



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Student Affairs Committee



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Monday, February 20, 2023

3:30 – 4:30 pm

Meeting Book



FLORIDA STATE UNIVERSITY

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Student Affairs Committee

MEETING AGENDA

Monday, February 20, 2023
3:30 – 4:30 pm

Virtual Meeting via Zoom

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 Drew Weatherford, Chair
- II. **Approval of Minutes**
November 17, 2022, Meeting Minutes
- III. **Student Affairs Update, Dr. Amy Hecht, Vice President for Student Affairs**
 - a. Campus Recreation Updates
 - b. Reconceptualizing Career Services at FSU
- IV. **Open Forum for Trustees**
- V. **Adjournment**



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Student Affairs Committee

MEETING MINUTES NOVEMBER 17, 2022



FLORIDA STATE UNIVERSITY

DIVISION OF STUDENT AFFAIRS

FSU Board of Trustees

Committee for Student Affairs

November 17, 2022

Start time: 1:00 pm

I. Roll Call

- a. Trustees:
 - i. Drew Weatherford, Chair
 - ii. Nimna Gabadage, SGA President
 - iii. Deborah Sargeant
 - iv. Vivian de las Cuevas-Diaz
- b. University Administration
 - i. Dr. Amy Hecht, Vice President for Student Affairs
 - ii. Michael Alford, Vice President and Director of Athletics
 - iii. Angela Chong, Associate Vice President

II. Approval of Previous Meeting's Minutes

- a. Motion: Trustee de las Cuevas-Diaz
- b. Second: Trustee Gabadage
- c. Vote: Passed Unanimously

III. Athletic Director Update (Michael Alford, Vice President and Director of Athletics)

- a. An outside company was hired to collect data on our revenue streams compared to schools in our conference, as well as in other conferences.
 - a. We rank first in our conference for number of seats reserved in the stadium for students, around 16,000 a game.
 - b. Also touched on the commitment to the band, and the importance they play in the student experience.
 - c. Discussed the pros and cons of having the band travel to away games, for example Miami, and whether it is worth it if they are not allowed to perform.

IV. Student Affairs Update (Dr. Amy Hecht, Vice President for Student Affairs)

- a. Special projects updates
 - a. Finalizing the Union operating budget, annual budget to be presented later.
 - b. Working to reconceptualize the Career Center and how we can ensure our students have jobs after graduation, starting in their freshman year.
 - c. RFP out to replace Salley and Rogers Halls. Goal is to have architectural plans by the end of the year.
 - d. AVP Angela Chong is leading our recovery community initiative, which will be on the fourth floor of Thagard.

- e. Dr. Chu and Dr. Bowden are spearheading our E-sports division and how that can impact majors such as film, music, hospitality, etc.
- b. Campus Recreation strategy discussion
 - a. Request for Proposal (RFP) to assist in identifying options and opportunities.
 - i. Review prior plan and make recommendations reflecting evolution of resources and priorities
 - ii. Discuss national standards and review peer institutions
 - iii. Make recommendations to meet immediate, medium range, and long-term needs
 - iv. Propose a facility master plan in a phased approach considering the central facilities and opportunities for decentralized fitness options
 - v. Provide guidance on construction/renovation and operation costs of each phase
 - b. Five opportunities were presented to provide more recreation space and revenue opportunities for the university. We can do a combination of the following options.
 - i. Option 1: New Residence Hall
 - ii. Option 2: Rent Near Campus
 - iii. Option 3: Build Smaller Facility
 - iv. Option 4: Recreation/Circus
 - v. Option 5: Tully Gym
 - c. Option 1: New Residence Hall
 - i. Salley Replacement facility could include a fitness facility
 - ii. Roughly 5 years away
 - d. Option 2: Rent Near Campus
 - i. Looking for a small warehouse space
 - ii. Opportunity to pilot fitness classes (CAMP-like facility) near campus
 - iii. Possibly remove all or some fitness classes from Leach, allowing that space to serve other needs
 - iv. Question of time and money needed to renovate the space to get it up and running
 - e. Option 3: Build Smaller Facility
 - i. Build a new facility that includes basketball courts and possibly fitness class space
 - ii. Utilize Leach Center basketball courts and fitness class space for other recreation
 - f. Option 4: Recreation/Circus
 - i. Collaborate with the Circus and reimagine the practice facility that is currently in the Circus Facility Master Plan
 - ii. Entirely dependent currently on fundraised dollars
 - iii. Located between Circus and Leach Center
 - iv. Discuss how parking or field space would be affected for the new facility
 - g. Option 5: Tully Gym
 - i. If Athletics builds a new facility and vacates Tully Gym, there is an opportunity for Recreation to utilize a greater percentage of the facility
 - h. Campus Recreation Funding

- i. Historical A&S funding document
- ii. Discussion of funding these new facilities or outside rentals, specifically how they would be staffed

Trustee de las Cuevas-Diaz Motion to Adjourn, seconded by Trustee Gabadage.

Meeting adjourned at 2:09 pm

DRAFT



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Reconceptualizing Career Services at FSU



THE FLORIDA STATE UNIVERSITY
DIVISION OF STUDENT AFFAIRS
Office of the Vice President for Student Affairs

November 10, 2022

MEMORANDUM

TO: Richard McCullough, President

FROM: Amy Hecht, Vice President for Student Affairs

SUBJECT: Reconceptualizing Career Services

Florida State University is a powerful leader in higher education, and we have a tremendous opportunity to elevate one of the most impactful student services on our campus: Career Services. Across the country, the value of higher education remains a dominant theme in academic circles, media outlets, social media, and other government stakeholders. I anticipate the demand on universities to produce valid data on alumni career outcomes will only increase. The U.S. job market is currently characterized by an environment of economic downturns, increased technological advances, increased societal expectations, scrutiny of higher education, and the prevalence of social media. (Appendix A)

Innovative approaches to career services (such as Design Thinking methodology [Dey & Cruzvergara, 2004], for example) offer new opportunities for our Career Center to incorporate ways to help students (Krumboltz & Levin, 2004) pursue curiosity, take risks, be persistent, flexible, optimistic, and embrace chaos and uncertainty as part of their pursuit of a meaningful career. From a theoretical perspective, grounding FSU's career services in foundational models while adopting innovative strategies (Krumboltz & Levin, 2004; Pryor & Bright, 2003) will allow us to supersede traditional career planning practices and encourage students to be curious while they prototype personal and professional ideas that will lead them to joyful and significant careers (Burnett & Evans, 2016). Many universities are adopting life design themes in courses, programs, workshops, and digital resources.

As FSU reconceptualizes Career Services, I recommend the following:

- 1. Adopt a new Career Services model that will guide the work of the University, not just serve the Career Center.** Florida State should implement an integrated model of customized connections, communities, and interventions that extend the responsibility of college employability beyond the walls of the Career Center. This provides an opportunity for FSU to create a comprehensive eco-system that engages the entire university network of students, alumni, faculty, employers, families, local communities, and the state. This new model should move away from outdated practices, while retaining essential programs and services that remain effective tools supported by data. This new direction will further integrate academic and student affairs, providing a collaborative network that strengthens our ability to achieve collective goals such as helping students determine their career passion and direction.

The new model will permeate the campus community, becoming more than a brick and mortar center and leveraging resources to ultimately deliver results.



THE FLORIDA STATE UNIVERSITY
DIVISION OF STUDENT AFFAIRS
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2. **Employ liaisons with industry knowledge.** Universally, the old career services model typically consists of a menu of career services with little room for individualization by College or industry. Currently, most FSU Schools/Colleges have an embedded Career Liaison. These positions have traditionally been entry-level professionals who are unlikely to have experience in the industry students are preparing for. I am currently piloting a revamped Career Liaison in the College of Nursing. We are working collaboratively with Dean Wang to identify the programs and services that are unique and necessary for success in a nursing career. By increasing the responsibility of the Career Liaison, we hope to get a seasoned nursing professional who has industry experience and can best prepare our graduates for success in their careers. This Career Liaison model is forward-thinking, brings a level of discipline experience that will help students learn early on about their field, and is scalable and customizable for each College.

3. **Identify data that will allow for early interventions and long-term improvements.** To determine the extent to which these new interventions and model(s) are effective, the Career Center should now partner with Institutional Research and other stakeholders to develop a data-driven strategy for success. Research indicates critical measures should involve first and lifelong destination data, reputation, and engagement of key stakeholders (Dey & Cruzvergara, 2014). We need to strengthen the reliability of the current employment data that is collected. In my conversations with Deans, many provided different destination data than the Career Center collected. It will be impossible to determine successful outcomes if we are not collectively examining and leveraging the same datasets.

Destination data such as employment rates or graduate school admissions come to us too late to make a difference for those students. One area of growth for FSU Career Services is to begin tracking the following key indicators that will allow us to intervene with students prior to graduation or employment:

- Number of students that have applied to one or more positions. This gives us the chance to conduct outreach and support for students who have not applied to an employment opportunity.
- Number of students that have applied to one or more graduate programs. We can collaborate with Graduation Planning and Strategies to conduct further outreach to students in this area.
- Tracking students who are fulfilling outcomes and providing outreach to those who have not (such as uploaded a resume, explored career options, participated in an internship by their junior year – or other relevant, necessary experience).
- Adopt “net promoter scores” (NPS) instead of number of attendees or appointments. Net promoter scores give career centers an alternative metric to traditional input and engagement data, such as numbers of appointments and attendance in workshops and events, to help them manage their reputation among constituents and keep them current with changing student demographics. In order to scale engagement among students, career centers must measure, build, and manage customer loyalty (Reichfield, 2003). An effective strategy is to use an NPS Likert scale of 0 to 10, in which we must strive for 9s and 10s, which represent our promoters, and work to turn our 0s through 6s– our detractors-- into promoters. This strategy will earn student loyalty while scaling our impact on and off campus.



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DIVISION OF STUDENT AFFAIRS
Office of the Vice President for Student Affairs

- Map employers by industry, location, and types of graduates they are looking to hire. Develop a strategic plan to diversify and expand company and industry partners.
 - Data about graduates' sense of fulfillment in the early stages of their careers. These include measures of how confident they feel that they are on the path towards meaningful work and living their life purpose. These questions can be integrated in graduation and alumni surveys, then reported out as critical elements of the college-to-career success stories for both recent graduates and more seasoned alumni. Furthermore, these metrics provide institutions with a better sense of their contributions and may be a leading indicator of institutional giving and engagement in the future.
 - Obtain reputation scores for our employed graduates (holistically and by academic program) from primary employers to identify opportunities for programmatic improvements or interventions. This may also include implementing necessary marketing or outreach to demonstrate our achievements and improve our standing reputation among employers.
4. **Conduct a rigorous program review.** This review would involve key stakeholders and identify the most empirically-validated models that will guide interventions with our students. In many cases, interventions will likely need to be tailored to each College, major, or industry. This extensive review will examine and provide recommendations for data collection in an effort to centralize currently decentralized career, student, and employment datasets. This review will also provide a subject matter expert (SME) to help us expand the current metrics we're using to determine the success of our students. I recommend a strong SME, higher education and industry thought leader, and respected professional such as Dr. Fourek Dey to conduct this type of program review. (Appendix B)
5. **Expand opportunities for intervention and program outcomes research.** Currently, the Career Center is an experiential training lab for students in the College of Education, Career Counseling MS/EdS program. We have the opportunity to expand and grow our campus partners while engaging in research to determine the impact of career counseling on individuals and the economy. A continued partnership with the three core faculty and four affiliate faculty in the College of Education will help us sustain that collaboration. Additionally, there is opportunity to engage new colleges and disciplines such as Social Sciences—to determine the impact of an FSU education on societal well-being (e.g. employment, advanced skill development). Our developing programs in Data Science, as well as our powerful Institutional Research and Assessment programs can be utilized to create a centralized data system to track career outcomes for our students.
6. **Elevate the work of the Career Center.** I propose a partnership and strategy between the Vice President for Student Affairs and the Provost to elevate the Career Center and champion it to lead the University towards a more innovative, collaborative, and effective model. Currently, career readiness is highlighted in the University's strategic plan and the outcomes in this area comprise 3 of the 8 SUS performance metrics. By leveraging strong institutional partnerships and being proactive in new conceptual designs and approaches to career preparedness, we can become an industry leader amongst state institutions. Further elevation of the work will reinforce the institutional value of a new model of career services to our stakeholders and importantly, to our students. In order to elevate the Career Center appropriately, we need to attract a savvy career services leader and provide them positional authority and gravitas to harness the power across the



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DIVISION OF STUDENT AFFAIRS
Office of the Vice President for Student Affairs

University to improve the outcomes and success of our graduates. To fully realize a reconceptualized Career Center and build the necessary partnerships, a successful, experienced leader who can direct the kind of transformation described above will be essential.



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DIVISION OF STUDENT AFFAIRS
Office of the Vice President for Student Affairs

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 DIVISION OF STUDENT AFFAIRS
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Appendix A: Evolution of Career Services in Higher Education

PARADIGM	1940-1970 PLACEMENT <i>Reactive</i>	1970-1990 COUNSELING <i>Proactive</i>	1990-2010 NETWORKING <i>Interactive</i>	2010-2030 CONNECTIONS <i>Hyperactive</i>
Environmental Factors	GI Bill & Manufacturing Boom	Self-Actualization Movements, Diversity of Candidates and Opportunities, & Less Jobs	Dot-Com Boom, Technology, University Funding, Globalization, & Generational Changes	Economic Downturn, Less Jobs, Society's Expectations, Value of Higher Education, & Social Media
Purpose	Placement	Decision Making & Skill Development	Preparing, Educating, & Revenue Generating	Building Connections & Communities
Method	Employment Service	Counseling, Workshops, & Print Resources	Coaching, Courses, Career Fairs, & Web Resources	Facilitating, Relationship Development, & Social Media
Name	Placement Center	Career Development Center	Career Services	Career & Professional Development
Stakeholders	Students & Employers	Students	Students, Employers, & Parents	Community: Students, Alumni, Employers, Parents, Faculty, Administrators, & Government
Theoretical Orientation	Trait-Factor (criteria matching)	Typology: matching based on personality, interests, & skills	Eclectic: based on counselor's theoretical orientation	Design Thinking: Strength Based, Chaos, & Happenstance
Provider Identity	Job Filler	Generalist Counselor	Supportive Coach, Organizer, & Educator	Customized Connector, Multifaceted, Relationship Developer, & Group Facilitator
Provider Skills	Processing	Counseling	Multitasking, Coaching, & Coordinating	Facilitating, Synthesizing, Connecting, & Specialized Expertise
Director Profile	Placement Director	Director: Senior Counselor, Staff Trainer, & Supervisor	Executive Director: Manager of Operations, Employer Developer, & Fundraiser	Elevated Role (AVP, VP, Dean): Visionary, Strategic & Political Leader, Convener of Stakeholders, & Change Agent
Reporting Line	Student Affairs	Student Affairs	Student Affairs & Academic Affairs	Enrollment Management, Advancement & Development, Alumni Relations, Academic Affairs, & Student Affairs
Location	Placement Office	Counseling Office	Web, Classroom, & Event Hall	Mobile, Social Media, & Campus Hot Spots
Employer Recruiting Strategy	Demand	Selective	Experiential Learning (early identification)	Branding & Campus Engagement
Industry Growth	Manufacturing & Mining	Retail & Service	Technology, Finance, Real Estate, & Government	STEM, Energy, Social Impact, Healthcare, & Media
Measures of Success	Placement Data	Appointments & Attendance at Programs	Learning Outcomes, Engagement, Revenues	Employability: First Destinations, Reputation, & Engagement

Figure 2: Evolution of Career Services in Higher Education (Dey & Cruzvergara, 2014)



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DIVISION OF STUDENT AFFAIRS
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Appendix B: Farouk Dey Bio

Dr. Farouk Dey is a higher education and workforce development executive with two decades of experience leading and transforming university organizations using innovations in technology, experiential learning, design thinking, community engagement, and resource development. As the founding Vice Provost for Integrative Learning and Life Design at Johns Hopkins University, he leads a division of 15 departments and centers that orchestrate programs and services to bridge curricular and experiential learning with personal ambitions and mentoring for all undergraduate and graduate students, postdoctoral fellows, and alumni across the university's nine schools. Using principles of integrative learning and life design, he has worked with university partners to launch a new vision of equitable access to life aspirations and economic opportunity for all students regardless of background or social capital.

Prior to joining Johns Hopkins University, Dr. Dey served in several executive leadership and board roles at Stanford University, Carnegie Mellon University, the University of Florida, the National Association for Colleges and Employers (NACE), the American College Personnel Association (ACPA), and various startups and non-profits.

Dr. Dey holds a PhD and EdS in Educational Leadership, MBA and MEd in Counseling Psychology, and BBA in Finance. Named one of [LinkedIn's Top Ten Voices in Education](#) and recipient of several national and university awards, Dr. Dey is recognized for his thought-provoking writings, engaging talks, and transformational leadership in career and life design, workforce development, future of work, and diversity, equity, and inclusion. As illustrated in his [TEDx Talk](#) titled "Life Purpose Reconsidered" and unscripted [Vision Chats](#) with thought leaders from various industry sectors, the central theme of his work has consistently been equity of access to education and economic opportunity for all learners regardless of background or social capital.