

**FLORIDA
MEMORIAL
UNIVERSITY**



**POLICIES
and
PROCEDURES
MANUAL**



ADDENDUM

Addendum to the Policies and Procedures Manual

Office of Institutional Research
revised January 15, 2015

NOTE: These Policies and Procedures have been approved by the Board of Trustees of Florida Memorial University subsequent to the publication and distribution of the Policies and Procedures Manual. When that Manual is updated, these Policies and Procedures will be incorporated into that document. This Addendum will be updated every quarter, as needed.

TABLE OF CONTENTS

1.0001 - Policy on Policies..... page 2
1.0002 - Institutional Effectiveness page 5
1.0003 - Substantive Change page 7
1.0002 - Credit Hour Definition (revised). page 11
1.5003 - Transfer of Credits (revised) page 12
1.5004 - Distance Learning page 14
1.6009 - Time and Effort Reporting..... page 18

Policy Number:	1.0001
Subject:	Policy on Policies
Issued by:	President's Office
Approved by:	Board of Trustees
Approval date:	November 18, 2014
Effective date:	November 18, 2014
Revised:	
To be Reviewed:	November, 2019

PURPOSE:

The purpose of this policy is to ensure that all University constituents have ready access to well-developed and understandable University policies and procedures.

POLICY:

All policies will be:

1. Aligned with the University's and unit's missions and/or goals
2. Constructed using a common format that meets the standards of higher education
3. Maintained in a central location
4. Available to all University constituents in hard copy and on the University web site
5. Kept current by periodic review
6. Approved by appropriate institutional procedures, including the Board of Trustees.

Definitions:

1. Policy – A policy is a statement of management philosophy and direction, established to provide guidance and assistance to the University community in the conduct of University affairs that is broad enough to encompass all aspects of the issue addressed. A policy
 - a. Is a governing principle that mandates or constrains actions,
 - b. Has University-wide application,
 - c. Changes infrequently,
 - d. Sets a course for the foreseeable future,
 - e. Helps ensure compliance with applicable laws and regulations,
 - f. Reduces risk to the institution, and
 - g. Is approved by the Board of Trustees.
2. Procedure – A procedure is a guideline or series of interrelated steps taken to implement the policy. Procedures
 - a. Should identify and link to the applicable policy,
 - b. Should be written in a format that is easy to follow, using numbers or bullets to delineate steps to be followed,
 - c. Should be reviewed and updated on a periodic basis to ensure agreement with the most current revision of the policy and practices within higher education,
 - d. Do not generally require formal approval by the Board of Trustees, but only by appropriate institutional processes, including the President.

Format:

All University policies will follow this format:

Policy Number:	
Subject:	
Issued by:	
Approved by:	
Approval date:	
Effective date:	
Revised:	
To be Reviewed:	

PURPOSE:

POLICY:

PROCEDURE AND TIMELINE:

PUBLICATION LOCATION:

REQUIRED REPORTING AND REVIEW:

PROCEDURE AND TIMELINE:

All University policies will be developed in the following manner.

1. Any unit of the University may identify a university-level issue and develop a policy proposal, using a format approved by the Policy Review Committee by September 1 for consideration in the Fall Semester or January 15 for consideration in the Spring Semester.
2. The policy proposer will submit the policy to the Policy Review Committee for review and comment.
3. The Policy Review Committee will review the policy proposal within two weeks and consult with appropriate University stakeholders regarding the proposed policy's impact on the members of the University community and forward the proposed policy to the area Vice President with a recommendation within another two weeks.
4. The area Vice President will review the proposed policy and return it with any comments and a recommendation to the Policy Review Committee within one week.
5. The Policy Review Committee will prepare an official proposal for presentation to the President's Cabinet, including the recommendation from the area Vice President within one week.
6. Upon approval by the President's Cabinet, the Office of Institutional Effectiveness will prepare an Action Item for the Board of Trustees' approval at its November or April/May meeting.
7. If the policy is approved by the Board of Trustees, the Office of Institutional Effectiveness will add the policy to the Policy Manual and update the Manual on the University web site.
8. In case of emergency, the following procedure will be followed:

- a. An emergency, expedited review may be invoked only under life-threatening circumstances, requirement of law, or to reduce an imminent and significant legal or financial liability to the University.
- b. A draft policy is submitted to the Chair of the Policy Review Committee.
- c. The Chair of the Policy Review Committee will review the policy. If the proposed policy meets the requirements set forth under the definition adopted, the Chair will transmit the policy to the area Vice President within 24 hours, along with an approval for an emergency, expedited review.
- d. The area Vice President will review the proposed policy and send it to the Policy Review Committee with a recommendation within 48 hours.
- e. The Policy Review Committee will review the proposed policy and send the approved policy to the area Vice President within two business days.
- f. The area Vice President will submit the approved policy to the Cabinet for review at its next meeting.
- g. Upon approval by the President's Cabinet, the Office of Institutional Effectiveness will prepare an Action Item for the Board of Trustees' approval at the next meeting of the Board or of the Executive Committee.
- h. If the policy is approved by the Board of Trustees, the Office of Institutional Effectiveness will add the policy to the Policy Manual and update the Manual on the University web site.
- i. The Office of Institutional Effectiveness will be responsible for implementing this policy by designing appropriate forms, maintaining and publishing the University Policy Manual, and establishing and maintaining a schedule of policy review.

PUBLICATION LOCATION:

This policy will be included in the University Policy Manual and published on the University web site.

REQUIRED REPORTING AND REVIEW:

The Office of Institutional Effectiveness, in collaboration with the Policy Review Committee, will prepare an annual report on new and revised policies and procedures, as part of its annual assessment report. This policy will be reviewed every five years.

Policy Number:	1.0002
Subject:	Institutional Effectiveness
Issued by:	President's Office
Approved by:	Board of Trustees
Approval date:	November 18, 2014
Effective date:	November 18, 2014
Revised:	
To be Reviewed:	September 1, 2019

PURPOSE:

In order to demonstrate that the University is effectively accomplishing its mission, vision, and strategic plan, Florida Memorial University incorporates multiple assessments and evaluation measures in its academic programs, student support services, and administrative processes.

POLICY:

All academic programs and administrative units will engage in a systematic process which identifies expected outcomes, assesses the extent to which it achieves these outcomes, analyzes the assessment results, and uses those results to make improvements.

PROCEDURE AND TIMELINE:

The systematic assessment and continuous improvement process demonstrates effectiveness in the following ways:

1. All academic programs and administrative units will develop mission statements, goals, and identify Student Learning Outcomes (SLOs)/Administrative Objectives (AOs) that are consistent with those of the University.
2. Appropriate methods of assessment and criteria for success will be established for these Outcomes and Objectives.
3. A schedule for the assessment of all unit Outcomes or Objectives will be developed to ensure that all Outcomes/Objectives for each unit are assessed during a prescribed period of time, whenever all Outcomes/Objectives are not all assessed every year.
4. All units will gather and analyze data relative to the achievement of their Outcomes/Objectives and report the results to their respective area Vice President. Additionally, each unit shall articulate plans for use of the results in this Annual Assessment Report.
5. The area Vice Presidents will review and provide feedback where appropriate. The final, approved report will be submitted the Office of Institutional Effectiveness, which will compile and summarize the reports.
6. A retreat shall be held every year to present the assessment results and discuss the action plans for inclusion in the Strategic Plan update and the following year's budget.
7. All assessment plans shall be reviewed on a staggered five-year cycle.
8. The Office of Institutional Effectiveness will be responsible for establishing and disseminating assessment procedures, schedules, and resources, as well as monitoring, facilitating, and providing support to all units of the University.

PUBLICATION LOCATION:

This policy will be included in the University's Policy and Procedure Manual, Faculty Handbook, Employee's Handbook, and published on the University's web page.

REQUIRED REPORTING AND REVIEW:

The Office of Institutional Effectiveness will report annually on the results and action plans. This policy will be reviewed three years before and three years after each decennial regional accreditation review.

Policy Number:	1.0003
Subject:	Substantive Change
Issued by:	President's Office
Approved by:	Board of Trustees
Approval date:	March 19, 2013
Effective date:	March 19, 2013
Revised:	
To be Reviewed:	September 1, 2019

PURPOSE:

As a member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University is required to notify the SACSCOC of changes in accordance with the substantive change policy of the SACSCOC, and, when required, seek approval prior to the initiation of changes.

POLICY:

Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive changes include the following:

1. Any change in the established mission or objectives of the institution
2. Any change in legal status, form of control, or ownership of the institution
3. The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
4. The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation
5. A change from clock hours to credit hours
6. A substantial increase in the number of clock or credit hours awarded for successful completion of a program
7. The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
8. The establishment of a branch campus
9. Closing a program, off-campus site, branch campus or institution
10. Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution
11. Acquiring another institution or a program or location of another institution
12. Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
13. Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs

PROCEDURE AND TIMELINE:

Vice presidents, deans, chairs, and directors have the fundamental responsibility to be generally aware of the substantive change policy, inform the provost and SACSCOC Liaison at the earliest time possible of proposals that may be considered a substantive change for the university, and provide any data, information, or prospectus necessary to comply with SACSCOC policy when requested.

All substantive changes will be coordinated through the SACSCOC Liaison.

The University's SACSCOC liaison will:

1. provide unit managers with information about the SACSCOC substantive change policy. This includes, but is not limited to, maintaining a section on the University website concerning substantive change and sending information about substantive change to the vice presidents, deans, and chairs, and directors at least annually;
2. provide a list of examples of substantive change on the Institutional Effectiveness website;
3. work with the appropriate University personnel to determine whether a proposed change is substantive;
4. determine what action with respect to SACSCOC is needed when a change is substantive
5. file the appropriate notice or prospectus with SACSCOC and
6. coordinate with SACSCOC and the appropriate University personnel about any required follow-up action.

Notification of the University's SACSCOC Liaison of Proposed Changes

If a change is substantive, SACSCOC must be notified as much as 12 months in advance of implementing the change. Upon becoming aware of a proposed change that may be substantive, vice presidents, deans, chairs, and directors of the unit proposing the change should notify the Provost and the SACSCOC Liaison. *Therefore, all course and program proposals must be reviewed by the SACSCOC Liaison prior to consideration, following the University's standard procedure, indicating if the proposal is or is not to be considered substantive.*

Late Notification to University's SACSCOC Liaison

If a substantive change has been implemented without notification of the University's SACSCOC Liaison, the appropriate dean has responsibility to notify the University's SACSCOC Liaison immediately. The university's SACSCOC Liaison is then responsible for notifying SACSCOC of the change, as provided in the SACSCOC Substantive Change Policy.

To ensure that proposals that may be considered substantive changes do not go unreported, vice presidents, deans, chairs, and directors should review internal processes to ensure timely reporting of substantive changes.

SACSCOC Definitions of Terms

Branch campus – a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is

- permanent in nature
- offers courses in educational programs leading to a degree, certificate, or other recognized educational credential
- has its own faculty and administrative or supervisory organization **and**
- has its own budgetary and hiring authority

Correspondence education – a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials,

to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced.

Degree completion program – a program typically designed for a non-traditional undergraduate population such as working adults who have completed some college-level course work but have not achieved a baccalaureate degree. Students in such programs may transfer in credit from courses taken previously and may receive credit for experiential learning. Courses in degree completion programs are often offered in an accelerated format or meet during evening and weekend hours, or may be offered via distance learning technologies.

Distance education – a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

Dual degree – separate program completion credentials each of which bears only the name, seal, and signature of the institution awarding the degree to the student

Educational program – a coherent course of study leading to the awarding of a credential (*i.e.*, a degree, diploma or certificate)

Geographically separate – an instructional site or branch campus that is located physically apart from the main campus of the institution

Joint degree – a single program completion credential bearing the names, seals, and signatures of each of the two or more institutions awarding the degree to the student

Modified prospectus – a prospectus submitted in lieu of a full prospectus for certain designated substantive changes. When a modified prospectus is acceptable, the Commission specifies requested information from the institution.

Significant departure – a program that is not closely related to previously approved programs at the institution or site or for the mode of delivery in question. To determine whether a new program is a significant departure, it is helpful to consider the following questions:

- What previously approved programs does the institution offer that are closely related to the new program and how are they related?
- Will significant additional equipment or facilities be needed?
- Will significant additional financial resources be needed?
- Will a significant number of new courses will be required?
- Will a significant number of new faculty members will be required?
- Will significant additional library/learning resources be needed?

Teach-out agreement – a written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides fifty percent or more of at least one program offered, ceases to operate before all enrolled students have completed their program of study. Such a teach-out agreement requires SACS-COC approval in advance of implementation.

Teach-out plan – a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides fifty percent or more of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions. Teach-out plans must be approved by SACS-COC in advance of implementation.

PUBLICATION LOCATION:

This policy will be included in the University's Policy and Procedure Manual, Faculty Handbook, Employee's Handbook, and published on the University's web page.

REQUIRED REPORTING AND REVIEW:

The Office of Institutional Effectiveness will report annually on the number of substantive changes. This policy will be reviewed twice a year to ensure compliance with SACSCOC standards and requirements.

Policy Number:	1.5002
Subject:	Course Credit Hour Definition
Issued by:	Academic Affairs
Approved by:	Academic Council/Board of Trustees
Approval date:	
Effective date:	May 10, 2013
Revised:	May 10, 2013
To be Reviewed:	

PURPOSE:

POLICY:

Florida Memorial University defines one credit hour as 700 minutes of instruction per semester, to include final examinations.

PROCEDURE AND TIMELINE:

The Curriculum and Instruction Committee of the University shall be responsible for the implementation of this policy by ensuring that all courses it reviews conform to this policy. Moreover, it shall make recommendations to the Academic Council for credit hour equivalents for those courses in which the number of contact hours is not the same as the number of credit hours, such as laboratory, internship, practicum, web-enhanced courses, *etc.*

The Deans of the Schools shall be responsible for the implementation of this policy by monitoring all course syllabi and schedules to ensure compliance

The University Registrar shall be responsible for the implementation of this policy by ensuring that the academic schedule of classes allots sufficient time for instruction.

PUBLICATION LOCATION:

REQUIRED REPORTING AND REVIEW:

Policy Number:	1.5003
Subject:	Transfer Credits
Issued by:	Academic Affairs
Approved by:	Academic Council/Board of Trustees
Approval date:	September 7, 2011/February 19, 2014
Effective date:	September 8, 2011/August 1, 2014
Revised:	January 16, 2014
To be Reviewed:	May 15, 2015

PURPOSE:

In order to fulfill its mission to serve a culturally diverse student population and to prepare students to function in a highly competitive, technological, and global society, Florida Memorial University seeks to make transfer of credit easier for students, while continuing to honor its obligation to maintain academic quality and integrity.

POLICY:

Florida Memorial University accepts courses earned at other post-secondary institutions, provided that

1. The grade earned in major courses, and core English, reading, and mathematics courses is a “C” or higher;
2. The courses represent collegiate coursework relevant to the degree program being pursued at the institution;
3. The course content, level of instruction and resulting competencies are equivalent to those of students enrolled at the institution; and
4. All official transcripts are submitted to the institution.

A maximum of 90 credits total may be transferred to Florida Memorial University.

PROCEDURE:

The Registrar’s Office, in consultation with the dean of the respective school, is responsible for verification of content of transfer courses. Verification is made from catalogs, course syllabi, and certified copies of military documents, and by following guidelines published by the American Council on Education or the American Association of Collegiate Registrars and Admissions Officers. Evaluation of transfer credits by the designee of the University Registrar will be approved by the dean of the school on a form supplied by the University Registrar and provided to the student within two weeks. Transfer credits will be posted on the student’s transcript at the end of the first semester in which credits are earned at Florida Memorial University. Evaluation of transfer credits shall be approved within two weeks of proposal, and transfer credits will be posted on the student’s transcript at the end of the semester.

PERSONNEL RESPONSIBLE FOR IMPLEMENTATION:

The Registrar shall be responsible for the design and distribution of a Transfer Credit form.

PUBLICATION LOCATION:

This policy shall be published in the University's catalogues, the Faculty Handbook, the Student Handbook, the Registrar's Manual, and on the University web page.

TIMELINE FOR COMPLETION:

This policy will take effect with the next University Catalog or Catalog Addendum.

REQUIRED REPORTING:

The University Registrar shall report on compliance with this policy as part of the annual assessment report. The University Registrar shall also provide recommendations for continuation or changes to policy and procedures to the Academic Council at the end of every academic year.

Policy Number:	1.5004
Subject:	Distance Learning
Issued by:	Academic Affairs
Approved by:	Board of Trustees
Approval date:	February 19, 2014
Effective date:	May 1, 2014
Revised:	January 16, 2014
To be Reviewed:	May 15, 2015

PURPOSE:

In order to fulfill its mission to serve a culturally diverse student population and to prepare students to function in a highly competitive, technological, and global society, Florida Memorial University seeks to offer challenging educational opportunities in a variety of formats, including distance education.

POLICY:

Florida Memorial University

1. The following definitions will apply to all courses taught at or by Florida Memorial University:

Face-to-Face	Course meets face-to-face for all of the course contact hours prescribed by the course type and credit hours. Syllabus/grades may be posted on-line.
Flipped	Flip teaching (or flipped classroom) is a form of blended learning in which students learn new content on-line by watching video lectures, usually at home, and what used to be homework (assigned problems) is now done in class with teacher offering more personalized guidance and interaction with students, instead of lecturing. [Wikipedia] This type of course does not require special approval, but must be noted on the schedule.
Web-Enhanced	Course meets face-to-face for all of the course contact hours prescribed for the course type and credit hours. Syllabus/grades may be posted online. Some course materials/activities are on-line and require active student access. Usage of internet technology is not used to supplant any classroom activity or time spent in the classroom. This type of course does not require special approval, but must be noted on the schedule.

Hybrid with Asynchronous Component	Course uses both classroom and on-line instructional modes and meets face-to-face for a majority (>50%) of the course credit and contact hours. This type of course requires approval from the Academic Council and must be noted on the schedule.
Hybrid with Synchronous Component	Course uses both face-to-face and synchronous instructional modes and meets face-to-face for a majority (>50%) of the course credit and contact hours. This type of course requires approval from the Academic Council and must be noted on the schedule.
On-line, Asynchronous Local	100% of the course instruction is delivered in an asynchronous instruction mode. Scheduled face-to-face meetings may be required for orientation and student evaluation. This type of course requires approval from the Academic Council and must be noted on the schedule.
On-line, Synchronous Local	100% of the course instruction is delivered in a synchronous instruction mode. Scheduled face-to-face meetings may be required for orientation and student evaluation. This type of course requires approval from the Academic Council and must be noted on the schedule.
Fully On-line, Asynchronous	100% of the course instruction is delivered in an asynchronous instruction mode. Students do not need to be on campus for any portion of course work or evaluation. This type of course requires approval from the Academic Council and must be noted on the schedule.
Fully On-line, Synchronous	100% of the course instruction is delivered in a synchronous instruction mode. Students do not need to be on campus for any portion of course work or evaluation. This type of course requires approval from the Academic Council and must be noted on the schedule.
Distance Learning Course	As defined above, distance learning courses are those which are hybrid or on-line.

2. Responsibility for development or implementation and oversight of all distance learning programs and courses resides with the faculty in the discipline. The academic unit

(department or school) providing the distance learning course or program is responsible for ensuring that the same standards are maintained for all courses, regardless of the delivery method, and that the quality of instruction in distance learning courses is comparable in quality and content to the corresponding traditional instruction. Distance learning courses will be regularly assessed relative both to content (*i.e.*, the meeting of the Student Learning Outcomes) and to the method of instructional delivery.

3. Faculty are responsible for informing students enrolled in distance learning courses regarding the expected minimum level of technology, technical skills, and any supplemental materials required in the course in the catalogue description or the course syllabus. These requirements will be appropriate to the nature and objectives of the course and will be approved by the Academic Council.
4. As stated in the University's policy on Intellectual Property Rights, the creator(s) of distance educational materials will generally own the copyright to those materials and retain right of use. However, the creator(s) and the University may enter into written agreements at the time of creation to protect the interests of all parties involved.
5. Student services, academic support services, and instructional materials appropriate to and specifically related to distance learning courses and programs will be made available and accessible to all students in distance learning courses.
6. Credit hours assigned to courses offered through distance education will be equal to those for the same courses delivered traditionally and will be reviewed by the Academic Council.
7. The University will ensure that faculty, staff, and students engaged in distance education are properly trained in the use of information technology and the distance delivery media.
8. The evaluation of faculty who teach distance learning courses will include appropriate recognition of teaching, research, and service related to distance educational activities. All qualified faculty may teach distance learning courses as part of their regular teaching assignment.
9. Faculty who teach distance learning courses must be available to interact individually with their students in person, or by e-mail, telephone, or in the learning management system by message boards or chat.
10. Distance learning courses will be delivered only by the faculty member who is responsible for instruction, assigning and evaluating student work.
11. Students enrolled in distance learning courses may be required to be recorded or to post material on-line. Students will be informed in the course syllabus if their participation will be recorded and if and how others may have access to that material. Any electronically recorded materials must be destroyed when no longer needed to assign or support a grade in the course.
12. All policies that apply to traditional instruction will also apply to distance learning courses, including the Academic Honor Code.
13. The University will establish a central contact for all distance learning activities, courses, and programs, and will develop and maintain a distance learning handbook for students and faculty.

PROCEDURE:

Courses and programs that will be offered through distance learning must be approved in advance by the Curriculum and Instruction Committee and the Academic Council. The Committee will be

responsible for approving forms for applicants to use that capture all information required in the policies above.

PERSONNEL RESPONSIBLE FOR IMPLEMENTATION:

The person designated by the University under section 13 above will be responsible for coordinating all distance learning activity. The Registrar will be responsible for establishing and publishing codes in the schedule of courses that reflect the various types of distance learning courses. As noted above, the faculty will be responsible for the development or implementation, oversight, and the quality of their respective courses.

PUBLICATION LOCATION:

These policies shall be published in the Academic Affairs Handbook, the Registrar's Manual, the Distance Learning Handbook, and on the University web page.

TIMELINE FOR COMPLETION:

Courses approved by the Academic Council for distance learning will be eligible for inclusion in the schedule of classes when approved by the Provost.

REQUIRED REPORTING:

The person designated under section 13 above shall report on compliance with this policy as part of the annual assessment report, and also provide recommendations for changes to the policies and procedures to the Academic Council at the end of every academic year.

Policy Number:	1.6009
Subject:	Time and Effort Reporting
Issued by:	Grants and Sponsored Research
Approved by:	Board of Trustees
Approval date:	September 27, 2013
Effective date:	September 27, 2013
Revised:	
To be Reviewed:	

PURPOSE:

As a recipient of federal and state funds, Florida Memorial University is required to comply with federal and state regulations related to federal and state funded grant programs. Among the regulations is a requirement that the university develops and implements a policy for the reporting of the percentage distribution of effort university employees devote to program activities which they receive federal or state funds as compensation.

Federal and state governments can impose severe penalties and funding disallowances for not complying with this regulation.

POLICY:

(see attached)

PROCEDURE AND TIMELINE:

PUBLICATION LOCATION:

REQUIRED REPORTING AND REVIEW:

Time & Effort Distribution Report

OFFICE OF GRANTS AND SPONSORED RESEARCH
 FLORIDA MEMORIAL UNIVERSITY
 15800 NW 42nd AVENUE
 Miami Gardens, FL 33054
 Tel: (305) 623-4225

Month: _____ () Full-time

Name : _____ () Part-Time

Division/Department: _____

Grant Name/Award No.: _____

Length of Contract: _____

Name of Program/Activity	Type(s) of Service Performed(*)	Percent of Effort
	Total Effort	100%

 Employee Signature

 Date

I hereby certify that the distribution of effort for the individual named above is, to the best of my knowledge, a true and correct statement.

 Immediate Supervisor Signature Title

 Date

 Director of Grants & Sponsored Research Signature

 Date

- *Research
- * Teaching (show applicable subject areas)
- * Administrative

This report is to be completed monthly in fulfillment of requirements applicable to Grant Activities and forwarded to the Office of Grants and Sponsored Research once all signatures have been affixed.

**FLORIDA MEMORIAL UNIVERSITY
15800 N.W. 42ND AVENUE
MIAMI GARDENS, FLORIDA 33054
(305) 626-3600**