

BEST PRACTICES, Student Affairs

Title: A Perfect Fit: Pulling It All Together

39

Source: Blinn College

Co Area:

Addl Info: http://www.sacubo.org/sacubo_resources/best_practices/2003.html

Abstract: A Design and Implementation of a One-Stop Shop

Blinn College in Brenham was faced with the challenge of developing and implementing a process to help eliminate the student run-around during busy times of the year, as well as combining some of the student services and business services functions for student success. The administration decided to concentrate on the idea of how to achieve the goal of providing our students with a more convenient, time-friendly process for the day-to-day functions students need.

The idea grew from the consideration of renovating a older residence hall into an administration building to erecting a completely new building with student services and some business services departments located under one roof, to include in the new building a newly designed department called Enrollment Services, which would allow the majority of students to visit one location for their enrollment needs.

To implement the new Enrollment Services department four Student Information Specialists were employed in January of 2002 to begin formal training for four months. With compliments from students, parents, and administration/faculty, the staff is performing numerous functions successfully in the new building to include: campus information; testing registration/payment; transcript requests; student ID/parking permits; advising appointments on interactive calendar with counseling office; admissions paperwork; housing applications, payments and meal plans; drop/add of courses; enrollment verifications; payment of all charges of tuition, fees, parking and library charges, and installment plan costs; financial aid information; book vouchers; computer access to our online registration and information system; and will call/payment for on-campus theater/band/community performances.

The main goal is to provide students with a technology friendly, service-oriented atmosphere for enrollment functions and other student related business functions, so that their learning experiences are not only in the classroom, but are included in their entire experience at Blinn College.

BEST PRACTICES, Student Affairs

Title: Protecting Identity: The move to a unique, generated identifier for campus constituents # 106

Source: Georgia Institute of Technology

Co Area:

Addl Info: http://www.sacubo.org/sacubo_resources/best_practices/2004.html

Abstract: The Georgia Tech Identification Number, or gtID#, serves as a unique identifier for each individual in the Georgia Tech community, replacing the use of Social Security Numbers (SSNs) to identify Georgia Tech constituents. The gtID# is assigned at the beginning of an individual's association with the Institute. This identifier is generated for all campus constituents, including faculty, staff, students, and others. The gtID# is used across all campus systems, applications, and many business processes throughout the lifetime of the individual's relationship with the Institute.

Creating a new, unique ID eliminates using SSNs as the key identifier in administrative systems and applications and addresses two critical issues. The gtID# provides campuswide continuity in identifying all constituents regardless of their association with Georgia Tech, and by eliminating the SSN as the key identifier in automated systems, Georgia Tech is taking an important step in reducing the risk of identity theft for the Georgia Tech community.

Georgia Tech will continue to collect and use SSNs where legally required and in accordance with the Federal Privacy Act of 1974 and associated amendments, where disclosure of the use of the SSN when collected is an important aspect of the Act. However, SSNs will no longer be used as the key identifier in our automated systems. Again, this will help protect individual privacy and greatly reduce the risk of identification theft for the Georgia Tech community as established in the Institute's new Social Security Number policy.

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Title: Privacy # 183
Source: University of South Florida **Co Area:** Office of the General Counsel
Add Info: http://www.sacubo.org/sacubo_resources/best_practices/2003.html
Abstract: The Division of Student Affairs, Office of the General Counsel, and Office of the Registrar at the University of South Florida developed and implemented a comprehensive privacy policy and procedures to address privacy issues regarding use of personal information. Policy formulation included a detailed review of third party relationships and contracts, release practices of other institutions, and broad input from university constituents (e.g. University Advancement, Administrative Services, etc.) concerning the proper use of institutional data.

The actions below were completed over a two month period:

- Dissemination of Privacy letter to all enrolled students after the start of the term, informing them of the new policy and the ability to request confidentiality to "opt out" of personal disclosures
- Creation of an on-line Web page to allow students to update their level of disclosure (<http://www.registrar.usf.edu/privacy>) through the 3rd week of the term. No third party disclosures will be provided until the deadline is passed.
- Distribution of an e- mail acknowledgment to students that their request was received and processed.
- Modification of the existing privacy form to include confidentiality as well as definitions that explain all levels of disclosure
- Creation of a secure view that selects directory information items only of students who have not requested non-disclosure
- Development of a database procedure to update individual student records, specifically if the records are selected in filling public records requests.

Title: Many Colleges Lack Music-Piracy Policies # 254
Source: Chronicle of Higher Education **Co Area:** IRM
Add Info: <http://chronicle.com/weekly/v50/i31/31a03403.htm> (Contact Dianne Parkerson for access)
Abstract: Many colleges have not yet adopted comprehensive policies to combat music piracy on their campuses, according to a report by a group of college officials and music-industry leaders. Colleges that have done so, the report says, use a variety of approaches, from blocking all file sharing to requiring students to sign a pledge that they will honor copyright laws.

A report cites with approval the aggressive efforts by a number of institutions to educate students about the risks of trading copyrighted music. Among them are a software program at the University of Florida that attempts to block all peer-to-peer transfers; a series of educational videos and radio spots at the University of Wisconsin at Madison; and a requirement at Purdue University that students sign an acceptable-use policy before they are given access to campus computer networks.

See - <http://www.acenet.edu/AM/Template.cfm?Section=2004&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=9024>

Contact Dianne Parkerson if User ID/Password is needed to access article

BEST PRACTICES, Student Affairs

Title: Hollywood Hits the Phones to Quiz Colleges About File Sharing

255

Source: Chronicle of Higher Education

Co Area: IRM

Addl Info: <http://chronicle.com/weekly/v51/i03/03a03102.htm> (Contact Dianne Parkerson for access)

Abstract: Deans and provosts who answer their phones in the coming months may be surprised to find themselves fielding questions about campus file sharing from high-ranking film-industry officials. Industry representatives are calling as part of an aggressive campaign to persuade college administrators to step up their efforts to curtail online movie piracy.

In recent weeks senior officials of the Motion Picture Association of America have been telephoning and e-mailing technology officers, student-life supervisors, and general counsels at colleges across the country. Industry representatives have called administrators at 79 colleges where, MPAA officials say, online movie trading is rampant. They plan to get in touch with 61 more institutions, according to James W. Spertus, the association's vice president for anti-piracy operations.

During the phone calls and in the e-mail messages, industry officials ask college administrators what steps they are taking to warn students against movie piracy. The officials encourage institutions to strengthen their existing educational strategies or adopt new ones, like putting anti-piracy fliers in student-orientation packets, hanging posters in student unions, and asking students to sign fair-use agreements before they get access to campus Internet accounts.

The industry representatives offer to provide the colleges with posters and brochures, as well as copies of a best-practices guide prepared this year by the Joint Committee of the Higher Education and Entertainment Communities, a group of college administrators and movie and recording-industry executives that has studied file swapping on campus networks.

See <http://www.educause.edu/ir/library/pdf/CSD3092.pdf>

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Title: Software Industry Joins Groups Bringing Anti-piracy Campaigns to Campuses

257

Source: Marquette Univ - Chronicle of Higher Education

Co Area: IRM

Addl Info: <http://chronicle.com/weekly/v51/i37/37a03002.htm> (Contact Dianne Parkerson for access)

Abstract: May 2005 - In recent months the Business Software Alliance, a trade group of software manufacturers, has sent letters to college administrators across the country, encouraging them to distribute brochures and bookmarks -- the paper kind -- that make the industry's case against software piracy. The materials are part of an educational campaign that the trade group developed in October.

This month Marquette University became the first institution to sign up for the program, which will begin in earnest on the campus in the fall. Marquette officials decided to participate in the program because they would rather teach students about computing ethics than offer them subscriptions to a legal file-swapping service.

Already, university officials have sent e-mail messages to students and faculty members informing them of the campaign, called "Define the Line," and encouraging them to visit its Web site (<http://www.definetheline.com>). They have also distributed more than 8,000 bookmarks promoting the campaign in campus stores and, occasionally

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Title: Downloading to a Lawful Beat

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Source: Chronicle of Higher Education

Co Area: IRM

Addl Info: <http://chronicle.com/weekly/v51/i09/09a04301.htm> (Contact Dianne Parkerson for access)

Abstract: Following the lead of Pennsylvania State University -- which last fall signed a deal with Napster, the popular online music library -- more than 20 colleges and universities now offer students a chance to subscribe to legal music services, either free or at significant discounts. Music-industry executives and lawmakers have endorsed such measures. Colleges that are serious about discouraging music piracy, proponents of the services say, should provide students with a credible alternative to KaZaA, Grokster, and other peer-to-peer networks that can be used to trade music files illegally.

As a trio of young women chat over coffee, one says she's considered signing up for Cdigix, a legal online music library that made its debut on the campus this fall. Through a deal that Rochester Institute of Technology struck with the company, students can get access to Cdigix's library of about one million songs for \$2.99 a month.

Penn State and RIT represent the two models that have emerged for bringing legitimate music services to campuses. There is a distinction between the universities' tactics: Penn State forked over tens of thousands of dollars so that students could use Napster at no charge, while RIT paid almost nothing to bring Cdigix to campus, reasoning that many students would be willing to pay discounted fees to download music legally. Cdigix works exclusively with colleges and universities.

Emory University, was lauded for its aggressive education efforts in a best-practices report released in March by Mr. Spanier's ant-piracy committee. Emory had conducted a pair of poster campaigns -- one designed to reach students, one for faculty and staff members -- warning underground-network users of industry lawsuits and potential computer-security problems. Administrators also placed ads in the campus newspaper, started a newsletter about the institution's ant-piracy policies, and e-mailed students on the subject.

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Title: Retention Best Practices # 273

Source: Community College Survey of Student Engagement **Co Area:**

Addl Info: <http://www.ccsse.org/retention/highlights.cfm>

Abstract: Student retention in community and technical colleges is the focus of a major grant awarded by the MetLife Foundation to the Community College Leadership Program at The University of Texas at Austin. The MetLife Foundation Initiative on Student Success recognizes and rewards community colleges that demonstrate exemplary performance in student retention and will work with those colleges to capture and share proven best practices. Key objectives of the project include -

- * identifying, recognizing, and rewarding community and technical colleges that demonstrate exemplary performance in the area of student retention, using student survey data and retention statistics as the criteria.
- * capturing and widely sharing proven student retention best practices in community and technical colleges.
- * highlighting the student survey results by bringing data to life through students' voices on campus, in conferences, and on the Web.

The above website links to various publications featuring retention best practices

Title: Student Services Best Practices # 310

Source: University of Georgia System **Co Area:**

Addl Info: [Taken Off Line - Contact Institution](#)

Abstract: Approximately 50 Student Services related Best Practices for review.

Old URL - <http://www.usg.edu/bestpractices/current/index.phtml?area=stsvcs>

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Title: Alcohol Task Force # 388

Source: Colorado State University **Co Area:**

Addl Info: http://www.president.colostate.edu/alcohol_task_force/

Abstract: The Colorado State University Alcohol Task Force was charged with:http://www.president.colostate.edu/alcohol_task_force/

- * Reviewing University policies, protocols and enforcement procedures related to alcohol use and abuse on campus and in the greater Fort Collins community;
- * Examining student behavior related to alcohol use and abuse and how Colorado State's education, prevention and intervention programs and practices compared with best practices nationally;
- * Examining existing state and federal legislation regarding alcohol provisions and consumption, specific ordinances, distribution laws and practices used within the Fort Collins community;
- * Reviewing advertising practices and standards that are used on campus and within the greater Fort Collins community that directly impact the consumption and abuse of alcohol among college students;
- * Outlining the impact of the existing societal cultures around such use and abuse; and
- * Reviewing policies, protocols and practices associated with alcohol use and abuse at Hughes Stadium.

The Task Force was asked to make recommendations to Colorado State University President Larry Edward Penley by February 1, 2005, to improve the campus and the surrounding community regarding these issues. Specifically, these recommendations should be focused on reducing alcohol abuse and negative consequences this abuse may have on student behavior, life safety, and the quality of life for students and the greater community.

Final Report - http://www.president.colostate.edu/alcohol_task_force/content/docs/finalrpt.pdf

Title: Maryland Disability and Higher Education Network - Best Practice Guidelines # 454

Source: Montgomery College **Co Area:** Students with Disabilities

Addl Info: <http://www.montgomerycollege.edu/Departments/dispsvc/best-practices/tableofcontents.html>

Abstract: Statewide Guidelines

Each institution should develop guidelines governing support services for students with disabilities. These guidelines, which must adhere to the law, should cover issues specific to each institution, as well as to each institution's sense of mission and commitment in the area of disability support services (Scott, 1994). Complaints against institutions can often be easily resolved if the institution has guidelines in place governing that particular issue. A statement of these guidelines should be disseminated to all involved parties.

See <http://www.montgomerycollege.edu/Departments/dispsvc/best-practices/generalguidelines.html>

Very comprehensive site!

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Title: SUNY Best Practices Search Facility # 474

Source: State University of New York **Co Area:** Campus Rec & CDC

Addl Info: <http://www.suny.edu/BestPractices/Best.Practices.2004.01.27.pdf>

Abstract: As part of the Task Force on Efficiency and Effectiveness, campus presidents were asked to provide initiative they believe they carry out better than any other campus, along with those innovative ideas that have saved or avoided spending resources. The "Best Practices" reported in this document have resulted in significant savings throughout SUNY and, when shared with other campuses, have the potential to realize even greater savings within the system.

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CAMPUS RECREATION

Internship

Use of Work-Study Students

CAREER CENTER

Internship Program

Job Opportunity Program

Title: Best Practices in Student Retention # 501

Source: Virginia Community College System **Co Area:**

Addl Info: <http://www.vccs.edu/vcprodev/studentretention.htm>

Abstract: 4 PowerPoint Presentations

* Advising by Tom Brown

<http://www.vccs.edu/vcprodev/Tom%20Brown-advising.ppt>

* Advising at Risk Students by Tom Brown

[http://www.vccs.edu/vcprodev/Tom%20Brown-Advising%20At%20Risk-VCCS\[1\].ppt](http://www.vccs.edu/vcprodev/Tom%20Brown-Advising%20At%20Risk-VCCS[1].ppt)

* Pathways to Persistence by Tom Brown

<http://www.vccs.edu/vcprodev/Tom%20Brown-pathways%20to%20persistence.ppt>

* Retention of Math Students & Student Success by Delois McCormick

<http://www.vccs.edu/vcprodev/Retention%20of%20Math%20Students%20and%20Student%20Success.ppt>

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Title: Mentoring Youth in Brandon: Successes, Challenges and Best Practices

533

Source: Brandon University

Co Area:

Addl Info: <http://www.brandonu.ca/rdi/Publications/Health/MentoringWorkingPaper.pdf>

Abstract: Goals and Objectives of the program-

1. Goal: To identify the range of mentoring initiatives aimed at adolescents in Brandon as well as possible areas that are not being addressed.

Objectives:

1. Create a list of mentoring initiatives.
2. Identify the target populations of these initiatives and who is actually using them.
3. Identify the main areas of focus of these initiatives.
4. Identify gaps.

2. Goal: To build a model of successful mentoring initiatives.

Objectives:

1. Describe the successes and challenges of mentoring practices in Brandon.
2. Identify the outcomes or benefits for mentored youth and areas where mentoring initiatives are most successful.
3. Identify best practices in mentoring.
4. Look at the similarities and differences between successful mentoring practices.
5. Conduct case studies to identify how mentoring initiatives work in conjunction with other factors to create successes.

3. Goal: To promote knowledge sharing as a method of supporting mentoring initiatives.

Objectives:

1. Provide opportunities for youth, informal and formal mentors and program staff to gather together to discuss and comment on research findings.
2. Hold a workshop for program coordinators and adult and youth mentors to address identified challenges or areas of concern.

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Title: Best Practice Guide: disabled social work students and placements # 569

Source: University of Hull

Co Area:

Addl Info: http://www.hull.ac.uk/pedds/documents/FINALBestPracticeGuideMasterdocJune2005_000.pdf

Abstract: This guide was developed as part of the PEdDS [Professional Education and Disability Support] Project, undertaken by the Faculty of Health and Social Care and Disability Services at the University of Hull. The project aimed to explore, assess and deliver learning support to disabled social work students undertaking professional education in the practice placement environment.

This document contains best practice guidelines in supporting disabled social work students on placement and is based on the PEdDS research report (available below). It has been written with the following key groups in mind ...

- * Students
- * Academic staff including placement co-ordinators
- * Practice assessors/teachers
- * Disability support staff

...and is designed so that it can be photocopied and distributed as required.

Title: Safety Procedures for Sports and Student Activities and Safety Framework # 578

Source: Lancaster University

Co Area:

Addl Info: http://www.lancs.ac.uk/depts/safety/section.26/app_2.htm

Abstract: Lancaster University provides for the sporting and recreational needs of its students through the provision of facilities, clubs, societies, the Inter College sports programme and other organized events (Hereafter known as associated activities).

Lancaster University recognizes a responsibility towards students involved in activities whether they are organized by the Students Union or pursued independently. Clear procedures exist for Safety in Sport and Student Activities. In this the Students Union, Sports Centre and the Estates all undertake to agree on a defined set of criteria aimed at reducing the risks attached to such activities.

This safety framework has been produced to provide recommended good practices for Lancaster University's Sports Clubs, Societies and other activities and the Students Union when co-ordinating their respective activities.

Its aim is to ensure the highest possible standards in safe practice from the member clubs, societies and associated activities of Lancaster University Students Union (hereafter known as LUSU) whether on or off campus.

BEST PRACTICES, Student Affairs

Title: Best Practices to Curb Drinking Suggested # 666

Source: University of Wisconsin **Co Area:** Business Services

Addl Info: <http://www.news.wisc.edu/9599.html>

Abstract: To help solve the problem of high-risk drinking, the PACE Coalition submitted recommendations to the city's Alcohol License Review Committee on national best practices in licensed establishments.

As part of a national series of grants to reduce high-risk drinking, PACE (Policy, Alternatives, Community, Education) has access to the best and latest research. This campus effort to limit the negative secondhand effects of high-risk drinking takes an environmental approach to prevention.

"Telling students everything they need to know about alcohol still won't solve the problem," says Aaron Brower, a professor of social work and the grant's principal investigator. "If students are surrounded by cheap alcohol, aggressive advertising and a culture that glorifies drinking, that has far more impact than anything you can say in a brochure."

Title: Best Practices for Student Organizations # 708

Source: Arizona State University **Co Area:**

Addl Info: <http://www.asu.edu/studentaffairs/mu/bestpractices/>

Abstract: Looking for resources and tips for your student organization? You've come to the RIGHT PLACE! You'll find tips for student organizations, student leaders, event planning and more!

New Student Organizations - Resources to help get your club off to a successful start...More info

Leadership - Resources designed for organization officers...More info

Group Dynamics - Resources on member development and issues that arise within groups...More info

Public Relations & Community Service - Resources for effective public relations, marketing and community outreach...More info

Event Planning - Resources for planning and delivering successful events...More info

Funding & Money Management - Resources for budget development and opportunities for funding...More info

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Title: Electronic Document Management and Information Technology Support Systems for Student Organization Administration # 805

Source: Texas A&M University

Co Area:

Addl Info: http://www.sacubo.org/sacubo_resources/best_practices/2007.html

Abstract: The Department of Student Activities at Texas A&M University serves over 800 student organizations. Because of the large number of student organizations, this organization had to determine a support system that would enable it to maintain an archive of documentation and records over time. Two initiatives (Electronic document management system and Online documentation system) were created to accomplish this task.

As a result of these initiatives, the Department of Student Activities has received nine major benefits.

Title: Covering Innovation and Best Practice in Online Student Communication # 860

Source: EDUInsight

Co Area:

Addl Info: <http://www.eduinsight.com/index.php>

Abstract: EDUInsight, is an online journal highlighting best practices in student prospecting, enrollment and retention. Each week EDUInsight will feature new columns and commentary in four areas of interest, Online Education, Recruiting Students, College Student Retention and Communicating with Students. We welcome your links to these portals and your submission of articles, conference presentations or join the open forum.

Title: Campus Connect: A Suicide Prevention Training for Gatekeepers # 941

Source: Syracuse University

Co Area:

Addl Info: http://sunews.syr.edu/story_details.cfm?id=4679

Abstract: Syracuse University's Counseling Center has been recognized as a national standard of best practice for its program "Campus Connect: A Suicide Prevention Training for Gatekeepers." Campus Connect is the Counseling Center's initiative to train faculty, staff and other non-clinicians to identify and appropriately refer students who are suffering from a mental health crisis.

BEST PRACTICES, Student Affairs

Title: Student event risk management # 947
Source: Ryerson University **Co Area:** Environmental Health & Safety
Addl Info: <http://www.ryerson.ca/studentevents/> also page 18 of http://www.caubo.ca/awards/documents/QP_Rich_UM_Summer_06_E.pdf
Abstract: To better manage risk associated with increased on- and off campus student events, Ryerson revised its Environmental Health & Safety Management System Policies and Guidelines to incorporate students' rights and responsibilities. In cooperation with student leaders, and supported by the Centre for Environmental Health & Safety Management, Student Services reviewed risk management approaches for student events and developed a set of approval procedures for event organizers to follow. The goal was to create a proactive approach involving student leaders in managing risk effectively.

Title: Improve Student Service # 949
Source: Dalhousie University **Co Area:**
Addl Info: http://www.caubo.ca/awards/documents/QP_Rich_UM_Summer_07_E.pdf page 6
Abstract: The initiative began in November 2005 with community-wide consultation on the question, "Can you identify a policy or a process at Dalhousie that has no sound academic or administrative justification and that impairs service to current or prospective students?" The question was publicized through the electronic notice board, by email to every student, and through an advertisement in the student newspaper. A new email address was created to receive responses. Over 250 individuals responded and identified more than 400 issues.

The Project Co-ordinator worked with the VP Academic and two senior administrators to review the responses and assign them to the responsible VP, who reviewed them with the appropriate manager or director.

BEST PRACTICES, Student Affairs

Title: Crisis Management Unit # 962

Source: Florida State University

Co Area:

Addl Info: http://www.sacubo.org/sacubo_resources/best_practices_files/2009_files/PDFs/09_BP_Crisis_Management_Unit.pdf

Abstract: Florida State University recognized that the stress of college life can be overwhelming and students find themselves in crisis, away from their usual support systems. Thus, a Crisis Management Unit (CMU) was created to respond to students, faculty and staff in crisis. The CMU consists of one doctoral level psychology student and one specially trained Florida State University police officer who are on call 24 hours. This team's goal is to protect life, limb, and property. These team members are dealing with individuals suffering from distress due to mental, emotional, and/or substance abuse problems, such individuals are treated with as much courtesy and consideration as feasible. However, any reasoned belief by the officer that an impaired individual is posing an immediate threat to life, limb, or property causes the officer to affect mental health custody holds. Team members provide on-scene crisis management and may also refer and transport the individual to appropriate University or community agencies.

The goal is to provide immediate intervention to people experiencing emotional crisis. Early intervention in a time of need can prevent hospitalization and stabilize acute situations. Our Response Teams provide: immediate on-site assessment, crisis intervention and counseling; linkage and referral; follow-up to promote crisis resolution; and evaluation and arrangement for inpatient hospitalization as necessary

Title: Student Situation Resolution Team # 965

Source: Florida State University

Co Area: University Wide

Addl Info: http://www.sacubo.org/sacubo_resources/best_practices_files/2009_files/PDFs/09_BP_Student_Situation_Resolution_Team.pdf

Abstract: Today colleges and universities are faced with compelling safety concerns – each year there are increasing numbers of suicide attempts, violent assaults, and drug and alcohol related events on our campuses. An additional challenge is the separation between various functions and areas of the university, e.g. student services vs. faculty and staff services vs. different organizational units. History shows that a distressed student is likely to have troubling encounters with several different offices and program areas. Without a strong communication structure, these events may remain isolated, the student may not receive the help he or she needs, and some more severe event may follow. The Student Situation Resolution Team was developed to coordinate proactive communication and problem-solving efforts in cases where distressed and distressing students are coming to the attention of various University resources. The goal in most cases is ensuring that students' concerns are addressed in a fair and objective manner through an appropriate University process, then helping to bring clear and complete closure to the situation as soon as it is appropriate. Thus, the group serves as a consultant to the Provost, vice presidents, academic deans, and other University officials who make final decisions related to students, and a safety net to facilitate early problem intervention.

The core group has representatives from: Dean of Students, Dean of the Faculties, FSU Police Department, the University Counseling Center, Undergraduate Studies, Graduate Studies, Housing, International Student Center, General Counsel, and the Employee Assistance Program.
