academic years, participating faculty taught more than 80 distinct course sections, enrolling approximately 1,400 students in undergraduate and graduate classes across design, entrepreneurship, sustainability, and communication. Teaching responsibilities span traditional studio courses, large lecture-based classes, online and distance delivery formats, and small-format seminars and thesis supervision.

Faculty teach courses across all levels of the curriculum—from foundational design studios and software-intensive labs to graduate portfolio reviews and topical seminars in areas such as Responsible Design, Graphic Design for Entrepreneurship and Brand Identity, Life-Centric Design, and Innovation by Design. These offerings reflect a commitment to preparing students not only with technical skills but also with critical thinking capacities and professional fluency in interdisciplinary problem-solving.

In addition to formal coursework, faculty are actively engaged in mentoring undergraduate research and creative work. Examples include student participation in the FSU Honors in the Major program, Directed Individual Studies, national and regional design competitions, and interdisciplinary research charrettes. Several faculty serve as chairs or members on master's thesis committees, and multiple students under their guidance have received recognition for design excellence and research innovation.

Faculty involved in this proposal have also received multiple awards for teaching and mentorship, including national recognition from professional organizations such as IDEC and institutional honors such as FSU's Community Engaged Teaching Award and nominations for university-wide teaching prizes.

Tenure track faculty associated with the program hold the following average Assignments of Responsibility (AOR): teaching 50%, research 40%, and service 10%; while specialize faculty associated with the program are anticipated to hold the following average AOR: teaching 80%, research 5%, and service 15%

Research

The research and creative work produced by this faculty group is nationally and internationally recognized, with scholarly activity that spans academic publications, juried exhibitions, keynote presentations, digital projects, and practice-based research. Faculty maintain active research agendas in areas such as biophilic and sustainable design, user-centered branding and environmental graphics, interdisciplinary computing, and community-engaged creative practices.

Since 2022, faculty have published or submitted more than 15 refereed journal articles, contributed to national and international conference proceedings, and delivered over 30 invited or peer-reviewed presentations. Several faculty regularly exhibit creative works in juried national exhibitions and lead innovative public-facing projects, such as branded environments for nonprofits, public signage systems, and interactive installations.

Research excellence is further demonstrated through success in securing external funding. Collectively, this group has received over \$100,000 in competitive grants in the past three years, including support from the Florida Department of Environmental Protection, the Council on Research and Creativity, and FSU's Student Tech Fee. These awards have funded initiatives such as a digital fabrication lab, responsible design curriculum development, community-based branding projects, and summer research on environmental communication and design ethics.

Several faculty hold or have held leadership roles in professional and academic research networks, including editorial service, peer review for design journals, and participation in national working groups focused on sustainability and the future of design education.

Service

Faculty affiliated with the BS in Interdisciplinary Design are also deeply engaged in service at the departmental, college, university, and national levels. Within the College of Fine Arts, they have served as chairs of hiring committees, coordinators of technology upgrades, leads for curriculum development, and advisors to student organizations and professional associations. Notably, this group led the creation of the Interdisciplinary Graduate Certificate in Graphic Design, which laid the foundation for the undergraduate program proposal.

At the university level, faculty contribute to standing committees such as the Innovation Hub Steering Committee, Council on Research and Creativity, and Strategic Planning Task Forces, helping shape policies and initiatives aligned with institutional goals around innovation, equity, and student success.

Professionally, these faculty are active in organizations such as the Interior Design Educators Council (IDEC), the Society for Experiential Graphic Design (SEGD), the American Institute of Graphic Arts (AIGA), the American Society of Landscape Architects (ASLA), the Environmental Design Research Association (EDRA), and the Association for Computing Machinery (ACM). They serve as conference reviewers, abstract jurors, competition judges, and graphic design leads for major academic events. Multiple faculty have led national conference design efforts and participated in interdisciplinary keynote panels on transformative pedagogy and design for social good.

Faculty also demonstrate an ongoing commitment to public engagement. Their community-facing work includes partnerships with K–12 schools, nonprofit organizations, city planning boards, and cultural institutions. These partnerships have resulted in interactive public art installations, environmental wayfinding systems, and branding strategies for mission-driven entities—projects that model civic responsibility and applied design thinking.

VII. Estimate of Investment

- A. Provide the tuition rate for the proposed program for resident and non-resident students.

Resident/Credit Hour	Non-Resident/Credit Hour
\$215.55	\$721.10

If the proposed program will operate as self-supporting, market tuition rate, or establish differentiated graduate-level tuition, per [Board of Governors Regulation 8.002](#), complete Appendix F, Self-Supporting & Market Rate Tuition.

- B. Complete the summary table below.
1. Provide funding sources for Years 1 and 5 of program operation.
 2. Provide headcount (HC) estimates of student enrollment for Years 1 through 5.

Implementation Timeframe	HC	E&G Funds	Contract & Grants Funds	Auxiliary/ Philanthropy Funds	Total Cost
Year 1	15	\$580,650.19		\$11,300.00	\$591,950.19
Year 2	44				
Year 3	67				
Year 4	81				
Year 5	95	\$827,245.55		\$41,300.00	\$868,545.55

C. Is the infrastructure in place to meet the new degree program requirements, such as hiring faculty and staff, curriculum development, facilities, and funding, before enrollment of students to the program?

☒ Yes

☐ No. If not, is there a plan to establish the infrastructure to support the program?
Please describe.

VIII. Institutional Resources

A. Describe any additional library resources needed to implement and/or sustain the program through Year 5.

☒ Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

B. Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.

To support the successful implementation and long-term sustainability of the proposed undergraduate degree program, several key facilities and specialized equipment are currently available, with additional enhancements planned to meet anticipated growth through Year 5. The college currently houses a fully equipped computer lab outfitted with industry-standard hardware and software essential for coursework across design, digital media, and research components of the program. This includes high-performance workstations capable of running advanced creative software (such as Adobe Creative Cloud, AutoCAD, Rhino, and other relevant applications), color-calibrated monitors for precise visual work, and secure server access for file storage and collaborative projects.

In addition, the program has access to existing printing equipment, including large-format color printers and high-resolution laser printers, which support a wide range of media outputs—from technical documentation to exhibition-quality visual presentations. These resources will be vital in enabling students to prototype, produce, and display their creative work throughout the curriculum. Dedicated

classroom and studio space, including flexible-use rooms for critiques, workshops, and collaborative projects, are currently in use and will support the program's hands-on learning approach.

To support continued growth and evolving technological needs, the College of Fine Arts plans to pursue tech fee funds to support future enhancements and routine maintenance. These funds will help expand access to lab and studio spaces, update equipment and software, and maintain the high-quality production infrastructure necessary for interdisciplinary design work. The College is committed to meeting the space and technology needs required for the program to thrive over time.

- C. Describe any additional specialized equipment or space needed to implement and/or sustain the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space. Costs for new construction should be provided in response to Section VIII.D. below.

☒ Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5.

- D. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase due to the program, describe and estimate those expenses below. High enrollment programs, in particular, are expected to necessitate increased costs in non-I&R activities.

☒ Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.

- E. Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel.

☒ Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through Year 5.

- F. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5.

☐ Not applicable to this program because no fellowships, scholarships, and/or graduate assistantships will be allocated to the proposed program through Year 5.

Students enrolled in the proposed undergraduate program will be eligible to apply for all existing fellowships and scholarships currently offered across the College of Fine Arts (CFA). These include merit-based awards, need-based scholarships, and discipline-specific opportunities that support academic achievement, creative excellence, and community engagement. The college is committed to ensuring

equitable access to these resources and encourages students from all programs to apply annually.

As the program grows, we anticipate identifying and developing targeted scholarship opportunities specifically aligned with the program's focus areas, in partnership with the FSU Foundation and external donors. These may include scholarships that support interdisciplinary research, community-based projects, or innovative uses of technology in the arts.

At this time, the College administers a single open scholarship process for all students. The primary opportunity available is the Student Research & Creativity Award, funded by the Career Preparation in the Arts Fund. This endowed fund generates support through both interest income and annual giving efforts. Each year, the College awards an average of \$11,300 from this fund to support student-driven projects and creative initiatives.

As part of our long-term vision, the College has set a fundraising goal of \$30,000 specifically for this new program—an amount consistent with the support raised for the College's other design-related offerings. This effort aligns with Florida State University's broader comprehensive campaign, which includes the Arts, Entrepreneurship & Innovation, and Student Success as major fundraising priorities. Within the College of Fine Arts, a key focus of this campaign is expanding support for Design programs, including resources for students, faculty, and programmatic development.

IX. Required Appendices

For now I've included a link – but will embed after I get a final green light 😊
[Proposal Appendix](#)

Table 1 outlines the required appendices by degree level. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 2 below.

Table 1. Appendices

	Appendix Title	Degree Level	Required for Specific Programs	Included Yes/No
A	Consultant's Report and Institutional Response	Doctoral or Professional		No
B	Letters of Support or MOUs from Other Academic Units	Any new program	Only for programs offered in collaboration with other academic unit(s) within the institution	Yes

C	Common Prerequisite Request Form	Bachelor's		No
D	Request for Exception to the 120 Credit Hour Requirement	Bachelor's	Requesting approval to exceed the 120 credit hour requirement	No
E	Request for Specialized Admissions Status	Bachelor's	Requesting approval for specialized admissions status	No
F	Self-Supporting & Market Rate Tuition Programs	Graduate programs	Only for self-supporting or market tuition rate programs	No
G	Faculty Curriculum Vitae	Any new program		Yes

Table 2. Additional Appendices

Appendix	Appendix Title	Description
H	Program and Student Learning Outcomes	Includes the program outcomes (PO) and student learning outcomes (SLOs) for the BS in Interdisciplinary Design and a curriculum map aligning each outcome with corresponding coursework throughout the program.

Appendix B

Memoranda of Understanding (MOUs)



MEMORANDUM OF UNDERSTANDING

Between the College of Fine Arts, the College of Communication and Information, and the Innovation Hub

Purpose

This Memorandum of Understanding (MOU) establishes a formal agreement between the College of Fine Arts (CFA), the College of Communication and Information (CCI), and the Innovation Hub at Florida State University to support the implementation of the Bachelor of Science in Interdisciplinary Design.

Background

The BS in Interdisciplinary Design is a new degree program within the College of Fine Arts, designed to equip students with the skills needed to solve complex challenges through integrative, cross-disciplinary design practices. As part of the degree's emphasis on digital fluency and visual communication, two courses housed in CCI have been identified as essential curricular components:

- **CGS 2821 – Introduction to Website Design**
- **CGS 2835 – Interdisciplinary Web Development**

These courses directly support the following Student Learning Outcome (SLO) tied to the National Association of Schools of Art and Design (NASAD):

- **SLO #2: Visual Communication**
Students will effectively communicate ideas through visual and sensory forms and composition across physical or digital media.
NASAD Reference: H.VII.F.6.a

Agreement

1. Course Inclusion

CGS 2821 and CGS 2835 will be included as designated required courses within the Interdisciplinary Design curriculum.

2. Curricular Oversight

CCI will maintain full curricular oversight for these courses. Course descriptions and learning objectives cannot be altered without consultation and approval by the appropriate CCI programs and curriculum committee.

3. Instructional Support and Staffing

If needed to ensure regular course offerings, the CFA will collaborate with the FSU Innovation Hub to identify qualified adjunct instructors. These adjuncts will be hired and



managed through the College of Fine Arts, in close consultation with CCI to ensure alignment with course standards and objectives.

4. Scheduling and Frequency

CFA will work to ensure that CGS 2821 and CGS 2835 are scheduled on a recurring basis to meet enrollment needs for Interdisciplinary Design students. CFA will also be responsible for course building any sections related to the BS in Interdisciplinary Design.

5. Assessment and Review

This agreement may be reviewed occasionally by representatives from both colleges and the Innovation Hub to ensure continued alignment with programmatic goals, enrollment trends, and instructional capacity.

Signatures

This MOU shall be effective as of the date of the last signatures below and shall remain in effect until terminated by either party with 120 days written notice to the other party. By signing below, both colleges affirm their commitment to this collaborative initiative and to preparing students for interdisciplinary careers that bridge the arts, technology, and design.

DocuSigned by:
Signature: Sara Shields
ED78454E16A1405...

Sara Scott Shields, Associate
Dean of Academic Affairs,
College of Fine Arts

DocuSigned by:
Signature: Ulla Bunz
120DB4BC651D49F...

Ulla Bunz, Associate Dean for
Academic and Student Affairs,
College of Communication &
Information

DocuSigned by:
Signature: Ken Baldauf
CF00E0FD14E843B...

Ken Baldauf, Director,
Innovation Hub

Date: 5/13/2025 | 9:44 AM EDT

Date: 5/13/2025 | 10:39 AM EDT

Date: 5/13/2025 | 11:30 AM EDT



MEMORANDUM OF UNDERSTANDING

Between the College of Fine Arts, the Jim Moran College of Entrepreneurship, and the Innovation Hub

Purpose

This Memorandum of Understanding (MOU) establishes a formal agreement between the College of Fine Arts (CFA), the Jim Moran College of Entrepreneurship (JMC), and the Innovation Hub at Florida State University to support the successful implementation of the Bachelor of Science in Interdisciplinary Design degree.

Background

The BS in Interdisciplinary Design is a new academic program slated for a soft launch in **Fall 2026**, with concentrated recruitment efforts planned throughout the **2026–2027 academic year**. The degree is designed to attract students from a wide range of academic and creative backgrounds who are interested in developing the skills and mindset necessary to address complex challenges through human-centered and systems-based design approaches. As part of the core curriculum, the program requires students to complete two entrepreneurship courses housed in JMC and taught by the Innovation Hub:

- **ENT 3607 – Innovation by Design (3 credits)**
 - This course introduces students to human-centered innovation methods, including Design Thinking. Students engage in empathizing with users, defining problems, generating ideas, prototyping, and testing solutions.
- **ENT 3605 – Systems Innovation by Design (3 credits)**
 - This course trains students in systems thinking and design to address large-scale challenges across sectors such as education, healthcare, transportation, and the environment. Students work in teams to map complex systems and develop actionable interventions.

These courses help students meet the following **Student Learning Outcomes (SLOs)** established for the Interdisciplinary Design degree in the CFA:

- **SLO #1: Foundational Design Knowledge**
Students will demonstrate knowledge of visual organization principles, design fundamentals, and technical skills necessary for basic communication using visual media. *NASAD Reference: H.VII.F.6.a*
- **SLO #5: Interdisciplinary Design Problem Framing, Analysis, and Practice**
Students will work collaboratively in interdisciplinary teams to evaluate complex problems in design contexts, identify user needs, and analyze design decisions within the context of historical and contemporary practices. *NASAD Reference: H.VII.F.6.d, H.VII.F.6.e, H.VII.F.6.g*

Agreement



1. Course Access

Students enrolled in the BS in Interdisciplinary Design will be able to register for **ENT 3607** and **ENT 3605** to fulfill major requirements.

2. Course Requirements

All courses are designated as *required* components of the Interdisciplinary Design degree and are considered integral to achieving the program's learning outcomes.

3. Enrollment Management

JMC and the Innovation Hub will make a reasonable effort to accommodate enrollment needs for students in the Interdisciplinary Design major, recognizing the required nature of these courses.

4. Instructional Support

Should enrollment demands from Interdisciplinary Design students result in the need for additional course sections of **ENT 3607** or **ENT 3605** the CFA agrees to collaborate with JMC and the Innovation Hub to identify and provide financial and instructional support. This may include contributing financial resources or identifying qualified instructional personnel (Instructor of Record) in coordination with JMC and Innovation Hub leadership.

5. Assessment and Review

This agreement may be reviewed occasionally by representatives from both colleges and the Innovation Hub to ensure continued alignment with programmatic goals, enrollment trends, and instructional capacity.

Signatures

This MOU shall be effective as of the date of the last signatures below and shall remain in effect until terminated by either party with 120 days written notice to the other party.

DocuSigned by:
Signature: Sara Shields
ED78454E16A4405...

Sara Scott Shields, Associate
Dean of Academic Affairs
College of Fine Arts

Date: 5/20/2025 | 5:18 PM EDT

DocuSigned by:
Signature: SUSAN FIORITO
C1EB05EE89244B4...

Susan Fiorito, Dean
Jim Moran College of
Entrepreneurship

Date: 5/22/2025 | 3:17 PM EDT

DocuSigned by:
Signature: Ken Baldauf
GF06E0FD14E843D...

Ken Baldauf, Director
Innovation Hub

Date: 5/27/2025 | 11:11 AM EDT

Certificate Of Completion

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 Document Pages: 2
 Certificate Pages: 2
 AutoNav: Enabled
 Envelopeld Stamping: Enabled
 Time Zone: (UTC-05:00) Eastern Time (US & Canada)

Status: Completed
 Envelope Originator:
 Sara Shields
 A1400 University Center
 Tallahassee, FL 32306-2370
 skshields@fsu.edu
 IP Address: 144.174.212.121

Record Tracking

Status: Original
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 Holder: Sara Shields
 skshields@fsu.edu
 Location: DocuSign

Signer Events

Kenneth Baldauf
 kbaldauf@fsu.edu
 Director, FSU Innovation Hub
 Florida State University
 Security Level: Email, Account Authentication
 (None)

Signature

DocuSigned by:

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Signature Adoption: Uploaded Signature Image
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 Signed: 5/27/2025 11:11:41 AM

Electronic Record and Signature Disclosure:
 Not Offered via Docusign

Sara Shields
 skshields@fsu.edu
 Department Chair
 Security Level: Email, Account Authentication
 (None)

DocuSigned by:

 ED78454E16A4405...

Signature Adoption: Pre-selected Style
 Using IP Address: 144.174.212.121

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Electronic Record and Signature Disclosure:
 Not Offered via Docusign

SUSAN FIORITO
 sfiorito@fsu.edu
 Jim Moran Professor and Dean of the JM College
 Florida State University
 Security Level: Email, Account Authentication
 (None)

DocuSigned by:

 C1EB65EE89244B4...

Signature Adoption: Pre-selected Style
 Using IP Address: 128.186.69.214

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 Not Offered via Docusign

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Signature

Timestamp

Editor Delivery Events

Status

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Agent Delivery Events

Status

Timestamp

Intermediary Delivery Events

Status

Timestamp

Certified Delivery Events

Status

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Carbon Copy Events

Status

Timestamp

Carbon Copy Events	Status	Timestamp
James Frazier jfrazier@fsu.edu Dean, College of Fine Arts College of Fine Arts Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 5/20/2025 5:17:50 PM Viewed: 5/20/2025 5:21:42 PM

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Notary Events	Signature	Timestamp
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Envelope Summary Events	Status	Timestamps
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Completed	Security Checked	5/27/2025 11:11:41 AM

Payment Events	Status	Timestamps
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Appendix G

Program Faculty CV's

DANIEL LEONARDOS

Tampa, FL

Phone: (904) 347-8478

E-mail: danleonardos@gmail.com

Portfolio: danleonardos.com

Graphic Designer

Brand Strategy & Visual Identity
Editorial Design
Environmental Graphics

Digital Fabrication
Motion Graphics
User Interface / User Experience Design (UI/UX)

Degree: MFA, Graphic Design, University of Florida

Technologies: Adobe Creative Cloud Suite (Photoshop, Illustrator, InDesign, After Effects), Microsoft Office, Figma, HTML, CSS, digital fabrication

Industries: Education, Government, Travel, Entertainment

Languages: English (fluent), Portuguese (native), Spanish (intermediate)

WORK HISTORY

Design Consultant / Self-Employed / 2015–Present

- Spearheaded branding, visual identity, illustration, editorial, and web design projects for diverse clients across multiple industries.
- Designed the logo and visual identity for *Griffin*, a financial investment app, contributing to its success in securing \$2 million in funding.
- Collaborated with *Steinway & Sons* on a detailed mural illustration of a piano's cross-section and developed the editorial structure for their internal newsletter.
- Led the design of *Arts & Ideas* magazine for the *University of Tampa*, delivering high-quality issues for the past two years.
- Produced promotional materials for gallery exhibitions, art history symposiums, and various events at the *University of Florida*, enhancing their visual impact and audience engagement.

Part-Time Instructor / University of Tampa, Tampa, FL / 2024

- Currently teaching two sections of the Digital Arts course, an introduction to Adobe Illustrator, Photoshop and InDesign.

Assistant Professor of Digital Media / University of North Alabama, Florence, AL / 2020–2024

- Taught 45-60 students per semester, delivering roughly 300 projects annually.
- Passed the 3rd-Year mid-tenure review in preparation towards promotion.
- Restructured the content for 60% of the Digital Media concentration courses.

- Facilitated experiential learning opportunities via trips to design firms, internships, and the UNA Athletics logo and visual identity redesign.
- Redesigned and updated the Department of Visual Arts and Design website, including the homepage and all 12 degree programs.

Visiting Lecturer of Graphic Design / University of Florida, Gainesville, FL / 2018–2020

- Taught 45-60 students at the undergraduate and graduate level per semester, delivering roughly 300 projects each year.
- Helped restructure the content for the 2 entry-level graphic design courses.
- Ran cross-disciplinary courses in design thinking, the business of graphic design, and VR for the Social Good.
- Facilitated workshops and experiential learning opportunities with IDEO, IBM, and other recognized organizations.

Graphic Design Graduate Assistant / University of Florida, Gainesville, FL / 2015–2018

- Served as professor of freshman and sophomore level courses of Typography 1, and Visual Methods and Processes.
- Taught 15-20 students at the undergraduate level per semester, delivering roughly 70 projects each year.
- Created a promotional brochure for the School of Art + Art History, with 10,000 copies printed and distributed to prospective students.
- Designed the schedule, poster, invite and catalog for the University Gallery exhibitions for 2 consecutive years.
- Designed the visual identity and promotional material for 3 Art History conferences.

Senior Graphic Designer / Boibumbá Studio (design firm), Brasilia, Brazil / 2013–2015

- Worked on over 30 branding, editorial, and promotional projects for more than 18 private and public organizations in Brazil, ranging from local restaurants and medical clinics to the Brazilian Ministry of Foreign Affairs and the International Airports of Brasilia.
- Conducted meetings and presentations with high-profile clients and partner agencies.
- Created projects that won us 3 medals at the Columnists Awards on both regional and national levels.

Graphic Designer / Federal Court of Accounts, Brasilia, Brazil / 2013

- Designed 4 books documenting and presenting the FCA's work to international agencies and Brazilian citizens.
- Created a 700-page national report of the government's expenses in 2012.
- Designed a bilingual book documenting the role of fiscal entities across the Southern Common Market (Mercosul).

Senior Graphic Designer / Attorney General's Office, Brasilia, Brazil / 2011–2013

- Lead a team of 5 graphic designers within the Secretariat of Social Communication.
- Created over 20 campaigns and visual identities for events, among other digital and print materials to support the work of the attorneys, and other Secretariats throughout Brazil.
- Collaborated daily with the areas of copywriting, web development, events, client and public relations.

EDUCATION

Master of Fine Arts, Graphic Design / University of Florida / 2018

- Minor in Entrepreneurship

Bachelor of Fine Arts, Industrial Design / Universidade de Brasília / 2011

- Double-Major in Graphic and Product Design

ADDITIONAL EXPERIENCE

INTERNSHIPS

Part-Time Junior Graphic Designer / ACP Design (design firm), Brasilia, Brazil / 2011

- Creation of visual identity for restaurants, law firms, car service companies, etc.
- Development of season catalog, display windows, newsletters and mail marketing for fashion stores like Avanzo and Ortiga.
- Visual identity and stationery design for a wine tasting event from Vintage Vinhos and a gastronomic event at the Mercure Hotel.

Part-Time Junior Graphic Designer / Attorney General's Office, Brasilia, Brazil / 2009–2011

- Design of visual identities for events, website layouts, books, folders, posters, slide presentations, among others to support the work of the attorneys and other Secretariats throughout Brazil.

AWARDS

Graduate School Fellowship / University of Florida / 2015

Awarded Gold in the Promotional Publication Category / Prêmio Colunistas Design Brasil / 2014

Awarded Design Company of the Year / Prêmio Colunistas Brasília / 2014

Awarded Gold in the Stationery Category / Prêmio Colunistas Brasília / 2014

CERTIFICATIONS

Jumpstart (Design Thinking Workshop) / Duane Bray of IDEO, Gainesville, FL / 2016–2020

- Participant in 2016 and 2017, event organizer in 2019 and 2020

Packaging Update from A to V Course / Packaging Institute of Brazil, São Paulo, Brazil / 2009

Autodesk Maya Animation Course / OZI Audiovisual School / 2009

Furniture Design Course by Luciano Deviá / ABRADI and ECCO / 2009

Design Innovation Labs / 2nd Brazilian Biennial of Design / 2008

Photoshop, InDesign and Corel Draw Course / SENAI / 2007

Certificate of Proficiency in English / University of Michigan / 2005

CURRICULUM VITAE

current	location	details
employment	Florida State University Tallahassee, Florida, USA	Visiting Associate Professor, Graphic Design, Interior Architecture Dept. Teach undergraduate and graduate certificate courses, Fall 2024–Active
	Freelance Graphic Design International, 2017–Active	The Peanut Factory & Spruill Farm, Edenton, North Carolina Visual Identity Design, and on Board of Directors, 2021–Active The Prometheus Trust, Gloucestershire, United Kingdom Strategy (UX) and website re-design, December 2021–Active Jaime Arredondo, Fine Artist & Professor, New York City Visual identity: Exhibition, presentations, website and book design for artist and M.I.C.C.I., Fall 2019–Active Tetraktys Verlag, Stuttgart, Germany Book design, 2017–Active Dr. John A. Smith, Architect & Professor, Dubai, United Arab Emirates Book design (print, e-books and online presence), 2017 Book and graphic design, 2021–Active Dr. Irene Barbaris, Metasenta Publications, Melbourne, Australia Book design, 2010–Active
past		
employment	American University in Dubai P.O. Box 28282 Media City, Dubai, UAE	Associate Professor of Graphic Design / Fall 2008–Summer 2017 NASAD Accreditation Committee, Spring 2015–2017 UAE Ministry of Higher Education & Scientific Research, Visual Communication, Accreditation Committee, Fall 2014–16 Taught all undergraduate Graphic Design courses.
	University of the Arts 320 South Broad Street Philadelphia, PA, 19102	Master Lecturer / Spring 2007–Spring 2008 Taught senior class courses; Senior Problem Solving, Corporate Identity & Interface design.
	Lippincott 499 Park Avenue New York, New York 10022	Web & Graphic Designer / Fall 2006–Fall 2007 Website projects: Marsh Risk Insight, Mashreq Bank, Oliver Wyman, Sabic Plastics
	Post St. Joost Academie, AKV Postbus 9011 4800 RA, Breda, The Netherlands	Teachers Assistant / Fall 2005–Summer 2006 Main responsibilities included advising graduate students on their thesis projects and collaborating with faculty on design lectures.
	Büro Plantage Postbus 417 3100AK, Schiedam, The Netherlands	Freelance / Fall 2005–Spring 2006 Completed a visual identity program for Volya Films which included film title designs for three films.
	Traast & Gröson Nieuwe Haven 91 NL-3116 AB, Schiedam, The Netherlands	Freelance / Summer 2004 As part of a team designed graphics for the Dutch entry at the 9th Annual Architecture Biennial Venice, <i>Hybrid Landscapes</i> , co-produced by the, National Architecture Institute (NAi)
	Lippincott 499 Park Avenue New York, New York, 10022	Associate Designer / June 1999–August 2003 As part of a team developed brand marks and visual systems which included stationery, ads, posters, newsletters, web-sites, corporate, retail graphics and signage. Specialized in designing printed and online corporate identity guidelines.

CURRICULUM VITAE

education

Mokuhanga Innovation Laboratory
P.O. Box 2061, JPS Ginza Branch
Tokyo, Japan 100-8690

Artist in Residence / July–August, 2014

Advanced Mokuhanga: Traditional Japanese Woodblock Printing

Post St. Joost Academie, AKV
Postbus 90116
4800 RA, Breda, The Netherlands

Master of Arts / Fall 2003–06

Graphic Design

New York City Board of Education
1075 2nd Avenue
New York, New York, 10022

Mentorship Program Certificate / 2003

NYC High School of Art and Design

Parsons School of Design
14 West Street, Fifth Avenue
New York, New York, 10022

Bachelor of Fine Arts / Spring 1999

Communication Design

membership

**AIGA | The Professional Association
for Design**
233 Broadway, 17th floor,
New York, New York 10279

Member since 2008

exhibitions, presentations & selected papers

Fundamentals of Design
Honolulu, Oahu, Hawaii

Conducted a two-day design workshop to 4th and 5th grade students at the Waikiki Middle School in Oahu, Hawaii.
January 24–25, 2019

Observations of an Urban Framework
Dubai, UAE

Participated in design workshop initiated by Studio Cultural Engineering and B+H Architects which took place in Deira & Bur Dubai, Dubai, Spring 2016. Contributed a photographic essay which was published in *Observations of an Urban Framework*, Fall 2016.

IMPACT 9, 2015
China Academy of Art
Hangzhou, China

IMPACT 9, International Printmaking Conference 2015
Printmaking in the Post-Print Age: Critical & Creative Methods in the context of Contemporary Art and Society
Conference paper: *Beauty & Truth: Printmaking & Graphic Design*

World Expo, Milan 2015
Milan, Italy

United Arab Emirates, Expo Pavilion / Date Palm Prints Exhibition
01 May–31 October, 2015
Exhibition part of UAE National Pavilion.
In collaboration with Studio Cultural Engineering, Dubai, and Case Design Architects, Mumbai.

Mokuhanga Innovation Laboratory
B 109, 11-14, 6-chome, soto-kanda,
Chiyoda-ku, Tokyo 101-0021, Japan

2nd International Mokuhanga Conference 2014
09–12 September
Tokyo CfSHE Gallery, Tokyo, Japan
Exhibited artist in residency works, Mokuhanga 'Horizon' Prints

Curriculum Vitae

Terry Londy

Last Revised: March 18, 2025

General Information

University address: Interior Design
College of Fine Arts
143 Honors Way WJB2029
Florida State University
Tallahassee 32308-FL
Phone: 2489302026

E-mail address: tlondy@fsu.edu

Web site: <https://interiordesign.fsu.edu/>

Professional Preparation

- 2014 MA, Lawrence Technological University. Major: Environmental Graphic Design. Supervisor: Steve Coy.
- 2012 BFA, Eastern Michigan University. Major: Graphic Design/ Interior Design Dual Major. cum laude.

Nondegree Education and Training

- 2021 ARE 5745 Research Survey.
- 2021 CITI Program - Humans Subjects Research.
- 2021 Completion of FSU mentor training workshop series FSU Research Mentor Academy.

Professional Credential(s)

- 2016–present LEED GA.

Professional Experience

2021–present	Assistant Professor, Interior Design School of Fine Arts, Florida State University.
2009–present	Design Lead/ Consultant, Graphic Design/ Fabrication/ EGD/ Interior Design, On A Bender Designs. Freelance Entity.
2020–2021	Design Manager, Design Leadership/ Creative Direction, Forcade Associates. EGD/ Signage/ Wayfinding/ Team Development/ Client Relationships.
2018–2021	Adjunct Professor, College of Computing and Digital Media, Depaul University - Chicago.
2018–2019	Senior Designer/ Project Manager, Design Leadership/ Creative Direction, Gensler. EGD/ Signage/ Wayfinding/ Team Development/ Client Relationships.
2016–2018	Associate/ Senior Designer, Design Leadership/ Creative Direction, CRTKL. EGD/ Signage/ Wayfinding/ Team Development/ Client Relationships/ Exhibit Design.
2015–2016	Creative Director/ Senior Designer, Graphic Design/ Marketing, Startex. Marketing/ Graphic Design/ Photography/ exhibit design.
2014–2015	Designer, Fabrication/ Graphic Design, DPOP/ Pophouse. Marketing/ Graphic Design/ Photography/ Interior Design.

Honors, Awards, and Prizes

2024 AIA Design Excellence Award, ULI Urban Land Institute (2024).
 2024 Honorable Mention, THOM Thomasville Arts Collective (2024).
 2023 Merit Award Chicago - Residential & Hospitality, Chicago Building Congress (2023).
 2023 Interior Design Educators Council (IDEC) President's Award, IDEC - Interior Design Educators Council (2023).
 2023 ACEC Grand Conceptor Award Winner, ACEC American Council of Engineering companies (2023).
 2022 METAMORPHOSIS AWARD WINNER, Retrofit (2022).
 2022 AIA Award, American Institute of Architects - AIA (2022).
 2022 AIA Design Excellence Award, AIA American Institute of Architects (2022).
 2022 IIDA ILLINOIS RED AWARD, IIDA Illinois (2022).
 2020 AIA Chicago | Design Excellence Awards, AIA - American Institute of Architects (2020).

Current Membership in Professional Organizations

American Institute of Graphic Artists - AIGA
Interior Design Educators Council - IDEC
The Society for Experiential Graphic Design - SEG D

Teaching

Courses Taught

Florida State University - Graduate Portfolio (IND 5528)
Florida State University - Graphic Design for Entrepreneurship & Brand Identity (IND 5930)
Florida State University - Design & the Human Experience (IND 2219)
Florida State University - Directed Study (IND 5910)
Florida State University - Sketching the City (IND 2305)
Florida State University - Integrated Graphics (IND 5327)
Florida State University - Graduate Portfolio (IND 5528)
Florida State University - Graphic Design for Entrepreneurship & Brand Identity (IND 5930)
Florida State University - Construction Systems - IND3470 (IND 3470)
Florida State University - Design Foundations - IND1203 (IND 1203)
Florida State University - Design Foundations - IND1203 (IND 1203)
Construction Systems (IND5479)
Integrated Design Fundamentals (IND5208)
Florida State University - Graphic Design - IND3930 (IND 3930)
Florida State University - Graphic Design - IND5930 (IND 5930)
Depaul University - Graphic Design: Portfolio Design & Development - GD381 (GD 381)
Depaul University - Graphic Design: Portfolio Design & Development - GD381 (GD 381)
Depaul University - Graphic Design: Portfolio Design & Development - GD381 (GD 381)
Depaul University - Graphic Design: Portfolio Design & Development - GD381 (GD 381)
Depaul University - Special Topics: Exhibit Design - DMA495 (DMA 495)
Depaul University - Design For Client & Community: Branding - GD380 (GD 380)

New Course Development

Florida State University - Graphic Design Foundations 2 (2024)
Florida State University - Exhibit Design: Storytelling and Creating a Connection (2024)
Florida State University - Minimester - Environmental Graphics for Wayfinding in the Built Environment (2023)
Florida State University - Graphic Design For Entrepreneurship & Brand Identity (2021)

Master's Committee Member

Nicky Maria Valencia-Arrieta, graduate. (2026). *Title in progress, Hospitality Design fostering*

play for children.

Riley, E., graduate. (2024). *Creating Community for College-Aged Generation Z through the Design of Baptist Church Interiors.*

Supervision of Student Research Not Related to Thesis or Dissertation

Pellini, Laura, Valeria (Feb 2022–present).

Riley, E. (Jan–May 2024).

Trignano, Delaney, Tyler (May–Aug 2023).

Additional Teaching Not Reported Elsewhere

Londy, T. A. (2025–2024). *Interior Design Department Annual Design Charrette.* Florida State University.

Londy, T. A. (2024). *Workshop Series - Indesign Refresher & Best Practices, Illustrator for Fabrication - Multiple Sessions.* FSU - IDSO.

Londy, T. A. (2024). *Interior Design Department Annual Design Charrette.* Florida State University.

Webber, S., & Londy, T. A. (2023). *Interior Design Department Annual Design Charrette.* Florida State University.

Londy, T. A. (2022–2023). *Workshop Series - Indesign Refresher & Best Practices, Illustrator for Fabrication - Multiple Sessions.* FSU - IDSO.

Research and Original Creative Work

Publications

Invited Journal Articles

Londy, T. A. (2023). "I think Brand can save the future of the workplace". *Leo Revista Academica - Facultad DE Arquitectura Y Diseno*, 2, 28-29.

Refereed Journal Articles

Londy, T. A., & Webber, S. (2024). The Design Charrette: Lessons Learned in Seeking Methods to Accelerate Student Learning. *Communication + Place SEG D Society for Experiential Graphic Design*, 92-106.

Refereed Proceedings

Londy, T. A. (2024). "Where am I?" A narrative inquiry study assessing the success of wayfinding in international airports for non-native language speakers | Scholarship of Design Practice. In *2024 Annual Conference- IDEC - Designed to Thrive* (pp. 333-341). Washington DC, IDEC. Retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://idec.org/wp-content/uploads/2024-Proceedings-Report_Final-6_11_24.pdf

Londy, T. A. (2024). Environmental Graphics Reflect Cultures Creating a Sense of Place and Belonging: An Immersive Study in Valencia. In Loredana Di Lucchio, & Lorenzo Imbesi (Eds.), *Eighteenth Annual International Conference on Design Principles & Practices* (pp. 53). n Champaign, Illinois, USA; by Common Ground Research Networks, NFP. Retrieved from <https://kc.cpub.net/assets/downloads/design/G24-Conference-Proceedings-Draft.pdf?dlv-emuid=6310d7c5-8c38-4e36-b426-81cf66a17b11&dlv-mlid=46074691>

Londy, T. A. (2023). "Can I see myself working with this person?" Practitioner insight of highly sought after behaviors in design teams | Scholarship of Design Research - Practice. In *2023 Annual Conference- IDEC - Accelerating Change* (pp. 229-231). Washington DC, IDEC. Retrieved from <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://idec.org/wp-content/uploads/2023/08/COMPRESSED-2023-IDEC-Annual-Conference-Proceedings.pdf>

Londy, T. A. (2023). A Scalable Strategy for Branding and the Wayfinding Experience. In Loredana Di Lucchio, Lorenzo Imbesi, & Pablo Diaz Morilla (Eds.), *Seventeenth Annual International Conference on Design Principles & Practices* (pp. 118). n Champaign, Illinois, USA; by Common Ground Research Networks, NFP. Retrieved from <https://designprinciplesandpractices.com/assets/downloads/G23-Conference-Proceedings.pdf>

Londy, T. A. (2023). Design Practitioner Perspective: Highly sought-after Skills exhibited in a portfolio that can get our students hired. Scholarship of Design Research | Practice. In *2023 Annual Conference- IDEC - Accelerating Change* (pp. 235-236). Washington DC, IDEC. Retrieved from <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://idec.org/wp-content/uploads/2023/08/COMPRESSED-2023-IDEC-Annual-Conference-Proceedings.pdf>

Londy, T. A. (2022). The Incredible Edible Impact of Workplace Brand - Creative Scholarship | Design as Interior. In *2022 Annual Conference- IDEC - Reconnect/ Recalibrate* (pp. 261-265). Washington DC, IDEC. Retrieved from <chrome-extension://>

efaidnbmnnnibpcajpcglclefindmkaj/https://idec.org/wp-content/uploads/2023/03/2022-Conference-Proceedings_FINAL_opt.pdf

Londy, T. A. (2022). When in Detroit, you Do Detroit things, and yes the Branding is awesome. In *2022 Annual Conference IDEC - Reconnect/ Recalibrate* (pp. 40-46). Washington DC, IDEC. Retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://idec.org/wp-content/uploads/2023/03/2022-Conference-Proceedings_FINAL_opt.pdf

Presentations

Invited Keynote and Plenary Presentations at Conferences

Londy, T. A., Mick, M., & Webber, S. (presented 2022, November). *Transformative Teaching Keynote Day 2*. Keynote presentation at Amps Transformative Teaching : Focus on Pedagogy 2022, Architecture, Media, Politics, Society - (AMPS), Virtual. (International)

Refereed Presentations at Conferences

Londy, T. A. (submitted). *Learning to develop inclusive wayfinding through the experiential classroom: The importance of Strategy*. Presentation submitted for approval.

Londy, T. A. (submitted). *A Strategic Model for Branding & Wayfinding Experience*. Presentation submitted for approval.

Londy, T. A. (submitted). *Lynch as a scalable model for orientation and Brand experience*. Presentation submitted for approval.

Londy, T. A. (accepted). *Enhancing Final Design Drawings: Leveraging Storytelling, Depth, and Materials for a Deeper Connection*. Presentation to be given at Nineteenth Annual International Conference on Design Principles & Practices, Thinking, Learning, Doing: Plural Ways of Design, Design Principles & Practices, LASALLE College of Arts, Singapore (Virtual). (International)

Londy, T. A. (accepted). *Reinforcing Design Details Through Full-Scale Construction Mock-ups: Further Developing the Experiential Classroom*. Presentation to be given at New Schools of Thought - Critical Thinking & Creative Teaching 2025, AMPS - Architecture - Media - Politics - Society, United Kingdom (Virtual). (International)

Londy, T. A. (accepted). *Stadiums and Branded Amenity Experiences: Making the game inclusive for all*. Presentation to be given at 205 Annual Conference- IDEC - The Future of Design Starts Here, IDEC - Interior Design Educators Council, Chicago, IL. (National)

Londy, T. A. (accepted). *Storytelling invites participation, creating a connection to place: a story*

of fabrication, prototyping, and community. Presentation to be given at 2025 Annual Conference- IDEC - The Future of Design Starts Here, IDEC - Interior Design Educators Council, Chicago, IL. (National)

Londy, T. A. (presented 2024, March). *"Where am I?" A narrative inquiry study assessing the success of wayfinding in international airports for non-native language speakers*. Presentation at 2024 Annual Conference- IDEC - Designed to Thrive, IDEC - Interior Design Educators Council, New York City, NY. (National)

Londy, T. A. (presented 2024, March). *Environmental Graphics reflect cultures creating a sense of place and belonging: An Immersive Study in Valencia*. Presentation at Eighteenth Annual International Conference on Design Principles & Practices, Design Principles & Practices, Valencia, Spain (Virtual). (International)

Londy, T. A. (presented 2023, August). *Multidisciplinary Student Learning Through Immersive Experiences*. Presentation at Teaching Beyond the Curriculum 2023, AMPS - Architecture - Media - Politics - Society, United Kingdom (Virtual). (International)

Londy, T. A. (presented 2023, March). *"Can I see myself working with this person?" Practitioner insight on key behaviors that are highly sought after for design teams*. Presentation at 2023 Annual Conference - Accelerating Change, IDEC - Interior Design Educators Council, Vancouver, BC. (International)

Londy, T. A. (presented 2023, March). *A Scalable Strategy for Branding & the Wayfinding Experience*. Presentation at Seventeenth International Conference on Design Principles & Practices, Design Principles & Practices, Lisbon, Portugal (Virtual). (International)

Londy, T. A. (presented 2023, March). *The Design Practitioner Perspective: Three highly sought-after Skills exhibited in a design portfolio that can get our students hired*. Presentation at 2023 Annual Conference - Accelerating Change, IDEC - Interior Design Educators Council, Vancouver, BC. (International)

Londy, T. A., & Webber, S. (presented 2023, February). *The Design Charrette: Lessons Learned in Seeking Methods to Accelerate Student Learning*. Presentation at SEGDA Academic Summit, SEGDA - Society for Experiential Graphic Design, Virtual. (International)

Londy, T. A. (presented 2022, March). *When in Detroit, you Do Detroit things, and yes the Branding is awesome*. Presentation at 2022 Annual Conference - Reconnect/ Recalibrate, IDEC - Interior Design Educators Council, Virtual. (National)

Londy, T. A. (presented 2022). *The Incredible Edible Impact of Workplace Brand (Abstract was scored as one of the top five in submittal category)*. Presentation at 2022 Annual Conference - Reconnect/ Recalibrate, IDEC - Interior Design Educators Council, Virtual. (National)

Invited Lectures and Readings of Original Work

Londy, T. A. (2023, November). *Experiential Graphic Design - Case Studies & Fabrication*.

Delivered at Eastern Michigan University- Fine Arts Dept | Ypsilanti, MI, Eastern Michigan University - Virtual. (National)

Londy, T. A. (2023, November). *Student Success and the Portfolio Engine, How can we better*

prepare them? Delivered at Chatham UNIVERSITY- Pittsburg, PA, Chatham University Virtual. (National)

Londy, T. A. (2023, April). *Branded Environments & Opportunities to Thrive in the Profession*.

Delivered at Florida State University - Fine Arts Dept, Fine Arts Building, Florida State University. (Local)

Londy, T. A. (2023, April). *How do we develop Students and Not just their design portfolios? But*

they need that too. Delivered at Chatham UNIVERSITY- Pittsburg, PA, Chatham University - Virtual. (National)

Londy, T. A. (2023, April). *Wayfinding and Designing Spaces for Everyone*. Delivered at Florida

State University - Art Therapy, William Johnston Building Florida State University. (Local)

Original Creative Works

Image Published in a Book

Londy, T. A. (in press). Working title - Room Diagrams to facilitate Story in Art Education

[Diagrams (3) High School, Middle School, Elementary School]. In Dr. Jeffrey Broome, *Managing an Art Classroom with Care: Stories from the Field*. Fairchild Books.

Londy, T. A. (in press). Design Process Diagram - Intersection of design phases, client, designer

& design thinking [Diagram - Design Process]. In Steven B. Webber, *Interior Design Fundamentals 2e*. Fairchild Books.

Exhibitions

Invited Exhibitions

Londy, T. A., & Ransdell, M. (2022, November–2023, February). *Land Water Sky - Wildlife Arts*

Festival [Public Art Experience]. Thomasville Collective, Thomasville Georgia: Thomasville Collective.

Juried Exhibitions

- Londy, T. A. (2024, May–June). *16th International Biennial Poster Design Terras Gauda* [Poster Design]. Bodegas Terras Guada, Spain, Spain: Puerto De Vigo, Galicia, Xunta De Galicia.
- Londy, T. A., & Webber, S. (2024, May–July). *THOM Collective Exhibition* [Member Collective]. Thomasville Collective THOM, Thomasville Georgia: THOM, Blick.
- Londy, T. A. (2024, March–April). *Due South: Strings Attached!* [Public Art Exhibition at a Festival]. Thomasville Collective THOM, Thomasville Georgia: Flowers AutoGroup.
- Londy, T. A. (2024, January–February). *Bicentennial Brew: A Taste of Tallahassee* [Call to Artists]. LeMoyne Arts Tallahassee, Tallahassee, Florida: Proof Brewery, LeMoyne Arts.
- Marlo Ransdell, & Londy, T. A. (2023, November–December). *Studio D: A decade of process in the making* [Showcase of Student Work]. William Johnston Gallery, Florida State University, Tallahassee Florida: FSU IA& D Dept.
- Londy, T. A. (2023, May–July). *THOM Collective Exhibition* [Member Collective]. Thomasville Collective THOM, Thomasville Georgia: THOM, Blick.
- Londy, T. A., & Webber, S. (2023, January–February). *10 Years of the Annual Design Charrette Competition* [Showcase of Student Work]. William Johnston Gallery, Florida State University, Tallahassee Florida: FSU IAD Dept.

Non-Juried Exhibitions

- Ward, A., Jeon, M., & Londy, T. A. (2023, February). *Social Justice Symposium Interactive Exhibit "I Commit Too..."* [Interactive]. 1006 William Johnston Building, Florida State University, Tallahassee Florida: The Annual Social Justice Symposium.

Digital Projects

Invited Digital Projects

- Londy, T. A., & Webber, S. (Co-Contributor). (2023, April–May). *Celebrating 10 Years of Immersive Student Design Charrette Competitions* [Website feature Article]. SEG D Society for Experiential Graphic Design. Retrieved from https://segd.org/celebrating-10-years-immersive-student-design-charrette-competitions?utm_source=SEG D+Master&utm_campaign=96d261694d-Weekly_05_09_2018_COPY_01&utm_medium=email&utm_term=0_ea87b1ddbd-96

Contracts and Grants

Contracts and Grants Funded

Kellie Keys, Dr. Christopher Werner, & Terry Londy. (Oct 2024–Oct 2025). *Wakulla Springs Project - Wakula Springs Lab*. Funded by Florida Department of Environmental Protection (FDEP). (182014-110). Total award \$40,000.

Londy, T. A. (Oct 2024–Dec 2024). *Student Technology Fee Funding for Proposal to Enhance Instructional Technology*. Funded by Information Technology Services. (4525023761). Total award \$18,295.

Londy, T. A. (May 2022–Aug 2022). *What are they missing? A Performance Outcomes Approach to Design Portfolio Success*. Funded by FYAP First Year Assistant Professor Grant. Total award \$20,000.

Reviews of My Research and Original Creative Work by Other Authors

Reviews Appearing on a Web Site

Staff Reports. (2024). Thomasville Center for the Arts announces Due South 2024: Strings Attached! Public Art Competition winners. *Thomasville Times-Enterprise*. Retrieved from https://www.timesenterprise.com/news/local_news/thomasville-center-for-the-arts-announces-due-south-2024-strings-attached-public-art-competition-winners/article_16c56c6c-f529-11ee-a694-074825da736b.htm

Caban, J. (2023). FSU Interior Architecture and Design Department Holds Charrette Competition. *Florida State University News - The official News Source for Florida State University*. Retrieved from <https://news.fsu.edu/multimedia/radio/2023/02/14/fsu-interior-architecture-and-design-department-holds-charrette-competition/>

Additional Research or Original Creative Work Not Reported Elsewhere

Londy, T. A. (2024). *Northstar Country Club Primary Branding*. Architype / Polaris Properties.

Londy, T. A. (2023). *Polaris Properties Primary Branding*. Architype.

Londy, T. A. (2023–2024). *400 West Capitol, Little Rock AK*. Architype - Freelance Work.

Londy, T. A. (2022–2023). *444 N Michigan Ave - Chicago, IL*. Forcade Associates Team as Design Consultant.

Londy, T. A. (2022). *Movie Poster "Not My Enemy"*. Sisters Unite Productions.

Londy, T. A. (2022–2023). *801 S Canal - Chicago, IL*. Forcade Associates Team as Design Consultant.

Londy, T. A. (2022–2024). *Northstar Center - Minneapolis, MN*. Archetype - Freelance Design.

Londy, T. A. (2020–2021). *CMC Materials - Aurora, IL*. Forcade Associates Design Team.

Londy, T. A. (2020). *CommonGrounds - Chicago, IL*. Forcade Associates Design Team.

Londy, T. A. (2020–2021). *Conagra Foods - Chicago, IL*. Forcade Associates Design Team.

Londy, T. A. (2020–2021). *Lakeshore East - Chicago, IL*. Forcade Associates Design Team.

Londy, T. A. (2020). *IMC - Chicago, IL*. Forcade Associates.

Londy, T. A. (2020). *Nature Center at Shaker Lakes - Cleveland, OH*. Forcade Associates Design Team.

Londy, T. A. (2020). *Generator Hotel - Washington DC*. Forcade Associates Design Team.

Londy, T. A. (2020). *Moses Cone Memorial Hospital - Greensboro, NC*. Forcade Associates.

Londy, T. A. (2019). *167 Green - Chicago, IL*. Gensler Design Team.

Londy, T. A. (2019). *333 Green - Chicago, IL*. Gensler.

Londy, T. A. (2019). *Illinois State University - Normal, IL*. Gensler.

Londy, T. A. (2019). *Planet Fitness - Hampton, NH*. Gensler.

Londy, T. A. (2019). *Ronald McDonald House*. Gensler.

Londy, T. A. (2019). *Uber Freight Headquarters - Chicago, IL*. Gensler.

Londy, T. A. (2018–2019). *Syd Jerome - Chicago IL*. Gensler.

Londy, T. A. (2018–2019). *Aon Center - Chicago IL*. Gensler.

Londy, T. A. (2018–2019). *Ford Motor Company - Wagner Place - Dearborn, MI*. Gensler.

Londy, T. A. (2018–2019). *Mars Wrigley - Chicago IL*. Gensler.

Londy, T. A. (2018–2019). *Corners of Brookfield - Brookfield, WI*. Gensler.

Londy, T. A. (2018–2019). *Dayton's - Minneapolis, MN*. Gensler.

Londy, T. A. (2018–2019). *Willis Tower - Chicago IL*. Gensler.

Londy, T. A. (2018–2019). *56 central - Manilla, Philippines*. Gensler.

Londy, T. A. (2018–2019). *545 WYN - Miami, FL*. Gensler.

Londy, T. A. (2018–2019). *Columbia College - Getz Theatre - Chicago, IL*. Gensler.

Londy, T. A. (2018–2019). *Columbia College - Student Center - Chicago, IL*. Gensler.

Londy, T. A. (2018–2019). *Navy Pier - Peoples Energy Welcome Pavilion - Chicago, IL*. Gensler.

Londy, T. A. (2018–2019). *Old Post Office - Chicago IL*. Gensler.

Londy, T. A. (2017–2018). *Rosedale Center - Rose & Loon - Minneapolis, MN*. CRTKL.

Londy, T. A. (2017–2018). *Pinecrest - Orange Village, OH*. CRTKL.

Londy, T. A. (2017–2018). *Shops at WillowBend - Plano, TX*. CRTKL.

Londy, T. A. (2016–2018). *Rosedale Center - Minneapolis, MN*. CRTKL.

Londy, T. A. (2016). *The Avenues Food Hall - Kuwait Al Rai, Kuwait*. CRTKL.

Service

Florida State University

FSU University Service

Faculty Advisor, Themed Entertainment Association (2024–present).

Member, Innovation Hub Steering Committee (2022–2024).

Member, Innovation Hub Immersive Media Hiring Committee (2022–2023).

FSU College Service

Chair, Graphic Design/ Digital Communications Hiring Committee _ College of Fine Arts (2024–present).

Committee Member, CFA Design Taskforce Committee _ College of Fine Arts Communication Team (2024–present).

Facilitator, Development of XGD Lab at G38 WJB Building (2024–present).

Member, Technology Committee (2023–present).

Lead, Visual Communications Committee (2022–present).

Member, Graphic Design Visioning Committee (2022–present).

Member, College Website Design Advisory Committee (2023–2024).

50 Year IAD Logo Design, Department of Interior Architecture - School of Fine arts (2023).

T Shirt Design for Program "50 Years in Design", Department of Interior Architecture - School of Fine arts (2023).

T Shirt Design for Program "TOGETHER, We will build, we will persevere", Department of Interior Architecture - School of Fine arts (2021).

T Shirt Design for Program "Design Thinking Changes the World", Department of Interior Architecture - School of Fine arts (2021).

FSU Department Service

Committee Member, Computer Lab Updates/ Spending Task Force (2022–present).

Co-Chair, Visiting Line Faculty Search Committee (2023–2024).

Design & Production/ Fabrication Files for Awards, FSU IAD Alumni Association (2023).

The Profession

Reviewer for Textbooks

The Prefabricated Interior (2022).

Service to Professional Associations

Communications Committee - Member, Graphic design consultant for communications in events and collateral, IDEC - Interior Design Educators Council (2024–present).

Graphic Design/ Branding For Annual Conference, Annual International Conference Graphic Collateral_ Entire Conference Graphic Package, IDEC - Interior Design Educators Council (2024).

Guest Reviewer For National Conference Abstracts, 2024 National Call for Abstracts, IDEC - Interior Design Educators Council (2024).

Guest Reviewer For Conference Abstracts, 2024 Regional Call for Abstracts, IDEC - Interior Design Educators Council (2024).

Guest Reviewer For Student Portfolios, 2024 Student Portfolio Session - Jacksonville AIGA, AIGA - American Institute of Graphic Arts (2024).

Guest Reviewer For Conference Poster Session, 2024 IDEC National Conference, IDEC - Interior Design Educators Council (2024).

Graphic Design/ Branding For Annual Conference, Annual International Conference Graphic Collateral_ Entire Conference Graphic Package, IDEC - Interior Design Educators Council (2023–2024).

Guest Reviewer For Conference Abstracts, 2023 Regional Call for Abstracts, IDEC - Interior Design Educators Council (2023).

Guest Reviewer Student Design Competition, 2023 National IDEC Conference - Vancouver - Accelerating Change, IDEC - Interior Design Educators Council (2023).

Graphic Design For Annual Conference, Annual International Conference Graphic Collateral_ Entire Conference Graphic Package, IDEC - Interior Design Educators Council (2022–2023).

Session Chair, ,Moderator, Curation and ideation for International Conference, Creativity, Flexibility, and Innovation in Education, Architecture, Media, Politics, Society - (AMPS) (2022).

The Community

Environmental Graphic Design Strategy & Design, Design, Branding, Strategy, wayfinding, EGD, Raleigh Rescue Mission - The Garden (2024–present).

Construction Volunteer, Construction site clean-up, building racks, painting, framing, Big Band Habitat for Humanity (2024).

Environmental Graphic Design Strategy & Design, Design, Branding, Strategy, wayfinding, Waterfront Rescue Mission (2023–2024).

Design, Wayfinding & Brand Strategy, Assessment, consultation, and design for Brand Strategy, Wayfinding design and locations, as well as fabrication drawings and consultation, Redemptive Love Farm (2022–2023).

(5) T Shirt Designs for Earth day, Tshirt concept and design for Earth day, Earth's Garden LLC (2022).

Additional Service Not Reported Elsewhere

Londy, T. A. (2017–2019). *Ride MS Team Go Johnny Go Bike Jerseys*. Bike MS/ Starwood Retail.

Completely redesigned Web Programming and Design (2006)
Completely redesigned CGS2060, Computer literacy (1997)

Management of Multiple Course Sections

Computer Literacy (CGS2060)
MicroApps for Business (CGS2100)

Additional Teaching Not Reported Elsewhere

Baldauf, K. J. (2006). *Continuing Ed for K-12 teachers at Maclay School through FSU*. FSU.

Research and Original Creative Work

Publications

Invited Books

Baldauf, K. J. (2012). *Emerge with Computers*. Course technology & Cengage Learning.

Baldauf, K. J., & Stair, R. (2011). *Succeeding with Technology*. Course Technology.

Baldauf, K. J. (2000). *Learn Windows 2000*. Prentice Hall.

Baldauf, K. J. (1999). *Learn Windows NT4.0 Workstation*. Prentice Hall.

Baldauf, K. J. (1999). *Windows 98 Essentials*. Prentice Hall.

Baldauf, K. J. (1998). *Windows NT4 Essentials*. Prentice Hall.

Refereed Books

Baldauf, K. J. (2011). *Emerge with Computers, 3rd Edition*. Cengage Learning/Course Technology. Retrieved from <http://tinyurl.com/baldauf-emerge>

Invited Book Chapters

Baldauf, K. J., Stair, R., & Reynolds, G. (2010). 3 Chapters: Internet, Databases, Software. In

Curriculum Vitae

Kenneth J. Baldauf

Last Revised: November 01, 2021

General Information

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Diffenbaugh Building 0432
Florida State University
Tallahassee, Florida 32306-4120

E-mail address: kbaldauf@fsu.edu
kbaldauf@pic.fsu.edu

Professional Preparation

1997 M.S., Florida State University. Major: Computer Science.

1982 Bachelor of Arts, Morehead State University. Major: Music. Music Theory and Composition.

Professional Experience

2011–present Research Associate, Program Director, College of Arts & Sciences, Florida State University. Director, Program in Interdisciplinary Computing.

2008–2011 Associate in the Program in Interdisciplinary Computing, Program Director, Program in Interdisciplinary Computing, Florida State University. Director, Program in Interdisciplinary Computing (PIC).

2002–2008 Associate in Computer Science, Computer Science, Florida State University. Director of Computer Literacy at FSU - Faculty member charged with managing Florida State University's computer literacy program; guaranteeing that Florida State University students acquire a solid foundation of technological understanding and the computer application skills necessary to excel in today's competitive job market.

1997–2002 Assistant in Computer Science, Computer Science, Florida State University. Director of Computer Literacy at FSU - Faculty member charged with managing Florida State University's computer literacy program; guaranteeing that Florida State University students acquire a solid foundation of

technological understanding and the computer application skills necessary to excel in today's competitive job market.

Honors, Awards, and Prizes

FSU Web Star (2008).
Outstanding Teaching Assistant Award, FSU (1996).
Upsilon Pi Epsilon (1996).
Outstanding Teaching Assistant Award, FSU (1995).

Current Membership in Professional Organizations

Association for Computing Machinery (ACM)

Teaching

Courses Taught

Introduction to Website Design (CGS2821)
Interdisciplinary Web Development (CGS2835)
Special Topics in Interdisciplinary Computing - Beginning Level (IDC2930)
Special Topics in Information Studies (LIS4930)
Computer Literacy (CGS2060)
Microcomputer Applications for Business/Economics (CGS2100)
Computer Literacy II (CGS2064)
Web Programming and Design (CGS3066)
Intermediate Topics in Computer Science (CIS3931)
Special Topics - Digital Media and Communications (CGS3931)
Special Topics - Intranet Database Programming (CGS5900)
Special Topics in Computer Science (CIS4930)
Object Oriented Programming with C++ (CGS4406)

New Course Development

Web Design (2010)
Web Development (2008)
Computer Literacy II (2005)
MicroApps for Business (1999)

Curriculum Development

Principles of Information Systems. Course Technology and Cengage Learning.

Nonrefereed Tests, Instruments, or Assessment Measures

Baldauf, K. J., Stair, R., & Reynolds, G. (2010). *Case Studies, Boxes, Vignettes, Chapter Exercises for all chapters of Textbook: Principles of Information Systems*. Course Technology.

Presentations

Invited Keynote and Plenary Presentations at Conferences

Baldauf, K. J. (presented 2010, November). *Shifting Paradigms in Education*. Keynote presentation at California Business Educators Association State Conference, California Business Educators Association, San Jose, CA. (International)

Baldauf, K. J. (presented 2010, November). *Welcome to the Social LMS*. Plenary presentation at California Business Educators Association State Conference, California Business Educators Association. (International)

Baldauf, K. J. (presented 2009, October). *Teaching Outside the Book*. Plenary presentation at The League for Innovation's annual Conference on Information Technology (CIT), The League for Innovation, Detroit, MI. (National)

Baldauf, K. J. (presented 2009, March). *Interdisciplinary Computing*. Plenary presentation at Cengage/Course Technology National Conference, Cengage Learning, Las Vegas. (National)

Baldauf, K. J. (presented 2009, February). *Topic Relevance through Current Events and Podcasting*. Plenary presentation at Teaching With Technology Showcase and Tech Fair, Center for Teaching and Learning at FSU. (Local)

Baldauf, K. J. (presented 2008, March). *Back to the Drawing Board - Re-evaluating what we teach in the Intro Course and how we teach it*. Plenary presentation at Course Technology National Conference, Course Technology, Nashville, TN. (National)

Baldauf, K. J. (presented 2008, March). *Teaching with New Technologies II*. Plenary presentation at Course Technology Forums, Course Technology. (National)

Baldauf, K. J. (presented 2008, March). *The Value of College Computer Literacy in the New Age*. Plenary presentation at ATEAM Alabama Community Colleges Conference, ACC. (State)

Baldauf, K. J. (presented 2007, November). *Teaching with New Technologies*. Plenary

Knight Creative Communities Institute. Discovery at Cascades Designer (2012–2014).

Service to Research Organization

Mick, M. (2022). *Virtual Conference Session Chair*. Architecture, Media, Society, Politics (AMPS).

Service to State Organizations

Mick, M. (2025). *Corridor Compatible Communities Design Guidelines Expert Roundtable*. Florida Wildlife Corridor Foundation.

presentation at Course Technology National Conference, Course Technology. (National)

Baldauf, K. J. (presented 2007, March). *How I Increased Class Enrollment by 53 Percent Overnight*. Plenary presentation at Course Technology National Conference, Course Technology. (National)

Baldauf, K. J. (presented 2006, March). *Computer Literacy: What Do Employers Want?* Plenary presentation at Course Technology National Conference, Course Technology. (National)

Baldauf, K. J. (presented 2006, March). *The Elements of the Intro Course*. Plenary presentation at Course Technology National Conference, Course Technology, Orlando. (National)

Baldauf, K. J. (presented 2005, March). *The Effects of K-12 Educational Technology Standards on the Future of College Computer Literacy*. Plenary presentation at Course Technology National Conference, Course Technology. (National)

Baldauf, K. J. (presented 2004, March). *Computer Literacy: A New Approach*. Plenary presentation at Course Technology National Conference, Course Technology, San Antonio, TX. (National)

Digital Projects

Nonrefereed Digital Projects

Baldauf, K. J. (2011). *Online Learning Community System* [Social Media App].

Baldauf, K. J. (2008). *Emerge with Computers* [Online Course Delivery System].

Baldauf, K. J. (2004). *Online Scheduler* [Web App].

Baldauf, K. J. (2001). *Digital Gradebook* [Web App].

Information and Communication Technology

Internet Web Site Development

Baldauf, K. J. (2012). *PIC*. Retrieved from Program in Interdisciplinary Computing: <http://www.pic.fsu.edu/>

Baldauf, K. J. (2010). *Teach Technology*. Retrieved from Self: <http://teachtech.biz>

Service

Florida State University

FSU University Service

Committee member, FSU Taskforce on Scholarly Communication (2010–2011).

Committee member, FSU Provost Search Committee (2010–2011).

FSU Department Service

Committee member, Computer Science Undergrad Curriculum Committee (2004–2007).

Committee member, Computer Science Faculty Recruitment Committee (2004–2005).

Committee member, Computer Science Bylaws Committee (2003–2004).

Curriculum Vitae

Meghan Mick

Last Revised: July 31, 2025

General Information

University address: Interior Architecture and Design
College of Fine Arts
143 Honors Way
Florida State University
Tallahassee 32306-FL

E-mail address: mmick@fsu.edu

Professional Preparation

2006 Masters, North Carolina State University, College of Design, Raleigh, NC.
Major: Landscape Architecture. Supervisor: Dr. Lee-Anne Milburn.

Mick, M.T.C. (2006). *Streams of Consciousness: Integrating Nature and Culture in the Design of Urban Streams*. Unpublished master's thesis, North Carolina State University, College of Design, Raleigh, NC.

1998 Bachelor of Arts, Vanderbilt University, Nashville, TN. Major: Fine Arts. Cum Laude.

Nondegree Education and Training

2023 Writing for Design Research: Peer Writing Workshop, DDN 810-651/DDN 893-651.

2022 ARE 5745 Research Survey.

1996 Australian and Asian Studies, Murdoch University, Perth, Western Australia.

Professional Credential(s)

2024–present Living Future Accreditation.

2021–present WELL Accredited Professional.

2020–present Registered Landscape Architect, LA6667506.

2007–present LEED Accredited Professional.

Professional Experience

2020–present Assistant Professor, Interior Architecture & Design, College of Fine Arts, Florida State University.

2015–2019 Project Manager, Wood+Partners, Inc. Project Manager with a professional landscape architecture and land planning firm, where a partial list of duties includes: site design, master planning, sketching/rendering, marketing graphics, budget management, construction administration, and client communication. Lead designer and project manager of four public park development projects for Phase V of the Natural Resource Damage Assessment (NRDA) as a result of the Deepwater Horizon oil spill of 2010.

2013–2015 Adjunct Instructor, Interior Architecture and Design, College of Fine Arts, Florida State University. Undergraduate Interior Design courses: Introduction to design principles and applications in a studio setting.

2010–2015 Adjunct Instructor, Urban and Regional Planning, College of Social Sciences and Public Policy, Florida State University. Urban & Regional Planning Graduate level courses: Graphic techniques for effective communication of creative ideas; Urban Nature: Planning for nature in the urban setting.

2015 Visiting Instructor, Public Art/Architectural Art, College of Fine Arts, Florida State University. Public Art Studio.

2009–2015 Owner, From the Ground Up. Founder of design business, where a list of services includes: planning and design of outdoor environments for play and learning, eco-conscious design and consulting, branding, graphic communications, and project management. Mix of pro bono and for profit projects mostly located in Northern Florida.

2013–2014 Lead Designer, Wilderness Graphics. Lead designer and planner for exhibits, interpretive signage and environmental graphics. Other duties include: project management, client communication, graphic design for exhibit panels, schematic drawings of interactive elements, and administration of interns.

2012–2013 Planning Consultant, Office of Park Planning, Florida Department of Environmental Protection. Temporary position in the Office of Parks Planning for the State of Florida DEP. Tasked with the layout and design of the

Statewide Comprehensive Outdoor Recreation Plan (SCORP) for 2013.
Additional duties include: planning meetings, design workshops, and schematic design for State Parks in Florida.

- 2011–2012 Adjunct Instructor, Landscape Architecture, School of Architecture, Florida A&M University. Graduate Studio courses in the School of Architecture for students in Landscape Architecture; committee member for six MLA graduate theses.
- 2006–2009 Project Planner, Wood+Partners, Inc. Designer at landscape architecture and land planning firm. Duties included site analysis, site design, sketching/rendering, marketing graphics, and client communication.

Honors, Awards, and Prizes

Nominated for Community Engaged Teaching Award, Florida State University (2024).
Honor Award for Park Design, Florida Chapter of the American Society of Landscape Architects (2023).
Honor Award, General Design, South Carolina ASLA (2022).
Frederic B. Stresau Award, Florida ASLA (American Society of Landscape Architects) (2021).
Green Business of the Year, Finalist, Tallahassee Chamber of Commerce (2010).
Inductee, Tau Sigma Delta (2006).
Inductee, Phi Kappa Phi (2004).

Fellowship(s)

Glaxo Smith Kline (2004).

Current Membership in Professional Organizations

American Society of Landscape Architects (ASLA)
Council of Educators in Landscape Architecture (CELA)
Environmental Design Research Association (EDRA)
Interior Design Educators Council (IDEC)
International Living Future Institute (ILFI)
International Union for the Conservation of Nature (IUCN)

Teaching

Courses Taught

Life-Centric Design (IND 5624)
Responsible Design (IND 2620)
Graphic Techniques II (IND2310)
Principles of Sustainable Design (IND5628)
Computer-Aided Design II (IND5477)
Integrated Design Studio 2 (IND5246C)
Principles of Sustainable Design (IND3627)
Sociological and Psychological Aspects of Design (IND4601)
Directed Individual Study (IND5910)
Graduate Seminar: Social-Psychological Aspects of Design (IND5609)
Integrated Graphics (IND5327)
Computer-Aided Design II (IND3469)
Interior Design Studio III (IND4242C)
Portfolio Development I (IND3529)
Special Topics in Interior Design (IND3930)
Special Topics in Interior Design (IND5930)
Graphics Communication for Urban Planning and Design (URP5885)
Design Fundamentals I (IND1203)
Design Fundamentals (IND5208)
Special Topics in Urban and Regional Planning (URP4936)
Special Topics in Urban and Regional Planning (URP5939)

New Course Development

Environmental Graphics and Wayfinding (2024)
Responsible Design (2024)
Integrated Studio (2023)
Environmental Graphics Minimester (2022)
Urban Nature (2011)

Curriculum Development

Updated Social/Psychological Aspects of Design content to include a variety of readings from multiple sources instead of reliance on one textbook (2022)
Updated course curriculum for Principles of Sustainable Design to include a community design project with recycled materials (2021)

Management of Multiple Course Sections

Graphic Techniques II (IND 2310)
Responsible Design (IND 2620)
Graphic Techniques II (IND 2310)

Principles of Sustainable Design (IND 3627)
Computer-Aided Design (IND 3469)

Master's Committee Chair

Altamirano, S., graduate. (2026).

Master's Committee Member

Garcia, C., graduate. (2026).

Valencia-Arrieta, N., graduate. (2026).

Wagner, R., graduate. (2026).

Zabot, C., graduate. (2025).

Ellis, A., graduate. (2024). *Interior Design for Well-Being: A Trauma-Informed Approach to Higher Education Social Spaces.*

Neri, E., graduate. (2023). *Supporting Attention through Design: Examining How Library Design Can Influence Attention Restoration.*

Walker, G., graduate. (2023). *Reducing Stress in Leisure Travelers through the use of Biophilic Design Elements to Enhance the Sense of Arrival in Hotel Lobby Interior Design.*

Bannister, R., graduate. (2022). *Early Elementary Spaces for Active Learning and Constructivist Teaching.*

Baptiste, A., graduate. (2012). [FAMU]

Bogle, R., graduate. (2012). [FAMU]

Carter, A., graduate. (2012). [FAMU]

Dolan, S., graduate. (2012). [FAMU]

Eisele, J., graduate. (2012). [FAMU]

Ranjbari, S., graduate. (2012). [FAMU]

Supervision of Student Research Not Related to Thesis or Dissertation

Avriett, G. and Kolb, M. (Aug–Dec 2024).

Miller, J. (Jun–Aug 2024).

Stephens, J. (May–Jun 2024).

Ellis, A. (Jan–Apr 2024).

Damera, M. (May–Jul 2022).

Houston, A. (May–Jul 2022).

Smith, H. (Jan–May 2022).

Lepp, R. (May–Dec 2021).

Facilitator of Student Collaboration with Community Partner

Mick, M. (2024). *Tallahassee Downtown Improvement Authority Office/Retail Space*. Tallahassee Downtown Improvement Authority.

Mick, M., & Jodi Benoit. (2023). *White Oak Pastures Hipcamp Loft Design*. White Oak Pastures.

Mick, M. (2023). *Deerlake Middle School ESE Sensory Pathway designs*. Deerlake Middle School.

Mick, M. (2021). *Upcycled Park Project*. Leon County Parks and Recreation Department.

Student Award Mentorship

Mick, M. (2022). *Mentor to Winners of the Memorial to the Enslaved Design Competition: Alana Houston, Sarah Rifqi, and Hannah Smith*. Goodwood Museum and Gardens.

Supervision of Student Group for a National Design Competition Entry

Mick, M., Bareford, K., Wright, A., Marshall, R. E., Eisele, J., Suñer, N. C., & Carter, A. L. (2011). *Parks for the People: A Student Competition to Reimagine America's National Parks*. Van Alen Institute.

Research and Original Creative Work

Publications

Refereed Journal Articles

Mick, M., & Ordia, K. (submitted). Rewilding Human Habitat: Liminal Space in the Built Environment. *Ecology and Society*. Manuscript submitted for publication, 25 pages.

Mick, M. (in press). Beyond sustainable: A responsible framework for design. *The International Journal of Design Education*, 12 pages.

Mick, M. (2024). Designing Ecotones: Engaging Liminal Space in the Built Environment. *Ekistics and the New Habitat*, 84(2), 45-55.

Mick, M., & Wettstein, F. (2023). Design at the Edges: Crossing Boundaries of Space and Practice. *Landscape Research Record*, 1-9.

Nonrefereed Proceedings

Mick, M. (2021). IDEC 2021 Annual Conference Proceedings. In Kristin Maki, Tina Patel, John Humphries, Zina Alaswad, & Jerome Gomez (Eds.), *2021 Interior Design Educators Council (IDEC) Annual Conference* (pp. 308-318). IDEC. Retrieved from https://idec.org/wp-content/uploads/2022/08/Proceedings_Appendices_2021_opt.pdf

Presentations

Invited Keynote and Plenary Presentations at Conferences

Mick, M., Londy, T., Weber, S., & Chapin, T. (presented 2022, November). *Transformative Teaching Keynote Day 2*. Keynote presentation at AMPS Transformative Teaching: Focus on Pedagogy 2022, Architecture, Media, Society, Politics (AMPS), Virtual. (International) Retrieved from <https://amps-research.com/conference/teaching/>

Invited Presentations at Conferences

Mick, M., Alcaide, A., & Biodiversity and Climate Action Committee. (presented 2025, July). *From Vision to Action: Practical Climate & Biodiversity Solutions for Every Landscape Architect*. Presentation at ASLA Florida Annual Conference, Florida ASLA, Ponte Vedra, Florida. (State)

Mick, M., Vick, A., Houston, A., Lewis, E., & Neri, E. (presented 2023, April). *The Nature of Learning: Highlighting Biophilic Research*. Presentation at Biophilic Leadership Summit, The Biophilic Institute, Biophilic Cities, Serenbe, Georgia. (International)

Mick, M., & Kalbli, S. (presented 2019, August). *21st Century Parks: Leveraging Public Infrastructure Investment to Create a Sense of Place*. Presentation at FRPA Annual Conference, Florida Recreation and Parks Association, Orlando, Florida. (State)

Mick, M., & Hattaway, D. (presented 2018, August). *Placemaking Partnerships: How Four Florida Communities Got New Parks*. Presentation at FRPA Annual Conference, Florida Recreation and Parks Association, Orlando, Florida. (State)

Mick, M. (presented 2012, October). *Grow Outside (and Play!)*. Presentation at Sustainable

Communities Summit, Leon County. (Local)

Mick, M., & Hill-Binkley, S. (presented 2012, April). *Natural Playground Design: Maximizing Creative Opportunities Outside*. Presentation at Annual Conference, National Head Start Association, Nashville, TN. (National)

Refereed Presentations at Conferences

Mick, M., Lawson, K., & McCoy, S. (submitted). *Uniting Communities through Nature: Florida Wildlife Corridor's Mural Program*. Presentation submitted for approval.

Mick, M., Morrison, S., & Johnson, R. (accepted). *Into the open air: Designing and using outdoor learning spaces*. Presentation to be given at AASHE 2024, Association for the Advancement of Sustainability in Higher Education, San Diego, California. (National)

Mick, M. (accepted). *Moving beyond "the other:" Responsible Design as an ethical foundation*. Presentation to be given at NCBDS 38, National Conference on the Beginning Design Student (NCBDS), Fargo, North Dakota. (National)

Mick, M., Brager, G., Ordia, K., & Puttock, R. (presented 2025, March). *Biophilic Teaching*. Presentation at Biophilic Leadership Summit, Biophilic Institute, Serenbe, Georgia. (International)

Mick, M., Floyd, J., & Harbin, L. (presented 2025). *Finding Balance in Career Changes: From Public and Private Practice to the University*. Presentation at 2025 Annual Conference, Florida ASLA, Ponte Vedra, Florida. (State)

Mick, M., Ellis, A., & Neri, E. (presented 2024, April). *Restorative Environments in Higher Learning*. Presentation at Biophilic Leadership Summit, Biophilic Institute, Serenbe, Georgia. (International)

Mick, M., Curtis, A., & Alcaide, A. (presented 2024). *Connecting Vision to Action: Landscape Architects as Catalysts for Climate Initiatives*. Presentation at 2024 Annual Conference, American Society of Landscape Architects (ASLA) Florida, Orlando, Florida. (State)

Mick, M., Harbin, L., Leavins, D., & Dost, K. (presented 2024). *Design Thinking in Planning Practice and Education*. Presentation at Florida Planning Conference, American Planning Association (APA) Florida Chapter, Tampa, Florida. (State)

Mick, M., & Ordia, K. (presented 2024). *Rewilding Interiors: Biodiversity from the inside out*. Presentation at EDRA 55, EDRA (Environmental Design Research Association), Portland, Oregon. (International)

Mick, M. (presented 2024). *Tangata Whenua (People of the Land): The Endemic Influence of*

Māori Culture on Visitor Experience in Aotearoa New Zealand. Presentation at EDRA 55, EDRA (Environmental Design Research Association), Portland, Oregon. (International)

Mick, M. (presented 2024). *The Aesthetics Of Safety: Perception And Community In Schools, Lessons From Sandy Hook*. Presentation at Fourteenth International Conference on The Constructed Environment, Common Grounds Research Network, Vienna, Austria. (International)

Mick, M. (presented 2023, December). *From the Ground Up: Ecological Principles as a Basis for Teaching Responsible Design*. Presentation at AMPS Local Cultures - Global Spaces, Architecture, Media, Society, Politics (AMPS), Virtual. (International) Retrieved from <https://amps-research.com/venue-local-global/>

Mick, M., & Wettstein, F. (presented 2023, March). *Design at the Edges: A Transdisciplinary Approach for Nature Connectio*. Presentation at CELA 2023 Annual Conference, CELA (Council of Educators in Landscape Architecture), San Antonio, Texas. (International)

Mick, M., Sickler, S., & Young, C. (presented 2022). *Inclusive Engagement: Planting the Seed for a More Diverse Future of Design*. Presentation at Conference on Landscape Architecture, American Society of Landscape Architects (ASLA), San Francisco, California. (National)

Mick, M. (presented 2022). *Learning Outside the Box: A Methodology to Assess Outdoor Spaces for Higher Education*. Presentation at Conference on Academic Research in Education (CARE), University of Nevada at Las Vegas (UNLV) College of Education, Virtual. (National)

Mick, M. (presented 2021, December). *Taking it Outside: Lessons Learned from Historic and Contemporary Outdoor Learning Environments for Improved Health in a Post-Covid World*. Presentation at Environments by Design: Health Wellbeing and Place, AMPS (Architecture, Media, Politics, Society), Virtual. (International) Retrieved from <https://www.youtube.com/channel/UCyfWS4KkYSauAaTV2pjrQlQ>

Mick, M. (presented 2021, March). *Contextures: Context and Meaning in Materials*. Presentation at 2021 Interior Design Educators Council (IDEC) Annual Meeting, Interior Design Educators Council (IDEC), Virtual. (National)

Mick, M., & Milburn, Lee-Anne. (presented 2006, June). *Sustainable Water-Ground Relationships: Shifting Dynamics Between Humans and Ecology in Urban Stream Systems*. Poster presentation at Council of Educators in Landscape Architecture (CELA) Annual Conference, Council of Educators in Landscape Architecture (CELA), Vancouver, British Columbia. (International)

Mick, M., & Okigbo, A. R. (presented 2006, January). *Deviations from the Normative: Towards a New Museum Landscape*. Presentation at Hawaii International Conference on Arts and

Humanities, Hawaii International Conference on Arts and Humanities, Honolulu, Hawaii.
(International)

Refereed Presentations at Symposia

Mick, M., & Ordia, K. (presented 2025). Rewilding Human Habitat: Liminal Space in the Built Environment. In Charles Andrew Cole, Ph.D (Chair), *Biophilia: Designing for Animals*. Presentation at the meeting of Stuckeman School, College of Arts and Architecture, The Pennsylvania State University. (International)

Refereed Workshops

Mick, M., & Morrison, S. (2025, April). *Embracing Outdoor Teaching and Learning for Student Engagement and Well-Being*. Workshop delivered at Provost Showcase of Teaching, Tallahassee, FL. (State)

Invited Lectures and Readings of Original Work

Mick, M. (2025, March). *Collaborative Collision: Sustainable Solutions*. Delivered at Florida State University Division of Research, Tallahassee, FL. (State)

Mick, M. (2024, November). *Design and Climate*. Delivered at FSU Department of Urban and Regional Planning, Tallahassee, FL. (State)

Mick, M. (2024, November). *People and Nature*. Delivered at FSU Anthropology Department, Tallahassee, FL. (State)

Mick, M. (2024, November). *The Art and Science of Responsible Design*. Delivered at Vanderbilt University - Department of History of Art and Architecture (HART), Nashville, Tennessee. (International)

Mick, M. (2024, May). *Reconnecting Humans and Nature*. Delivered at Leon County Sustainable Communities Summit, Tallahassee, Florida. (Local)

Mick, M. (2024, April). *Aesthetics of Safety: Sandy Hook Elementary Case Study*. Delivered at DAG Architects, Tallahassee, FL. (Local)

Mick, M. (2023, November). *Design and Climate Change*. Delivered at Florida State University Department of Urban & Regional Planning, Dr. Tisha Holmes' class. (State)

Mick, M. (2023, November). *Landscape Architecture*. Delivered at FAMU School of Architecture, Tallahassee, FL. (State)

Exhibitions

Invited Exhibitions

Mick, M. (2024, June). *Wildlife Arts Festival* [Temporary installation]. The UnVacant Lot, Thomasville, Georgia: Thomasville Center for the Arts.

Mick, M. (2023, February–March). *Biophilic Design - Which Space do you Prefer?* [Temporary installation]. William Johnston Building "Under the Stairs" exhibit space, Interior Architecture and Design Department.

Mick, M., & Ransdell, M. (2022, November–2023, February). *Land Water Sky* [Public Art Experience]. Wildlife Arts Festival, Thomasville, Georgia: Thomasville Center for the Arts.

Mick, M., & School of Architecture faculty. (2012, February). *FAMU Faculty Exhibit* [Temporary installation]. Tallahassee, Florida: FAMU School of Architecture.

Juried Exhibitions

Mick, M., Native American and Indigenous Studies Center, & Responsible Design students. (contract). *One with the (Changing) Land* [Temporary installation]. William Johnston Building Gallery, Tallahassee, Florida: College of Fine Arts.

Contracts and Grants

Contracts and Grants Funded

Mick, M. (May 2023–Aug 2023). *Design at the Edges: Liminal Space in the Built Environment*. Funded by FSU Council on Research & Creativity. Total award \$20,000.

Mick, M. (May 2021–Aug 2021). *Inside Out: Assessing and Designing Outdoor Spaces for Teaching and Learning in a Post-Pandemic Campus Environment*. Funded by Florida State University, Council on Research and Creativity. Total award \$20,000.

Resource Grant

Mick, M. (2024, February–June). A grant of \$1000. *College of Fine Arts Faculty Travel Grant*. Sponsored by FSU College of Fine Arts.

Mick, M. (2022). A grant of \$1000. *Provost's Faculty Travel Grant*. Sponsored by FSU Office of the Provost.

Mick, M. (2022). A grant of \$1000. *College of Fine Arts Faculty Travel Grant*. Sponsored by FSU College of Fine Arts.

Contracts and Grants Pending

Kellison, T., Coleman, E., Holmes, T. J., Kim, A., McSorley, M., Mesev, V., Mick, M., Waldman, D., Xue, H., Andrew, D. P. S., Chapin, T., Doel, R., Kowal, A., Newman, J. I., & Ryan, E. (May 2025). *UNESCO Chair in Sport Ecology and Sustainable Development*. Submitted to United Nations Educational, Scientific and Cultural Organization (UNESCO). Unspecified award amount.

Mick, M., Reynolds, J., Powell, E., Holmes, T., & Meyers, C. (May 2025). *The Resilient Community Field School: Enhancing Environmental Literacy through Innovation in the Florida Panhandle*. Submitted to National Academies of Science, Engineering, and Medicine's Gulf Research Program. Total award \$750,000.

Contracts and Grants Denied

Mick, M. (Sep 2023). *Design at the edges: Transcending disciplinary boundaries for nature connection*. Submitted to Graham Foundation. Unspecified award amount.

Ozguven, E., & UTC Co-PIs. (Nov 2022). *FSU National University Transportation Center*. Submitted to Funding: \$8,039,166.00 Client: U.S. Department of Transportation (U.S. DOT). Unspecified award amount.

Mick, M., & Houston, A. (May 2022). *Resilient by Nature: Regional Ecoliteracy as a Method to build Community in Secondary Schools*. Submitted to Stantec Innovation Grant. Unspecified award amount.

Mick, M. (Sep 2021). *Beyond Acknowledgment: Honoring Indigenous Culture Through Design, on a University Campus*. Submitted to Landscape Architecture Foundation. Unspecified award amount.

Additional Research or Original Creative Work Not Reported Elsewhere

Mick, M. (2006). *Streams of Consciousness: Integrating Nature and Culture in the Design of Urban Streams*. College of Design, North Carolina State University.

Commissioned Work

Mick, M., & McCoy, S. (2025). *Wildlife Mural*. The Florida Wildlife Corridor Foundation.

Reviewer and Contributing Author

Mick, M., & Eitland, E. (2025). *A co-author and reviewer of a K-12 facilities outdoor/siting research white paper*. Healthy K-12 by Design, Perkins+Will.

Reviews of my Research

Mick, M. (2022). *FSU University Review of Sustainability Research and Teaching on the United Nations (UN) Sustainable Development Goals (SDGs)*. FSU Sustainable Campus.

Service

Florida State University

FSU College Service

Member, Goal II CFA Strategic Planning (2024–present).

IAD representative, College Awards Committee (2021–2024).

Chair, College Awards Committee (2023–2024).

Contributor, First Impressions Grant Submissions (2021–2022).

FSU Department Service

Member, IAD By-Laws Task Force (2024–present).

Chair, Design Education Outreach Committee (2022–present).

Member, Visioning Task Force (2022–present).

Co-Chair, Visiting Professor Search Committee (2023–2024).

Member, Undergraduate Curriculum Committee (2022–2024).

Member, Equity, Diversity and Inclusion Task Force (2020–2022).

Member, Graphic Design Faculty Search Committee (2021).

Contributor, First Impressions Grant Submissions (2021).

FSU Institute or Center Service

Reviewer of CRC grant applications, Council on Research and Creativity (2025–present).

Collaborator, Resilient Infrastructure & Disaster Response Center (2022–present).

Collaborator, Campus as a Living Laboratory (2021–present).

Panel member, Sustainability in the Arts Panel (2025).

The Profession

Guest Reviewer for Refereed Journals

The International Journal of Design Management and Professional Practice (Jun 2025).

Journal of Interior Design (Jan–Feb 2025).

Service to Professional Associations

Biodiversity and Climate Action Committee Member, National organization committee member,
American Society of Landscape Architects (ASLA) (2024–present).

Biodiversity & Climate Action Committee Member, Florida ASLA (2023–present).

Urban Plan Facilitator, Urban Land Institute North Florida (2019–present).

Guest Juror, 2025 Student Awards Jury, Florida ASLA (2025).

Team Leader, 2023 ASID Committee on Climate, Health, and Equity Knowledge & Learning:
Research Work Group Team Leader: Protect & Restore Ecosystems, American Society
of Interior Designers (2023–2024).

Abstract Reviewer for annual conference, EDRA54 Mexico City, EDRA (Environmental Design

Research Association) (2022–2023).

Service to Other Universities

Guest critic for student final presentations, *University of Florida Department of Landscape Architecture* (2025).

Guest critic for 5th year Architecture students' site plans, *Kennesaw State University* (2024–2025).

Panel member/Reviewer for DDes Student Research Symposium, *North Carolina State University* (2025).

The Community

Founder, Red Dirt Discoveries (2010–present).

School Advisory Committee, Hawks Rise Elementary School (2017–2024).

Lead Facilitator, Student visit to Interior FAMU School of Architecture, R. Frank Nims Middle School (2023–2024).

Lead Facilitator, Student visit to Interior Architecture & Design Department, R. Frank Nims Middle School (2022–2023).

Charrette Co-Organizer, The Power of Design Charrette, R. Frank Nims Middle School (2021–2022).

School Advisory Committee, Secretary from 08/2016 to 05/2017, Gilchrist Elementary School (2015–2017).

Board of Directors, Secretary from 11/2011 to 09/2013, The Sharing Tree (2011–2014).

Interpretive Planning Team, Tallahassee Museum (2010–2011).

Consultation

School of Communication Science and Disorders, College of Communication & Information, Florida State University. Design of outdoor space for Communication Corner (2023–present).

Appendix H

Program and Student Learning Outcomes

Please complete this template by filling in the text fields, selecting options from the drop-down menus, and checking applicable boxes. All programs are required to select at least 1 Program Outcome and at least 2 Student Learning Outcomes. Bachelor's programs are required to select at least 1 Program Outcome and at least 5 Student Learning Outcomes.

Educational program name: **Design and Visual Communication**

Program type: **Bachelors Degree**

College: **College of Fine Arts**

Department: **Interior Architecture and Design**

Location(s): ☒ Tallahassee, FL ☐ Panama City, FL ☐ Republic of Panama ☐ Distance/Online

Modality: **100% F2F**

Start term: **Fall 2026**

Responsible individual(s): **Program Director**

Program Outcome

PO Name

PO - Degree Program Enrollment

PO Statement

The number of students enrolled in the Interdisciplinary Design undergraduate degree program will grow steadily as the program becomes established and matures.

Description of Assessment Plan

For this Program Outcome, we will track undergraduate student enrollment in the fall and spring terms of each academic year. Enrollment data will be gathered from the student enrollment dashboard maintained by the Office of Institutional Research at: <https://ir.fsu.edu/enrollment.aspx>. Only degree-seeking undergraduate students officially declared in the Interdisciplinary Design major will be included in the enrollment count. The program director will compile and report enrollment data annually and lead discussions within the department and college regarding observed enrollment trends and strategies for continued growth.

Numeric Target

The program aims to enroll 15 students in Year 1 and grow enrollment to 95 students by Year 5. The annual enrollment goals are as follows: 15 students in Year 1, 35 students in Year 2 (a 133% increase), 55 students in Year 3 (a 57% increase), 75 students in Year 4 (a 36% increase), and 95 students in Year 5 (a 27% increase). These targets reflect intentional and sustainable growth, allowing time for curricular refinement, recruitment efforts, and cohort development. Annual targets anticipate early demand and increase in enrollment in the early years, tapering in Years 4 and 5 as the program stabilizes.

Student Learning Outcome #1

SLO Name	SLO #1: Foundational Design Knowledge (Content / Disciplinary Knowledge & Skills)
SLO Statement	Upon completion of Portfolio Development II (IND 3533), students will be able to demonstrate foundational design knowledge by applying principles of visual organization, design fundamentals, and technical skills in the development of a professional website that communicates their individual design identity and portfolio of work.
Description of Assessment Plan	We will assess this outcome for students with a declared major in the Interdisciplinary Design Bachelor's Degree Program in all sections of Portfolio Development II (IND 3533) offered during the academic year. As a final deliverable, students will submit a publicly accessible design portfolio website that integrates visual composition, layout consistency, and narrative coherence. Faculty will use a program-developed rubric to evaluate students on three dimensions: (1) application of visual organization and hierarchy, (2) technical execution and usability of the site, and (3) integration of individual design identity across media. Assessment data will be reviewed annually to ensure consistent instruction and skill development across cohorts.
Numeric Target	By the end of Portfolio Development II (IND 3533), at least 85% of students will score "Proficient" or higher on all three rubric categories assessing visual organization, technical skill, and cohesive identity representation through their final website submission.

Student Learning Outcome #2

SLO Name	SLO #2: Visual Communication (Communication Skills)
SLO Statement	Upon completion of Portfolio Development II (IND 3533), students will be able to effectively communicate design ideas through cohesive visual and sensory composition across both physical (print) and digital (web) media.
Description of Assessment Plan	This outcome will be assessed for all students with a declared major in the Interdisciplinary Design Bachelor's Degree Program in all sections of Portfolio Development II (IND 3533) during the academic year. Students will submit both a print portfolio and a personal website that together reflect their ability to structure, design, and present content using principles of hierarchy, layout, typography, and visual storytelling. Faculty will evaluate submissions using a program-standardized rubric that assesses three criteria each for the web portfolio and the print portfolio. These materials are required final deliverables in the course and represent the culmination of students' applied visual communication training.
Numeric Target	By the end of Portfolio Development II (IND 3533): At least 85% of students will receive a score of "Proficient" or higher on their print portfolio in all 3 rubric areas:

	visual narrative, design effectiveness, and composition.AND at least 85% of students will receive a score of “Proficient” or higher on their web portfolio in all 3 rubric areas: visual narrative, user interface clarity, and consistency with print identity.
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Student Learning Outcome #3 (if applicable)

SLO Name	SLO #3: Professional Presentation (Communication Skills)
SLO Statement	Upon completion of Design Capstone II (XXX 4***), students will be able to present their design work clearly and persuasively to diverse audiences by articulating the conceptual intent, formal decisions, and contextual significance of their final project through a public presentation and accompanying written or visual documentation.
Description of Assessment Plan	We will assess this outcome by evaluating all students with a declared major in the Interdisciplinary Design Bachelor’s Degree Program enrolled in Design Capstone II (XXX 4***) during the academic year. This is the culminating course in the major and requires students to publicly present a final design project. To assess this learning outcome, faculty will use a standardized oral presentation rubric developed by the program, which measures clarity, persuasiveness, articulation of conceptual and formal rationale, and contextual awareness. The rubric will be applied by at least two faculty evaluators during each student’s final presentation. Supplemental written documentation (such as a project rationale or reflective analysis) will also be reviewed to triangulate assessment results.
Numeric Target	By the end of Design Capstone II (XXX 4***), at least 80% of students will score at or above the “Proficient” level (3 out of 4) on each of the four rubric criteria: clarity of communication, persuasiveness, articulation of rationale, and contextual awareness.

Student Learning Outcome #4 (if applicable)

SLO Name	SLO #4: Design Ethics and Responsibility (Values & Attitudes)
SLO Statement	Upon completion of Design Ethics & Responsibility (XXX 3***), students will be able to analyze the ethical implications of a design decision and justify choices related to accessibility, inclusivity, and sustainability in a written case study or design proposal.
Description of Assessment Plan	We will assess this outcome for all students with a declared major in the Interdisciplinary Design Bachelor’s Degree Program in all sections of Design Ethics & Responsibility (XXX 3***) offered during the academic year. Students will complete a structured case study analysis in which they respond to a real-world or hypothetical design scenario, identifying ethical considerations and articulating how their proposed solutions reflect principles of accessibility, inclusivity, and sustainability. Faculty will assess student work using a standardized rubric with

	criteria aligned to the three focal areas. Rubric scores will be reviewed annually by program faculty to ensure consistency and relevance.
Numeric Target	By the end of the Design Ethics & Responsibility course (XXX 3***), at least 85% of students will achieve a rating of “Meets Expectations” or higher on all three rubric categories: accessibility, inclusivity, and sustainability.
Student Learning Outcome #5 (if applicable)	
SLO Name	SLO #5: Interdisciplinary Design Problem Framing, Analysis, and Practice (Critical Thinking)
SLO Statement	Upon completion of Design Capstone II (XXX 4***), students will be able to collaboratively frame complex design problems, assess user needs, and evaluate design decisions through iterative prototyping and reflection, situating their work within historical and contemporary design practices.
Description of Assessment Plan	We will assess this outcome for students with a declared major in the Interdisciplinary Design Bachelor’s Degree Program in all sections of Design Capstone II (XXX 4***) offered during the academic year. Students will submit a comprehensive capstone report that includes a documented design process, user research summary, and rationale for design decisions, framed by relevant historical and contemporary precedents. Assessment will be conducted using a rubric co-developed by faculty from participating disciplines. The rubric will evaluate student performance in three key areas: (1) problem framing and interdisciplinary analysis, (2) user-centered research, and (3) contextual grounding of design decisions. Teams will be assessed both on group deliverables and individual contributions documented in reflective statements.
Numeric Target	By the end of Design Capstone II (XXX 4***), at least 80% of students will achieve a “Proficient” score or higher on all three rubric dimensions associated with interdisciplinary design analysis and critical thinking.
Student Learning Outcome #6 (if applicable)	
SLO Name	SLO #6: Design Scholarship and Research (Scholarship & Research)
SLO Statement	Upon completion of Design Capstone II (XXX 4***), students will be able to investigate and interpret scholarly perspectives on design history, theory, and criticism, and effectively communicate their findings through written and visual formats using appropriate research methods and citation practices.
Description of Assessment Plan	We will assess this outcome for students with a declared major in the Interdisciplinary Design Bachelor’s Degree Program in all sections of Design Capstone II (XXX 4***) during the academic year. Students will be required to submit a research-informed rationale as part of their final capstone documentation, which synthesizes relevant design theory, historical precedent, and critical perspectives related to their project. Faculty will assess these

	submissions using a rubric designed to evaluate (1) the quality of research sources and methods, (2) integration of theory and historical context, and (3) clarity and rigor of written or visual argumentation.
Numeric Target	By the end of Design Capstone II (XXX 4***), at least 80% of students will receive a score of “Proficient” or higher in all rubric categories related to research quality, critical interpretation, and scholarly communication.