



**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE**

Tuesday, November 22, 2011
12:00 p.m.

Florida International University
Modesto A. Maidique Campus
Graham Center Ballrooms

Committee Membership:

Cesar L. Alvarez, *Chair*; Claudia Puig, *Vice Chair*; Jose J. Armas; Thomas A. Breslin; Mayi de la Vega;
Patrick O'Keefe

AGENDA

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| 1. Call to Order and Chair's Remarks | Cesar L. Alvarez |
| 2. Approval of Minutes | Cesar L. Alvarez |
| 3. Follow-up to Item from Previous Meeting | Douglas Wartzok |
| 4. Action Items | |
| AP1. Tenure as a Condition of Employment Nominations | Douglas Wartzok |
| AP2. Florida International University 2011 Annual Report to the
Florida Board of Governors | Douglas Wartzok |
| AP3. Honorary Degree Nominations | Douglas Wartzok |
| 5. Information/Discussion Items (<i>No Action Required</i>) | |
| 5.1 Special Report: Board of Governors Higher Education
Strategies Workgroup "A Roadmap for Measuring and
Increasing Relevant Outputs for the State University System" | Douglas Wartzok |
| 5.2 Academic Affairs Reports | |
| ▪ Undergraduate Education Report | Douglas Wartzok |
| ▪ Graduate Education Report | Lakshmi N. Reddi |
| ▪ Division of Research Report | Andres G. Gil |

5. Information/Discussion Items *(Continued...)*

5.2 Academic Affairs Reports *(Continued...)*

- Enrollment Services Report
- Special Report: FIU Efforts in Haiti

Douglas Wartzok

**Jessy C. Dévieux
Jacek J. Kolasinski
Brooke Wooldridge**

5.3 Student Affairs Report

Rosa L. Jones

5.4 Division of Information Technology Report

Robert Grillo

6. New Business *(If Any)*

Cesar L. Alvarez

7. Concluding Remarks and Adjournment

Cesar L. Alvarez

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee

November 22, 2011

Subject: Approval of Minutes of Meeting held on August 17, 2011

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, August 17, 2011 at the Modesto A. Maidique Campus, Primera Casa/Charles Perry Building, room 521.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee Meeting held on Wednesday, August 17, 2011 at the Modesto A. Maidique Campus, Primera Casa/Charles Perry Building, room 521.

Supporting Documentation: Academic Policy and Student Affairs Committee
Meeting Minutes: August 17, 2011

Facilitator/Presenter: Committee Chair Cesar L. Alvarez

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
August 17, 2011**

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Vice Chair Cesar L. Alvarez at 11:00 a.m. on Wednesday, August 17, 2011, at the Modesto A. Maidique Campus, Charles Perry/Primera Casa Building, room 521.

The following attendance was recorded:

Present

Cesar L. Alvarez, *Vice Chair*
Jose J. Armas
Thomas A. Breslin
Patrick O'Keefe
Claudia Puig
Gerald C. Grant, Jr., *FIU Foundation, Inc. Board of Directors*

Absent

Mayi de la Vega

FIU Board of Trustees Chairman Albert Maury, Trustee Sukrit Agrawal and President Mark B. Rosenberg were also in attendance. Trustee Michael M. Adler participated by phone.

Committee Vice Chair Alvarez welcomed all Trustees, University faculty, and staff. He also welcomed Committee liaison and FIU Foundation, Inc. Board of Directors member Gerald C. Grant, Jr. to the meeting. Committee Vice Chair Alvarez announced that the University had welcomed several new administrative appointments since the last meeting of the Committee and introduced Dr. Lakshmi N. Reddi, Dean of the University Graduate School. He noted that Dr. Ora L. Strickland, who was appointed Dean of the College of Nursing and Health Sciences, could not attend the meeting due to a full-day faculty retreat at the Biscayne Bay Campus.

2. Approval of Minutes

Committee Vice Chair Alvarez asked if there were any additions or corrections to the minutes of the June 7, 2011, Academic Policy and Student Affairs Committee meeting. Hearing none, a motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Tuesday, June 7, 2011.

3. Action Items

AP1. Tenure as a Condition of Employment Nominations

Provost and Executive Vice President Douglas Wartzok presented the Tenure as a Condition of Employment Nominations for Committee review, noting that the four nominees were new hires whose prior positions made them eligible for tenure at FIU, and were selected to receive tenure based on the caliber of their work.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees' approval the Tenure as a Condition of Employment Nominations, as specified in the Board materials.

AP2. New Program Proposal: PhD in Basic Biomedical Sciences

Provost Wartzok presented the New Program Proposal: PhD in Basic Biomedical Sciences for Committee review. He noted that as the FIU Herbert Wertheim College of Medicine (HWCOM) currently did not offer any graduate programs, the proposed PhD program in Basic Biomedical Sciences would provide a broad curriculum in biomedical sciences and allow HWCOM students the opportunity to obtain a combined MD degree and a PhD degree. He further noted the proposed PhD program, if approved, would directly support the University's institutional goals and Florida's SUS Strategic Planning priorities and accountability measures.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees' approval the New Program Proposal: PhD in Basic Biomedical Sciences.

4. Information/Discussion Items (No Action Required)

4.1 Foundation Report

FIU Foundation Director Gerald C. Grant, Jr. reported on the activities of the Foundation Board since the last meeting of the Academic Policy and Student Affairs Committee. He noted that investment gains through June 30, 2011 totaled approximately 21.0%, or \$26.4 million, adding that this was a record high year for Foundation's investment performance. He also reported that due to the recent downturn in the market, losses on the Foundation's investment portfolio through the middle of August were estimated at 5.2%, or \$10.2 million. He noted that the Foundation's policies are governed by a long-term perspective and approach and that the market will continue to be closely monitored.

Reports

Committee Vice Chair Alvarez requested that the Undergraduate Education, Graduate Education, Research, Enrollment Services, Student Affairs and Division of Information Technology Reports provided in the agendas be accepted as written. There were no objections.

Provost Wartzok introduced the Special Report: Student STEM (Science, Technology, Engineering and Mathematics) Research, which highlighted the research contributions of three FIU students under the direction of faculty advisors in their respective areas of study. Provost Wartzok noted that FIU Faculty not only provide quality instruction but play a critical role in serving as mentors for the next generation of researchers. Provost Wartzok introduced Carlos Granados (Ph.D., Physics); Debrupa Lahiri (Ph.D., Materials Science); and Jairo Pava (B.S., Computer Science) and requested that they discuss their respective research and academic experiences at FIU.

5. New Business

No new business was raised.

6. Closing Remarks and Adjournment

With no other business, Committee Vice Chair Cesar L. Alvarez adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Wednesday, August 17, 2011, at 11:47 am.

Trustee requests:

There were no Trustee requests.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 22, 2011

Subject: Follow-up to Item from Previous Meeting

Proposed Committee Action:
None. Discussion only.

Background Information:

Provost and Executive Vice President Douglas Wartzok will introduce the Director of the University's Center for the Advancement of Teaching, Leslie Richardson, who will provide an overview of the different services, workshops and professional development opportunities in teaching programs offered by the Center.

Supporting Documentation: N/A

Facilitator/Presenter: Douglas Wartzok

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Fall 2011 at the Center for the Advancement of Teaching Programming

To date, the Center for the Advancement of Teaching (CAT) has hosted 46 workshops for faculty members and teaching assistants (TAs) during the Fall 2011 semester. Of these, 19 were “Fundamentals” workshops about the nuts-and-bolts of teaching (required for the TA Certification Program described below); 12 were “Best Practices” workshops which presented outstanding models of effective, learner-centered teaching at FIU; and 5 were “New Faculty Professional Development” opportunities. Topics ranged from active learning in lectures and using clickers to developing effective writing assignments and grading with rubrics. Workshops were held at the Modesto A. Maidique Campus, the Biscayne Bay Campus, as well as the Engineering Center.

The line-up of events also included “New Faculty Brown-Bags,” informal lunchtime gatherings during which senior faculty members were available to answer new faculty members’ questions, and “Conversations” sessions, faculty-led discussions about contemporary issues such as grade inflation. Three faculty learning groups were also launched during the Fall 2011 term. In one of these, centered on team-based learning, participants met to discuss Michaelson, Knight, and Fink’s text *Team-based Learning*. A second group of new faculty members came together to discuss Bain’s *What the Best College Teachers Do*. The third faculty learning group focused on the STEM fields is using the text *Effective Instruction for STEM Disciplines* to expose faculty members to best practices tailored to these fields.

In August, prior to the start of the semester, CAT organized and facilitated a three-day orientation program for TAs to familiarize them with pedagogical basics, as well as with important FIU policies and procedures. A complementary Moodle site was created to provide further detail about FIU regulations and assess graduate students’ understanding of these topics. This site has allowed us to communicate with more than 300 graduate students and share teaching resources with them.

This term we also inaugurated our Graduate Teaching Certificate Program, a professional development program intended to equip TAs with the important basic skills for successful college teaching. It aims to instill a strong focus on student learning, thereby improving the quality of undergraduate education at FIU. Requirements include attendance at a minimum of six “Fundamentals” workshops with

accompanying reflection papers, teaching observations, and a teaching philosophy statement.

Working with Diverse & Millennial Students

Another important CAT initiative involves helping faculty members teach FIU's diverse student body, a topic which has become an underlying thread in nearly every CAT workshop. This includes specific sessions on how to work with English-language learners (both ESL and Generation 1.5) and how to provide these students with effective feedback and/or language instruction.

Along the same lines, CAT was also recently charged with "training faculty members in cultural sensitivity" as part of a Title V grant that aims to improve student retention. Thus far, the Center has conducted faculty focus group sessions to ascertain faculty attitudes about and expectations for students. Given that "diversity" has a distinctive characterization at FIU, we wanted to secure a nuanced, institution-specific depiction of faculty members' views and levels of multicultural competence (tolerance, biases, etc.) in order to design an informed strategy.

To help faculty members serve the needs of a generation which has been described as Millennials, "digital natives," and countless other monikers, CAT makes a concerted effort to promote student engagement and active learning in varied forms. For instance, helping faculty members understand students' attention spans, their motivation levels, and their technological connectedness helps them promote learning more effectively in their classrooms.

In collaboration with UTS, our Center has facilitated workshops about the integration of i-clickers into the classroom as a way to promote student engagement and active learning. Classroom response systems such as i-clicker can be used to facilitate classroom assessment techniques which are invaluable to faculty members and students alike. CAT has likewise collaborated with FIU Online to encourage good practice in virtual class settings.

Finally, CAT has taken part in the new FIU Writing in the Disciplines initiative, as writing instruction and writing-across-the-curriculum efforts resonate with the Center's emphasis on learning-centered teaching, and writing is an indispensable way to engage students and promote their academic integration.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 22, 2011

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of six (6) candidates for Tenure as a Condition of Employment (TACOE).

Background Information:

Pursuant to the Florida Board of Governors Regulation 1.001(5)(a), each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including but not limited to tenure.

The TACOE nominees had tenure at their previous institutions and have been selected to receive TACOE based on the caliber of their work.

Supporting Documentation:	Tenure as a Condition of Employment Nominees Attachment 1 – Tenure as a Condition of Employment Nominees' Bios
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Facilitator/Presenter:	Douglas Wartzok
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Florida International University
2011 - 2012 Tenure (as a Condition of Employment) Nominations

NAME	DEPARTMENT	PROPOSED RANK
College of Arts and Sciences		
Percy C. Hintzen	Department of Global and Sociocultural Studies	Professor
Kaz Miyagiwa	Department of Economics	Associate Professor
College of Engineering and Computing		
Shekhar Bhansali	Department of Electrical and Computer Engineering	Professor
College of Nursing and Health Sciences		
Margaret Scisney-Matlock	Nursing	Professor
Monica Strauss Hough	Department of Communication Sciences and Disorders	Professor
School of Journalism and Mass Communication		
Raul Reis	Department of Journalism and Broadcasting	Professor

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Percy C. Hintzen
Department of Global and Sociocultural Studies
College of Arts and Sciences

Percy C. Hintzen received his Ph.D. in Comparative Political Sociology, an M.Phil. in Political Sociology, and an M.A. in Sociology from Yale University. He also earned an M.A. in International Urbanization and Public Policy from Clark University in Worcester Massachusetts, and a B.Soc.Sc. in Sociology from the University of Guyana. Dr. Hintzen served as Professor and former Chair of African American Studies at the University of California, Berkeley, where he also chaired the Center for African Studies, and served as co-director of the Multi-Campus Research Group of the 10-campus University of California system. Other administrative roles while at University of California, Berkeley, include Director of Peace and Conflict Studies, Acting Director of the Center for Race and Gender and International President of the Caribbean Studies Association.

Dr. Hintzen's scholarship is organized around an examination of the relationship between the African Diaspora and the modern condition. More generally, it examines relationships among modernity, political economy, and the production of difference. His research has focused on the West Indies, Africa, and black immigrants to the United States. His research and program development work have been funded by the U.S. Department of Education, the Ford Foundation, and the Institute of Urban and Regional and Development, among others. His books include *The Costs of Regime Survival*, Cambridge University Press, 1989; *West Indian in the West*, New York University Press, 2001; *Problematizing Blackness: Self Ethnographies by Black Immigrants to the United States* (edited with Jean Rahier), Routledge, 2003; and *Global Circuits of Blackness: Interrogating the African Diaspora* (edited with Jean Rahier and Felipe Smith) Univ. of Illinois Press 2011. Dr. Hintzen has also published numerous articles in journals and book chapters on race, ethnicity, class, and political economy.

Kaz Miyagiwa
Department of Economics
College of Arts and Sciences

Kaz Miyagiwa received his Ph.D. from the University of Texas at Austin. He was a tenured Associate Professor in the Department of Economics at Emory University and has held faculty positions at the University of Dayton, University of Washington, Chinese University of Hong Kong, Louisiana State University, and Osaka University.

Dr. Miyagiwa is internationally known and respected for his work on foreign direct investment, multinationals, trade policy, the technology gap between developed and developing countries, innovation, and economic growth. His work on the effects of protection on innovation and technology transfer had made a major impact on the way economists think about the subject. He has published numerous articles in highly ranked scholarly journals such as the *American Economic Review* and the *International Economic Review* and edited and authored several books and book chapters. He is the associate editor of the *International Economic Journal* and serves on the editorial boards of the *Review of International Economics* and the *Pacific Economic Journal*. Dr. Miyagiwa has also supervised several Ph.D. dissertations and served on numerous doctoral committees.

Shekhar Bhansali
Department of Electrical and Computer Engineering, Chairperson
College of Engineering and Computing

Shekhar Bhansali holds a Bachelor in Metallurgical Engineering from Malaviya National Institute of Technology, Jaipur, India; a Masters in Aircraft Production Engineering from the Indian Institute of Technology, Chennai, India; and a PhD, in Electrical Engineering from RMIT University in Australia. A prolific researcher, Dr. Bhansali has 12 U.S. Patents, edited one book and five book chapters, and published over 70 journal papers and 100 conference papers. His research in the areas of bioengineering, oceanographic sensing, materials science, and alternative energy has received support from NSF, industry (SRI, Draper, and JCG), and national laboratories (Sandia and Los Alamos).

During his tenure at USF, Dr. Bhansali conceptualized and led a number of inter-connected interdisciplinary graduate student research and training programs, including NSF-IGERT, NSF Bridge to Doctorate and Alfred P. Sloan Doctoral Fellowship Programs to increase diversity, retention and graduation rates. Through these programs, he oversaw the education of over 150 graduate students with multiyear fellowships in colleges of Engineering, Arts and Sciences, and Medicine. A direct outcome of these programs was that USF moved into the top 10 PhD degree producers for African Americans and Hispanics.

Dr. Bhansali has received numerous awards including the 2009 and 2011 William R. Jones Outstanding Mentor Award from the Florida Education Fund, 2009 Mentor of the Year Award from Alfred P. Sloan Foundation, 2004 Outstanding Mentor Award from the McKnight Foundation, and 2003 NSF CAREER award. Dr. Bhansali is on the editorial boards of Recent Patents in Nanotechnology, and Technology and Innovation.

Margaret Scisney-Matlock
Nursing
College of Nursing and Health Sciences

Margaret Scisney-Matlock received her Ph.D. and M.A. in Sociology from the University of Notre Dame, an MSN from the Indiana University School of Nursing and a BSN from the Murray State University School of Nursing. Before joining FIU, she held a tenured position as Professor in the Department of Medical-Surgical Nursing at the University of Michigan.

Dr. Scisney-Matlock's research focuses on hypertension prevention, treatment and control, particularly in African Americans. Her research has been supported by \$2.1 million as a principal investigator on NIH awards and by an additional \$3.9 million as a co-investigator. In addition to this research funding she has received over \$1 million in support for nursing education. She has published 27 journal articles and made 21 national and international presentations.

Dr. Scisney-Matlock has been appointed to an NIH study section on psychosocial risk and disease prevention. Her administrative experience includes serving as Director, Division of Acute, Critical and Long-term Care Programs at the University of Michigan and Director of Nursing and Research at the Memorial Hospital of South Bend. She has a good record of doctoral student mentorship having chaired five dissertation committees and having served on an additional nine.

Monica Strauss Hough
Department of Communication Sciences and Disorders
College of Nursing and Health Sciences

Monica Strauss Hough has been a Full Professor in the Department of Communication Sciences and Disorders (CSDI) at East Carolina University (ECU) since 1999. She became Director of Graduate Studies of the CSDI department in 2003. Dr. Hough received her Ph.D. in Speech-Language Pathology with a concentration in Neurogenic Communication Disorders from Kent State University and a Master of Arts in Speech-Language Pathology from the University of Florida. She has been a certified and practicing speech-language pathologist as well as a clinical educator for over 30 years, specializing in the treatment and clinical supervision of students working with patients with neurogenic communication disorders, including aphasia and cognitive-communicative disorders as the result of traumatic brain injury, dementia, and stroke.

Dr. Hough has established a national as well as international reputation as a pre-eminent researcher in the areas of word retrieval and semantic categorization/organization and the relationship between working memory and auditory comprehension in aphasia and related cognitive-communicative disorders. She has conducted numerous research studies in these areas with various brain-damaged populations, including stroke patients with aphasia and right hemisphere communication disorders and those with traumatic brain injury. In addition, Dr. Hough has directed more than 20 Master's theses and 40 Master's projects, and over 10 doctoral dissertations or research projects as a faculty member at ECU. This research has resulted in numerous national and international presentations and over 65 publications in refereed journals.

Raul Reis
Department of Journalism and Broadcasting
School of Journalism and Mass Communication

Raul Reis received his Bachelor's in Mass Communication (Journalism) from Universidade Federal do Pará, in Brazil; his Master's in Journalism and Mass Communication from Kansas State University; and his Ph.D. in Communication and Society from the University of Oregon. Before joining academia, he worked for more than eight years as a newspaper, TV and magazine reporter and editor at several Brazilian news organizations covering politics, sports, city news, and science & the environment, among other topics. In the U.S., he worked as a copy editor at the *Seattle Post-Intelligencer* as an ASNE fellow, among other journalism jobs.

In 1997 Dr. Reis joined the California State University system, where he served as a tenured professor and department chair from 2007-2011. At California State Long Beach, Reis taught news writing, research methods, global news media, media ethics, mass communication theory and digital journalism, among other courses. Reis also taught summer courses on science and environmental journalism, training students on subjects such as the Amazon forest and taking them on trips to Brazil.

Dr. Reis has published extensively in academic journals and books on topics such as the impact of mass media on traditional communities; Latin American and Brazilian media; journalism education; and science & the environment. His academic articles have appeared in the *Journal of Broadcasting & Electronic Media*, *Journalism & Mass Communication Educator*, *Journal of Mass Media Ethics*, *Science Communication*, *World Communication Journal*, *Environmental Communication*, and the *Journal of Intercultural Communication*, among others. He has co-authored a book titled "Mass Communication: Producers and Consumers", and is currently under contract to write a book on "Writing and Reporting for Digital Media". Dr. Reis has contributed chapters to four edited academic books, and his research has been reprinted in specialized encyclopedias.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 22, 2011

SUBJECT: Florida International University 2011 Annual Report to the Florida Board of Governors

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees submit the 2011 Annual Report to the Florida Board of Governors for approval and authorize the University President to make changes in the Annual Report as required by the Board of Governors, if any.

Background Information:

Pursuant to the Florida Board of Governors Regulation 2.002 (2)(5) University Work Plans and Annual Reports, each university's work plans and annual reports shall reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. Each board of trustees shall submit to the Board of Governors a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable.

While not anticipated, the Board of Governors may require changes to the annual report. Therefore, a delegation of authority to the President to make changes required by the Board of Governors is being requested.

Supporting Documentation:	Florida International University 2011 Annual Report to the Florida Board of Governors
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Facilitator/Presenter:	Douglas Wartzok
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2011 ANNUAL REPORT



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Key University Achievements in 2010-2011

► Student awards/achievements

1. FIU team placed first in the energy management category and eleventh out of twenty entries overall in the 2011 Solar Decathlon in Washington, DC.
2. FIU's Model United Nations team dominated the 2011 National Model UN competition. Competing among 183 delegations from around the world, Team FIU received the Outstanding Delegation award. And for the first time in FIU history, every delegate won an individual award.
3. Computer Science and Honors College senior Jairo Pava received honorable mention honors at the 2011 Computing Research Association (CRA) Outstanding Undergraduate Researcher Award competition for his research on storm-surge simulation systems.

► Faculty awards/achievements

1. President Barack Obama named Mary Jo Trepka, associate professor at FIU's Robert Stempel College of Public Health, as one of the recipients of the Presidential Early Career Awards for Scientists and Engineers.
2. Dr. Gustavo Roig, professor at FIU's Department of Electrical and Computer Engineering, was the recipient of the prestigious Dr. Albert Baez Award for outstanding educator at the 2011 HENAAC (Hispanic Engineer National Achievement Awards Conference)

► Program awards/achievements

1. National Jurist ranked FIU's College of Law as #1 for Hispanics and one of six top law schools for diversity.

2. FIU's Undergraduate International Business program was ranked in the top 20 programs in the nation by U.S. News and World Report for the eighth consecutive year.
3. The American Society for Engineering Education (ASEE) ranked FIU's College of Engineering and Computing first in awarding engineering bachelor's degrees to Hispanic students in the Continental US, and first in the state and eighth nationally for the percentage of doctoral degrees awarded to women.

► Research awards/achievements

1. Researchers and scholars received \$104.56 million in research awards during FY 2010-2011 — a 4% increase from last fiscal year.
2. Wind engineers working in the Center of Excellence for Hurricane Damage Mitigation and Product Development received \$972K from the U.S. Department of Energy to conduct research in the development of hurricane ready, energy efficient buildings.
3. The 21st Century World Class Scholars Program recipients in the Herbert Wertheim College of Medicine received \$687K funding from the U.S. Department of Defense for development of a new class of biosensors to detect unspecified exposure to environmental chemicals.

► Institutional awards/achievements

1. FIU attained the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching.
2. FIU was awarded the "Great College Workplace: Diversity" classification by The Chronicle of Higher Education.

Florida International University

INTRODUCTION

On December 9, 2010, FIU's Board of Trustees approved the 2010-2015 Worlds Ahead Strategic Plan. The Strategic Plan describes specific initiatives we will undertake to fulfill our mission and goals. These initiatives include: (1) improve student learning and achieve academic excellence; (2) enhance the quality, quantity and impact of research and creative initiatives; (3) engage with the community in collaborative problem solving; and (4) revitalize and expand FIU's infrastructure and financial base.

As the only public research university in South Florida, FIU is committed to increasing access and degree production in the knowledge economy. Therefore, during the next five years, the University plans to increase enrollment by 2,000 academically qualified students per year. Also, in the next five years, we will continue to graduate more Hispanic students than any other university in the nation. We will build on our faculty's research and creative energies to form a strong foundation for competitiveness in the twenty-first century knowledge economy, and will engage with local and global communities in collaborative problem solving. A copy of the Strategic Plan can be found at <http://stratplan.fiu.edu>.

Mission

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and

collaborative engagement with our local and global communities.

Vision

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES

During the academic year 2010-11 FIU enrolled over 44,000 students from 148 countries in 181 degree programs. Seventy-seven percent of our students are minority students. FIU's most defining feature is our diversity. It is central to the University's success in producing an educated workforce with leadership capabilities for South Florida, the state, the country and the world.

FIU continues to expand its access to Florida residents. In the last five academic years, FIU has increased its degree production by 39%. During the 2010-11 academic year FIU awarded over 10,000 total degrees. Of those, over 7,000 were at the baccalaureate level and 92% of those were granted to residents of the state of Florida. During the 2010-11 year, FIU continued to serve first-generation students with 7,861 of such students receiving financial aid.

During the 2010-11 academic year, FIU maintained its commitment to access and diversity by awarding 72% of our total degrees to minority students. In May 2011, [*The Hispanic Outlook in Higher Education*](#) ranked FIU first in awarding

bachelor's and master's degrees to Hispanics. Also, the [American Society for Engineering Education](#) (ASEE) ranked FIU's College of Engineering and Computing (CEC) first in awarding bachelor's degrees to Hispanics in the Continental US. ASEE also ranked CEC fourteenth in awarding bachelor's degrees to African American students. CEC also ranked first in the state and eighth nationally for the percentage of PhD degrees awarded to women and first in the state and third nationally in PhD degrees awarded to Hispanics.

FIU continues to demonstrate its commitment to access to degrees through its partnership with Miami-Dade County Public Schools (M-DCPS), the fourth largest school system in the nation. The goal of FIU and M-DCPS ACCESS (Achieving Community Collaboration in Education and Student Success) is to promote student's academic success, increase high school graduation, and improve college transition. From spring 2010 to spring 2011, the dual enrollment program increased from 19 to 23 schools, 44 to 69 courses, and 1,823 to 2,600 students.

FIU's commitment to production of degrees is also demonstrated through its initiatives to increase the retention and graduation rate of First-in-Time-College (FTIC) students. A 2010 internal study confirmed that assisting students to select appropriate majors early in their undergraduate career correlates positively with student success. The data also indicated that it is critical to set a strategy to identify students in an unsuitable major as early as possible and assist them to re-evaluate their choice of major. As a result, FIU has developed a comprehensive academic support system for undergraduate students called the Graduation Success Initiative (GSI) that will be fully launched in fall 2012.

The first phase of GSI was to develop a customized Degree Audit system that provides current and future students an easy way to follow their progress toward degree completion. The Degree Audit was successfully launched in May 2011.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

FIU continues its efforts to increase production of STEM degrees and to improve recruitment efforts to attract students who are usually underrepresented in these fields. In 2010-11, FIU awarded 1,151 STEM bachelor's degrees of which 81% of them were awarded to minority students. At the graduate level, 45% of the 471 STEM degrees were awarded to minority students. In 2010-11, 25% of FIU's undergraduate students and 16% of the graduate students were pursuing a STEM related degree.

FIU also participates in national initiatives to increase the number of STEM degrees awarded. FIU joined the Science and Mathematics Teacher Imperative (SMTI) initiative. Under the leadership of the Association of Public and Land-grant Universities (APLU), 125 major research universities have committed to transform middle and high school STEM education by preparing a new generation of world-class science and mathematics teachers. FIU's President, Mark B. Rosenberg, serves on the APLU SMTI Commission's Executive Committee. FIU is one of 20 out of the 125 universities that are members of the Leadership Collaborative for this important national initiative.

FIU has also developed innovative programs to boost students' academic experience. Quantifying Biology in the

Classroom (QBIC) is a program within FIU's Department of Biological Sciences for students interested in taking a more quantitative approach to their Bachelor of Science in Biological Sciences degree. This four-year program is an intensive, integrative experience in biology aimed at creating a critically-minded, holistic student who can excel in any professional biology or graduate research programs. QBIC courses integrate the biological and physical sciences with statistics, mathematics, English, and other required electives.

FIU has enhanced the variety of STEM program offerings. In spring 2011, a new Master of Science in Information Technology, offered through FIU's College of Engineering and Computing, was implemented. This degree will allow FIU to be on the forefront of the national trend in IT education and provide a well-trained, highly skilled labor force to local and state industries. Degrees in Engineering Management and Construction Management directly address workforce needs. A new Doctor of Philosophy in Biochemistry, approved in January 2011, admitted its first students in fall 2011. This research doctorate is designed to meet the need for advanced research and training capabilities in the expanding fields of biochemistry and molecular biology. In addition, FIU plans to add three new programs to its STEM degree inventory: 1) Ph.D. in Biomedical Sciences (2012), 2) Ph.D. in Environmental Science and Policy (2013), and 3) B.S in Sustainability (2012).

FIU continues to graduate healthcare professionals to meet the needs of our region and the state. FIU nursing, physical therapy and other health programs awarded 656 degrees in the 2010-2011 year. The new Healthcare MBA program started with the enrollment of 30 students in fall 2010. In just 18 months, the program has grown to over 110 students, with the first cohort scheduled to graduate in fall 2011. In addition,

a new professional doctorate degree, a Doctor of Nursing Practice (DNP), will be implemented in spring 2012. The DNP program will focus on improving health care through facilitating a culture of patient safety, evidence-based practice, and providing the additional skills necessary to develop advanced practice nursing leaders for the future.

FIU has also increased the degree production in other disciplines designated as "critical strategic areas". In the strategic area of "Security and Emergency Services," the University awarded 405 degrees in the academic year 2010-11, an increase of 19% from the previous year. An increase of 14% was achieved in the area of "Globalization" wherein FIU awarded 1,196 degrees in 2010-11 compared with 1,048 in 2009-10. In addition, a new Master of Arts in Global Governance was implemented in fall 2011.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

Research Capacity

During the 2010-2011 fiscal year, FIU continued its long-term upward trajectory of research growth receiving \$104.56 million in research awards—a 4% increase from last fiscal year. Within the context of increasingly competitive research funding and shrinking budgets for state and federal agencies, FY 2010-2011 marks the third consecutive year of increases in research awards obtained by FIU faculty, a growth of 13% in FY 2009-2010, and 22% in FY 2008-2009.

Additionally, FIU had five new patents issued this past fiscal year. Our researchers' inventions range from developing

methods for identifying humans through characteristic compounds detected in human scent to creating three-dimensional magnetic memory and/or recording devices. FIU's research related accomplishments this past year are all related to our coordinated efforts to build research capacity and produce research that positively impacts the economy and wellbeing of our community and all residents of Florida.

Global, National, and State Impact of Research at FIU

In May 2011, [*The Chronicle of Higher Education*](#) featured FIU as an example of a university with a research growth strategy that has succeeded where many others have not – “Perhaps less well known is the steady expansion of Florida International's research enterprise.” FIU research covers the breadth of basic science of the environment, training of students in STEM, applied health, and applied transportation.

FIU has established a strategic and cluster hiring initiative. This initiative has already paid dividends with the recruitment of a team in Biomedical Engineering that will bring a Center to the College of Engineering and Computing and the Herbert Wertheim College of Medicine (HWCOCM), whose research focuses on the development of technologies for better functioning of prosthetic devices for patients with neurological disorders.

Another team was recruited by the Department of Psychology and Herbert Wertheim College of Medicine, whose research focuses on child mental health, particularly Attention Deficit and Hyperactivity Disorder (ADHD). This year the group received \$1.7M in funding from the NIH for studies related to psycho-pharmacological treatment of ADHD. Moreover, this team has provided extensive services to the Miami-Dade

County Public Schools and has brought to Florida a nationally renowned Summer Treatment Program.

FIU's Water for Sustainability Program (GLOWS) is a USAID-funded research program (\$70M over five years) on water sustainability in Africa and Eastern Europe. This research focuses on innovation in engineering, health, policy and planning to create sustainable water resources.

FIU's School of Integrated Science and Humanities was awarded a five-year grant (\$1.2M) to study the relationship between heavy tobacco use and damage to the immune system. This translational study focuses on identifying patient populations at greater risk for contracting tobacco-related diseases.

The team of wind engineers working in the Center of Excellence for Hurricane Damage Mitigation and Product Development received a \$972K grant from the U.S. Department of Energy to conduct research in the development of energy efficient buildings that can also be hurricane ready.

In the environmental research area, FIU has participated in a State consortium addressing Gulf of Mexico oil spill. In addition to the BP funding through the State consortium, FIU researchers in the School of Environment Arts & Society (SEAS) have received \$2.4M to conduct ecotoxicology research in the gulf waters.

The Herbert Wertheim College of Medicine funded through the 21st Century World Class Scholars Program has focused on the development of a new class of biosensors to detect unspecified exposure to environmental chemicals. This group

received \$687K funding from the U.S. Department of Defense for this research.

Researchers across the university have received funding to enhance STEM education in the public schools as well as in college with an emphasis on research to improve teaching methodologies and workforce development in STEM for students from underrepresented groups. Researchers in the College of Engineering received \$1M from the U.S. Department of Education for a program that focuses on high school students, and \$445K from the National Science Foundation (NSF) for a collaborative project with FAU that provides internships for undergraduate science and engineering students in laboratories across the world. Researchers in the Department of Physics received funding from the Howard Hughes Medical Institute and NSF for research focusing on new methods of STEM teaching and preparation of STEM teachers for middle and high schools.

The Department of Electrical and Computer Engineering has been conducting extensive research on the use of computer applications to assist with neurosurgery, visual impairment, and motor disability. The National Science Foundation (NSF) has featured results of this research, which is being conducted with colleagues at Miami Children's Hospital (MCH), focusing on neurosurgery for children with epilepsy. The NSF awarded a \$3M grant this year for the development of a 5-D brain-processing instrument.

**BOARD OF GOVERNORS - STATE UNIVERSITY
SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND
FULFILLING UNIQUE INSTITUTIONAL
RESPONSIBILITIES**

Since its establishment in February 2010, the Office of Engagement has provided leadership to expand our community partnerships and align FIU's instructional and research initiatives with local and global needs and priorities.

Community Engagement Classification

In January 2011, FIU received the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching, joining only 300 universities nationwide that hold this classification. The Carnegie classification is awarded to institutions of higher education that demonstrate collaboration with their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. This designation reflects FIU's ongoing commitment to engage with the community in collaborative problem solving.

Life Tech Florida

A collaborative, public-private partnership led by FIU and the Beacon Council (Miami-Dade's economic development council) was established. The goal of Life Tech Florida is to develop an industry cluster in South Florida focused on life sciences and information technology (IT). Through research, workforce development, and marketing, the initiative aims to grow the life sciences in the South Florida region, with an emphasis on innovation and job creation. The community partners are: 1) five public and private universities (FIU, FAU, FGCU, Nova Southeastern, and UM), 2) four community and state colleges (Broward College, Indian River State College, Miami Dade College and Palm Beach State College), 3) three economic development agencies (Miami-Dade's Beacon Council, Broward Alliance, and Business Development Board

of Palm Beach County) , 4) two research parks (FAU and UM), and 5) two research institutes (Max Planck Florida Institute & Scripps Institute Florida).

Liberty City Education Effect Project

With a \$90K planning grant awarded in December 2010 and a \$1 million philanthropic grant received in September 2011 from the JPMorgan Chase Foundation, FIU has launched a university-assisted community school initiative in collaboration with Miami-Dade County Public Schools (M-DCPS). Centered in Liberty City, an economically disadvantaged and predominantly African American community in Miami, the project's focus is Miami Northwestern Senior High School and the middle and elementary schools in its feeder pattern, all of which are designated as underperforming by Department of Education criteria. The goal is to achieve long-term educational transformation through the collaborative efforts of FIU, M-DCPS, and Liberty City residents. By creating an environment conducive to student success, the project promotes pathways to post-secondary education.

Sweetwater Community Partnership

The Honors College initiated City of Sweetwater Partnership continues to flourish. Last year, an FIU-City of Sweetwater Partnership Committee was formed that provides FIU students with an opportunity to engage in a variety of projects to help improve the quality of life for Sweetwater residents. Activities this year included the "Evening for the Arts," attended by some 500 parents and Sweetwater residents. The event featured the artwork and musical/choral renditions of FIU and Sweetwater Elementary School students. Other activities included academic tutoring by Honors College

students working with children at Sweetwater Elementary School, and FIU students and the City of Sweetwater partnering to plant trees through an Arbor Day Foundation award.

Theatre Productions

Theatre students performed *Body & Soul* at the Kennedy Center on Jan 11, 2011, marking National Human Trafficking Day. The performance was preceded by a symposium hosted by Representative Ileana Ros-Lehtinen. The students partnered with the UK's Solent University this summer touring the United Kingdom giving performances in many venues, including a performance at the Rose Theatre.

Internships

During 2010-11, 771 students participated in internships through Career Services, an increase of 7 percent from the previous year. Additionally, students participating in for-credit internships through their academic units increased from 857 to 1,003, an increase of 17 percent. Through internships, students gain real-world experience and a first-hand opportunity to try out their chosen career and build their resume with actual work experience. Internships can provide a bridge to employment. Survey data from the [National Association of Colleges and Employers](#) reveals that, on average, nearly 58% of internships turn into full-time positions.

The Herbert Wertheim College of Medicine Green Family Foundation NeighborhoodHELP™ Program

The NeighborhoodHELP™ program is a community-engaged, inter-professional service-learning program. Since September 2010, more than 270 FIU students from four colleges (Herbert

Wertheim College of Medicine, Robert Stempel College of Public Health and Social Work, College of Nursing and Health Sciences and the College of Law) and their supervising faculty have made home visits, established a primary care presence in the communities, and have begun a broad variety of community projects. From September 2010 through September 2011, 85 student teams conducted a total of 343 visits to 132 households, with 305 household members.

FIU students assisted household members with health and social issues, such as diabetes, hypertension, breast cancer, dementia, coronary heart disease, low back pain, HIV, obesity, mental illness, low health literacy, child custody issues, financial hardship, lack of health coverage, and inability to access services. Students conducted health assessments, and provided health education, mentoring, nutrition and dietary counseling, environmental assessments, and referrals for primary and specialty care, home health care, and legal services.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

The University is making progress on the three goals identified in the work plan.

Support strategic priorities in teaching and research

The University hired over 71 new faculty for the 2011-2012 year exceeding the goal of 47 faculty. In the 2010-2011 academic year the University exceeded \$100 million in external funding and awarded 148 research doctorates and 226 professional doctorates.

Improve Academic Success

The University was able to complete two of the three metrics in this goal during the fall 2011 semester by hiring 11 advisors and converting six adjuncts into full-time lecturers. Seventeen classrooms were modernized during the 2010-11 year: 11 at Modesto Maidique Campus and six at Biscayne Bay Campus.

Expand Community Partnerships

The University met its goal of increasing internships. In 2010-11, the total number of students participating in internships increased by 12 percent, from 1,579 to 1,774 students.

The University received the Community Engagement Classification from the Carnegie Foundation.

FIU developed a collaborative partnership with Florida Power and Light (FPL). A FPL Customer Care Center was established in January 2011 with 21 FIU interns. Twelve of the 21 student interns were hired in June 2011 for permanent positions in FPL.

FIU's Herbert Wertheim College of Medicine is in the process of establishing a residency program at the West Kendall Baptist Hospital (WKBH).

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Energy Conservation

The 2010 State University System Energy Conservation Report, published in December 2010, reported that FIU topped

all state universities in energy conservation for the three-year fiscal period 2007-2009.

Implementing Technology

FIU integrated all degree audit functions for students within the University's enrollment database, Panther Soft, reducing maintenance for interfaces, data validation, data mapping, as well as dependencies on outside systems. The new Degree Audit system also reduces the total man hours for managing exceptions and configurations from a third party system.

The Office of Business Services implemented Electronic Fund Payments for vendors. Vendors will now pay the University with an EFT in place of a paper check. This process ensures secure and timely collection of funds.

ADDITIONAL RESOURCES

2010-2015 Worlds Ahead Strategic Plan

<http://stratplan.fiu.edu>

Work Plan

<http://opir.fiu.edu/workplan.htm>

Voluntary System of Accountability College Portrait

<http://www.collegeportraits.org/FL/FIU>

Common Data Set

<http://opir.fiu.edu/CDS/CDS2010.pdf>

College Navigator

<http://nces.ed.gov/collegenavigator/?q=florida+international+un&s=all&id=133951>

Institutional Peers

Criteria: Public, Part-time greater than 10%, Urban, Carnegie High Research or Very High Research with comparable levels of research expenditures and doctoral degree production

George Mason University

University of Louisville

Georgia State University

University of Houston – University Park

Aspirational Institutional Peers

Criteria: Institutions are urban, public research universities in the Carnegie Very High Research Classification

Arizona State University

Wayne State University

University of Cincinnati

University of New Mexico

Office of Planning and Institutional Research

<http://opir.fiu.edu/>

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Table 1A Education and General Revenues

METRIC	AY 2007 2008 ACTUAL	AY 2008 2009 ACTUAL	AY 2009 2010 ACTUAL	AY 2010 2011 ACTUAL	AY 2011 2012 ESTIMATE
State Funds (Recurring GR & Lottery)	\$ 221,172,448	\$ 206,029,070	\$ 180,520,031	\$ 185,414,169	\$ 166,476,221
State Funds (Non-Recurring GR & Lottery)	\$ 12,784,585	\$ 9,587,997	\$ 1,202,411	\$ 3,456,924	\$ 2,242,351
Tuition (Resident/Non-Resident)	\$ 122,206,561	\$ 128,413,296	\$ 128,089,012	\$ 146,292,913	\$ 157,159,209
Tuition Differential (UG)	\$ -	\$ 2,566,323	\$ 7,428,377	\$ 15,411,111	\$ 21,981,840
Other (Include Revenues from Misc. Fees & Fines)	\$ 2,478,005	\$ 2,640,819	\$ 2,914,805	\$ 3,456,746	\$ 3,330,663
Federal Stimulus Funds	\$ -	\$ -	\$ 14,250,535	\$ 13,635,669	\$ -
TOTAL	\$ 358,641,599	\$ 349,237,505	\$ 334,405,171	\$ 367,667,532	\$ 351,190,284

Table 1B: Education and General Expenditures

METRIC	AY 2007 2008 ACTUAL	AY 2008 2009 ACTUAL	AY 2009 2010 ACTUAL	AY 2010 2011 ACTUAL	AY 2011 2012 ESTIMATE
Instruction/Research	\$ 190,058,978	\$ 192,502,152	\$ 191,817,340	\$ 202,821,253	\$ 232,376,623
Institutes and Research Centers	\$ 2,219,037	\$ 1,190,150	\$ 689,914	\$ 619,771	\$ 708,305
PO&M	\$ 34,478,199	\$ 33,195,211	\$ 35,425,984	\$ 42,977,285	\$ 34,246,498
Administration and Support Services	\$ 46,159,437	\$ 41,085,034	\$ 47,261,433	\$ 43,330,392	\$ 34,202,558
Radio/TV	\$ -	\$ -	\$ -	\$ -	\$ -
Library/Audio Visual	\$ 16,579,532	\$ 16,259,156	\$ 15,859,075	\$ 15,807,267	\$ 17,643,429
Museums and Galleries	\$ 3,081,449	\$ 3,102,438	\$ 2,997,019	\$ 3,096,999	\$ 3,221,003
Agricultural Extension	\$ -	\$ -	\$ -	\$ -	\$ -
Student Services	\$ 21,999,030	\$ 20,751,117	\$ 21,874,231	\$ 27,054,912	\$ 27,219,498
Intercollegiate Athletics	\$ 493,112	\$ 497,435	\$ 496,487	\$ 470,716	\$ 481,205
TOTAL	\$ 315,068,774	\$ 308,582,693	\$ 316,421,483	\$ 336,178,595	\$ 350,099,119

Table 1C: State Funding per Full-Time Equivalent (FTE) Student

SUBTABLE	METRIC	AY 2007 2008	AY 2008 2009	AY 2009 2010	AY 2010 2011	AY 2011 2012 ESTIMATE
Appropriated Funding per FTE	General Revenue per FTE	\$ 6,539	\$ 5,638	\$ 4,731	\$ 4,526	\$ 3,776
Appropriated Funding per FTE	Lottery Funds per FTE	\$ 583	\$ 720	\$ 621	\$ 665	\$ 718
Appropriated Funding per FTE	Tuition & Fees per FTE	\$ 3,599	\$ 3,885	\$ 4,291	\$ 4,449	\$ 4,832
Appropriated Funding per FTE	Other Trust Funds per FTE	\$ -	\$ -	\$ 420	\$ 375	\$ -
Appropriated Funding per FTE	Total per FTE	\$ 10,720	\$ 10,243	\$ 10,063	\$ 10,015	\$ 9,326
Actual Funding per FTE	Tuition & Fees per FTE	\$ 3,796	\$ 4,082	\$ 4,077	\$ 4,539	\$ 4,861
Actual Funding per FTE	Total per FTE	\$ 10,918	\$ 10,439	\$ 9,848	\$ 10,105	\$ 9,355

Table 1D: University Other Budget Entities

SUBTABLE	METRIC	AY 2007 2008 ACTUAL	AY 2008 2009 ACTUAL	AY 2009 2010 ACTUAL	AY 2010 2011 ACTUAL	AY 2011 2012 ESTIMATE
Auxiliary Enterprises	Revenues	\$ 111,658,167	\$ 108,899,206	\$ 148,386,976	\$ 163,393,424	\$ 156,049,628
Auxiliary Enterprises	Expenditures	\$ 100,479,217	\$ 103,433,291	\$ 114,372,229	\$ 127,641,069	\$ 140,330,571
Contracts & Grants	Revenues	\$ 80,720,524	\$ 80,759,342	\$ 88,864,089	\$ 91,229,784	\$ 91,578,394
Contracts & Grants	Expenditures	\$ 78,256,135	\$ 82,736,070	\$ 83,468,637	\$ 86,572,638	\$ 89,111,164
Local Funds	Revenues	\$ 103,545,990	\$ 108,121,083	\$ 135,314,838	\$ 175,796,285	\$ 177,068,816
Local Funds	Expenditures	\$ 93,748,434	\$ 105,405,591	\$ 134,813,829	\$ 175,003,085	\$ 179,810,745

Table 1E. University Total Revenues and Expenditures

Not available yet

Table 1F: Voluntary Support of Higher Education

Metric		FY 2005 2006	FY 2006 2007	FY 2007 2008	FY 2008 2009	FY 2009 2010
Endowment Market Value (Thousand \$)	\$	80,283	\$ 91,876	\$ 97,064	\$ 82,555	\$ 95,259
Annual Gifts Received (\$)	\$	13,891,812	\$ 10,873,175	\$ 18,796,862	\$ 17,741,253	\$ 38,667,187
Percentage of Graduates Who are Alumni Donors		1.8%	4.4%	4.7%	6.5%	6.7%

Table 1G: University Federal Stimulus Dollars (ARRA)

SUBTABLE	METRIC	AY 2009 2010	AY 2010 2011
Operating Budget Detail	Jobs Saved/Created	\$ 11,723,001	\$ 4,870,000
Operating Budget Detail	Scholarships	\$ -	\$ -
Operating Budget Detail	Library Resources	\$ -	\$ -
Operating Budget Detail	Building Repairs/Alterations	\$ 2,128,202	\$ 5,137,211
Operating Budget Detail	Motor Vehicles	\$ -	\$ -
Operating Budget Detail	Motor Vehicles	\$ -	\$ -
Operating Budget Detail	Printing	\$ -	\$ -
Operating Budget Detail	Furniture & Equipment	\$ -	\$ -
Operating Budget Detail	Information Technology Equipment	\$ 333,075	\$ 2,694,611
Operating Budget Detail	Financial Aid to Medical Students	\$ -	\$ -
Operating Budget Detail	Other	\$ 932,662	\$ 1,793,091

Table 1H: Health Science Center Education and General Revenues

METRIC	AY 2007 2008 ACTUAL	AY 2008 2009 ACTUAL	AY 2009 2010 ACTUAL	AY 2010 2011 ACTUAL	AY 2011 2012 ESTIMATE
State Funds (Recurring GR & Lottery)	\$ 5,272,250	\$ 11,465,084	\$ 21,410,785	\$ 24,210,077	\$ 26,293,035
State Funds (Non-Recurring GR & Lottery)	\$ -	\$ -	\$ -	\$ 1,000,000	\$ -
Tuition (Resident/Non-Resident)	\$ -	\$ -	\$ 1,162,500	\$ 2,427,750	\$ 5,317,208
Tuition Differential (UG)	\$ -	\$ -	\$ -	\$ -	\$ -
Other (Include Revenues from Misc. Fees & Fines)	\$ -	\$ 42,350	\$ 58,424	\$ 62,695	\$ 63,000
Other Operating Trust Funds	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Stimulus Funds	\$ -	\$ -	\$ 866,405	\$ 859,244	\$ -
TOTAL	\$ 5,272,250	\$ 11,507,434	\$ 23,498,114	\$ 28,559,766	\$ 31,673,243

Table 1I: Health Science Center Education and General Expenditures

METRIC	AY 2007 2008 ACTUAL	AY 2008 2009 ACTUAL	AY 2009 2010 ACTUAL	AY 2010 2011 ACTUAL	AY 2011 2012 ESTIMATE
Instruction/Research	\$ 5,031,611	\$ 7,911,020	\$ 15,034,872	\$ 20,073,882	\$ 26,147,437
Institutes and Research Centers	\$ -	\$ -	\$ -	\$ -	\$ -
PO&M	\$ 4,200	\$ -	\$ -	\$ -	\$ -
Administration and Support Services	\$ 77,355	\$ 2,161,089	\$ 3,199,046	\$ 4,029,269	\$ 3,693,504
Radio/TV	\$ -	\$ -	\$ -	\$ -	\$ -
Library/Audio Visual	\$ -	\$ 735,925	\$ 928,007	\$ 1,067,332	\$ 1,163,638
Museums and Galleries	\$ -	\$ -	\$ -	\$ -	\$ -
Agricultural Extension	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Hospital & Allied Clinics	\$ -	\$ -	\$ -	\$ -	\$ -
Student Services	\$ -	\$ -	\$ -	\$ -	\$ -
Intercollegiate Athletics	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL	\$ 5,113,166	\$ 10,808,034	\$ 19,161,925	\$ 25,170,483	\$ 31,004,579

Table 2A: Personnel Information

METRIC	FALL 2006 FT	FALL 2006 PT	FALL 2007 FT	FALL 2007 PT	FALL 2008 FT	FALL 2008 PT	FALL 2009 FT	FALL 2009 PT	FALL 2010 FT	FALL 2010 PT
Total Tenure/ Tenure-track Faculty	606	9	656	3	646	8	633	18	634	6
Total Non-Tenure Track Faculty	134	27	172	6	171	5	191	9	210	9
Instructors Without Faculty Status	19	596	24	680	37	685	47	656	47	664
Total Graduate Assistants/ Associates	0	922	0	1,036	0	985	0	990	0	1,038
Total Executive/ Administrative/ Managerial	518	0	517	3	571	6	608	7	642	12
Total Other Professional	914	20	960	35	1,028	32	1,072	30	1,163	30
Total Non-Professional	783	26	962	32	954	29	965	25	958	21

Table 3A. University Full-Time Enrollment (FTE)

Subtable	Metric	Ay Funded 2008 2009	Ay Actual 2008 2009	Ay Funded 2009 2010	Ay Actual 2009 2010	Ay Funded 2010 2011	Ay Actual 2010 2011	Ay Estimated 2011 2012
FLORIDA RESIDENTS	Lower	8,160	7,564	7,860	7,602	7,860	8,260	8,436
FLORIDA RESIDENTS	Upper	11,682	11,490	11,682	11,911	11,682	12,937	13,203
FLORIDA RESIDENTS	Grad I	2,962	3,100	2,588	2,964	2,588	2,960	2,971
FLORIDA RESIDENTS	Grad II	311	340	818	892	818	951	1,082
FLORIDA RESIDENTS	Total	23,115	22,494	22,948	23,369	22,948	25,108	25,692
Headcount for Medical Doctorates	Florida Residents	---	---	40	34	80	71	120
Headcount for Medical Doctorates	Non-Residents	---	---	0	9	0	14	40
Headcount for Medical Doctorates	Total	---	---	40	43	80	85	160
NON-FLORIDA RESIDENTS	Lower		464		446		491	596
NON-FLORIDA RESIDENTS	Upper		679		649		692	858
NON-FLORIDA RESIDENTS	Grad I		656		643		597	604
NON-FLORIDA RESIDENTS	Grad II		258		306		399	406
NON-FLORIDA RESIDENTS	Total	2,136	2,057	2,138	2,044	2,138	2,179	2,464
TOTAL FTE	Lower		8,028		8,048		8,751	9,032
TOTAL FTE	Upper		12,169		12,560		13,629	14,061
TOTAL FTE	Grad I		3,756		3,607		3,557	3,575
TOTAL FTE	Grad II		598		1,199		1,350	1,488
TOTAL FTE	Total FTE (FL Definition)	25,251	24,551	25,086	25,414	25,086	27,287	28,156
TOTAL FTE	Total FTE (US Definition)	33,668	32,735	33,448	33,885	33,448	36,383	37,541

Table 3B. Enrollment by Location

Site	Metric	AY 2008 2009 Actual	AY 2009 2010 Actual	AY 2010 2011 Actual	AY 2011-12 Estimated
MODESTO MAIDIQUE CAMPUS	Lower	6,034	6,022	6,442	6,530
MODESTO MAIDIQUE CAMPUS	Upper	8,127	8,015	8,530	8,589
MODESTO MAIDIQUE CAMPUS	Grad I	2,926	2,624	2,441	2,396
MODESTO MAIDIQUE CAMPUS	Grad II	565	1,161	1,296	1,419
MODESTO MAIDIQUE CAMPUS	Total	17,652	17,753	18,708	18,934
BISCAYNE BAY CAMPUS	Lower	910	802	845	872
BISCAYNE BAY CAMPUS	Upper	1,867	1,760	1,808	1,866
BISCAYNE BAY CAMPUS	Grad I	204	251	272	271
BISCAYNE BAY CAMPUS	Grad II	6	9	16	19
BISCAYNE BAY CAMPUS	Total	2,987	2,822	2,941	3,028
PINES CENTER SITE	Lower	49	40	34	35
PINES CENTER SITE	Upper	285	287	239	246
PINES CENTER SITE	Grad I	216	221	233	234
PINES CENTER SITE	Grad II	23	18	15	19
PINES CENTER SITE	Total	573	566	521	534
OTHER	Lower	1,035	1,184	1,431	455
OTHER	Upper	1,890	2,498	3,053	273
OTHER	Grad I	410	565	612	212
OTHER	Grad II	4	11	22	25
OTHER	Total	3,339	4,327	5,118	965
VIRTUAL DISTANCE LEARNING	Lower	---	---	---	1,140
VIRTUAL DISTANCE LEARNING	Upper	---	---	---	3,087
VIRTUAL DISTANCE LEARNING	Grad I	---	---	---	462
VIRTUAL DISTANCE LEARNING	Grad II	---	---	---	6
VIRTUAL DISTANCE LEARNING	Total	---	---	---	4,695

Table 4A: Baccalaureate Degree Program Changes in AY 2010-2011

SUBTABLE	METRIC	CIP CODE	DEGREE LEVEL	UBOT ACTION DATE	ACTION TERM
Terminated Programs	Environmental Control Technologies/Technicians, Other	15.0599	Bachelors	9-Dec-10	2011 SPRING
Suspended Programs	Italian Language and Literature	16.0902	Bachelors	----	2011 SPRING

Table 4B: First-Year Persistence Rates

INSTITUTION	METRIC	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009
FIU	Cohort Size	3,970	3,890	3,234	3,106	2,949
FIU	Retained Percentage	81.4%	84.0%	82.7%	84.3%	85.2%

Table 4C: Federal - Undergraduate Progression and Graduation Rates for Full-time First-time-in-College (FTIC) Students

SUBTABLE	METRIC	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005
6-YEAR RATES	% Still Enrolled	13.6%	14.4%	14.9%	15.7%	13.5%
6-YEAR RATES	% Graduated	49.2%	48.8%	46.8%	45.8%	43.3%
6-YEAR RATES	% Success Rate	62.8%	63.2%	61.7%	61.4%	56.8%
INITIAL	FT FTIC Cohort Size	2,462	2,814	3,043	3,372	3,970

Table 4D: SUS - Undergraduate Progression and Graduation Rates for First-time-in-College (FTIC) Students

SUBTABLE	METRIC	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005
INITIAL	Cohort Size	2,681	3,094	3,283	3,785	4,551
4 Year Rate - Same University	% Graduated	20.4%	18.8%	18.8%	18.0%	14.7%
4 Year Rate - Same University	% Still Enrolled	47.7%	49.5%	47.9%	48.4%	45.5%
4 Year Rate - Other SUS	% Graduated	1.8%	1.2%	1.2%	1.0%	1.2%
4 Year Rate - Other SUS	% Still Enrolled	2.8%	2.7%	3.8%	2.5%	2.7%
4 Year Rate - SUS	% Graduated	22.1%	20.0%	19.9%	19.1%	16.0%
4 Year Rate - SUS	% Still Enrolled	50.5%	52.2%	51.8%	50.9%	48.2%
4 Year Rate - SUS	% Success Rate	72.6%	72.2%	71.7%	70.0%	64.2%
6 Year Rate - Same University	% Graduated	47.6%	46.5%	45.3%	43.9%	41.0%
6 Year Rate - Same University	% Still Enrolled	14.1%	14.9%	15.7%	16.0%	13.9%
6 Year Rate - Other SUS	% Graduated	4.0%	3.1%	3.9%	3.2%	3.4%
6 Year Rate - Other SUS	% Still Enrolled	1.3%	1.2%	1.7%	1.4%	1.4%
6 Year Rate - SUS	% Graduated	51.6%	49.6%	49.1%	47.0%	44.4%
6 Year Rate - SUS	% Still Enrolled	15.4%	16.1%	17.3%	17.4%	15.3%
6 Year Rate - SUS	% Success Rate	67.1%	65.7%	66.5%	64.4%	59.7%

Table 4E: SUS - Undergraduate Progression and Graduation Rates for AA Transfer Students

SUBTABLE	METRIC	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
INITIAL	Cohort Size	1,196	1,317	1,231	1,439	1,247
2 Year Rate - Same University	% Graduated	22.9%	22.5%	20.8%	19.9%	17.6%
2 Year Rate - Same University	% Still Enrolled	62.1%	63.4%	64.1%	66.4%	65.4%
2 Year Rate - Other SUS	% Graduated	0.4%	0.3%	0.2%	0.3%	0.2%
2 Year Rate - Other SUS	% Still Enrolled	1.1%	1.6%	1.4%	0.8%	1.8%
2 Year Rate - SUS	% Graduated	23.3%	22.8%	21.0%	20.3%	17.8%
2 Year Rate - SUS	% Still Enrolled	63.2%	65.0%	65.5%	67.2%	67.2%
2 Year Rate - SUS	% Success Rate	86.5%	87.8%	86.4%	87.5%	85.0%
4 Year Rate - Same University	% Graduated	62.8%	61.1%	60.8%	60.5%	59.0%
4 Year Rate - Same University	% Still Enrolled	12.9%	15.0%	13.2%	15.5%	14.4%
4 Year Rate - Other SUS	% Graduated	1.4%	1.9%	1.5%	1.2%	1.5%
4 Year Rate - Other SUS	% Still Enrolled	0.7%	1.1%	0.6%	0.8%	0.6%
4 Year Rate - SUS	% Graduated	64.2%	63.0%	62.4%	61.7%	60.5%
4 Year Rate - SUS	% Still Enrolled	13.5%	16.2%	13.8%	16.3%	15.0%
4 Year Rate - SUS	% Success Rate	77.8%	79.2%	76.2%	78.0%	75.5%

Table 4F: SUS - Undergraduate Progression and Graduation Rates for Other Transfer Students

SUBTABLE	METRIC	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006
INITIAL	Cohort Size	2,238	2,016	1,621	1,511	1,490
5 Year Rate - Same University	% Graduated	53.0%	50.7%	53.9%	50.6%	54.9%
5 Year Rate - Same University	% Still Enrolled	9.4%	10.0%	9.1%	8.8%	8.7%
5 Year Rate - Other SUS	% Graduated	1.7%	1.6%	1.7%	2.3%	2.1%
5 Year Rate - Other SUS	% Still Enrolled	0.7%	0.9%	0.9%	0.7%	0.7%
5 Year Rate - SUS	% Graduated	54.7%	52.4%	55.6%	52.9%	57.0%
5 Year Rate - SUS	% Still Enrolled	10.1%	11.0%	9.9%	9.5%	9.4%
5 Year Rate - SUS	% Success Rate	64.8%	63.3%	65.5%	62.4%	66.4%

Table 4G: Baccalaureate Degrees Awarded (First Majors)

INSTITUTION	AY 2006 2007	AY 2007 2008	AY 2008 2009	AY 2009 2010	AY 2010 2011
FIU	5,324	5,497	5,663	6,267	6,637

Table 4H: Baccalaureate Degrees Awarded in Areas of Strategic Emphasis

METRIC	AY 2006 2007	AY 2007 2008	AY 2008 2009	AY 2009 2010	AY 2010 2011
Education	53	56	41	50	48
Health Professions	207	205	211	220	208
Science, Technology, Engineering, and Math	987	987	934	1,026	1,151
Security and Emergency Services	261	261	269	298	344
Globalization	498	755	808	859	1,022

Table 4I: Baccalaureate Degrees Awarded to Underrepresented Groups

SUBTABLE	METRIC	AY 2006 2007	AY 2007 2008	AY 2008 2009	AY 2009 2010	AY 2010 2011
Non-Hispanic Black	Number of Baccalaureate Degrees	650	711	682	720	764
Non-Hispanic Black	Percentage of All Baccalaureate Degrees	13.1%	13.6%	12.8%	12.4%	12.5%
Hispanic	Number of Baccalaureate Degrees	3,169	3,369	3,555	3,919	4,156
Hispanic	Percentage of All Baccalaureate Degrees	63.8%	64.6%	66.5%	67.7%	68%
Pell-Grant Recipients	Number of Baccalaureate Degrees	2,276	2,546	2,606	3,002	3,284
Pell-Grant Recipients	Percentage of All Baccalaureate Degrees	45.7%	48.6%	48.4%	51.7%	49.5%

Table 4J: Baccalaureate Completion Without Excess Credit Hours

METRIC	AY 2006 2007	AY 2007 2008	AY 2008 2009	AY 2009 2010	AY 2010 2011
Percent of Total Baccalaureate Degrees	42.2%	45.2%	47.6%	47.5%	39.7%

Table 4K: Undergraduate Course Offerings

METRIC	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010
Number of Course Sections	2,667	2,688	2,518	2,371	2,395
Fewer than 30 Students	49.6%	53.1%	50.3%	46.9%	44.7%
30 to 49 Students	30.0%	28.6%	30.5%	32.2%	33.4%
50 to 99 Students	16.2%	15.0%	15.4%	16.1%	16.1%
100 or More Students	4.2%	3.2%	3.8%	4.9%	5.8%

Table 4L: Faculty Teaching Undergraduates

METRIC	AY 2006 2007	AY 2007 2008	AY 2008 2009	AY 2009 2010	AY 2010 2011
Faculty	59.7%	61.2%	63.4%	59.9%	58.1%
Adjunct Faculty	32.6%	30.1%	28.3%	31.5%	32.9%
Graduate Students	5.8%	5.6%	5.7%	6.3%	6.1%
Other Instructors	2.0%	3.1%	2.6%	2.2%	2.9%

Table 4M: Undergraduate Instructional Faculty Compensation

METRIC	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$86,630	\$92,391	\$84,509	\$93,469	\$97,048

Table 4N: Student/Faculty Ratio

METRIC	AY 2006 2007	AY 2007 2008	AY 2008 2009	AY 2009 2010	AY 2010 2011
Ratio	24	26.3	26.5	26.6	27.7

Table 40: Professional Licensure Exams - Undergraduate Programs

PROGRAM AREA	METRIC	Y2006	Y2007	Y2008	Y2009	Y2010
Nursing	Number of NCLEX First-Time Test Takers - Baccalaureate	195	176	181	165	192
Nursing	Pass Rate for NCLEX First-Time Test Takers - Baccalaureate	90.3%	84.7%	89.0%	93.9%	90.1%
Nursing	National Benchmark	88.3%	86.4%	87.5%	89.5%	88.7%

Table 4P. Tuition Differential Fee

Metric	Ay 2008 2009	Ay 2009 2010	AY 2010-2011	Proj. 2011-12
Total Revenues Generated By the Tuition Differential	\$ 2,566,323	\$ 7,428,377	\$ 15,411,111	\$ 21,981,840
Unduplicated Count of Students Receiving Financial Aid Award Funded by Tuition Differential Revenues	3,670	3,844	5,202	---
Average Amount of Awards Funded by Tuition Differential Revenues (per student receiving an award)	\$ 350	\$ 545	\$ 639	---
Number of Students Eligible for FSAG	8,686	11,175	12,982	---
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	0	0	---	---
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	0	0	---	---

Table 5A: Graduate Degree Programs Implemented or Terminated 2010-11

SUBTABLE	METRIC	CIP CODE	DEGREE LEVEL	UBOT ACTION DATE	ACTION TERM
New Programs	Information Technology	11.0103	Masters	4-Jun-10	2011 SPRING
New Programs	Biochemistry	26.0202	Research Doctorate	20-Jan-11	2011 FALL
New Programs	International/Global Studies	30.2001	Masters	4-Jun-10	2011 FALL
New Programs	Nursing Practice	51.3818	Professional Doctorate	24-Sep-10	2011 FALL
New Programs	Information Resources Management	52.1206	Masters	30-Mar-11	2012 SPRING

Table 5B: Graduate Degrees Awarded

METRIC	AY 2006 2007	AY 2007 2008	AY 2008 2009	AY 2009 2010	AY 2010 2011
Masters and Specialist	1,933	2,172	2,255	2,359	2,597
Research Doctoral	100	122	127	114	148
Professional Doctoral	86	90	123	176	226
Medicine	--	--	--	--	--
Law	86	90	123	144	177

Table 5C: Graduate Degrees Awarded in Areas of Strategic Emphasis

METRIC	AY 2006 2007	AY 2007 2008	AY 2008 2009	AY 2009 2010	AY 2010 2011
Education	140	76	113	121	92
Health Professions	223	284	285	341	448
Science, Technology, Engineering, and Math	479	498	587	476	471
Security and Emergency Services	18	41	28	42	61
Globalization	112	142	124	189	174

Table 5D- Certification/Licensure Exams - Graduate Programs

SUBTABLE	METRIC	Y2006	Y2007	Y2008	Y2009	Y2010	Y2011
Law: Florida Bar Exam	Examinees	84	82	83	116	136	168
Law: Florida Bar Exam	Pass Rate	81.0%	87.8%	88.0%	81.0%	80.9%	89.3%
Law: Florida Bar Exam	State Benchmark	77.1%	81.3%	84.2%	79.3%	79.3%	81.6%

2010-11 Annual Report - Data Request

Table 5D - Professional Licensure/Certification Exams for Graduate Programs

NBCOT Occupational Therapist Registered (OTR) exam

Year	UNIVERSITY			NATIONAL BENCHMARK		
	Number of First-time Test Takers	Number Passing	Percent Passing	Number of First-time Test Takers	Number Passing	Percent Passing
2004	46	30	65%	3,155	2,556	81%
2005	50	36	72%	2,651	2,306	87%
2006	56	45	80%	2,928	2,547	87%
2007	14	11	79%	2,960	2,575	87%
2008	43	37	86%	3,648	3,101	85%
2009	46	28	61%	3,448	2,689	78%
2010	53	27	51%	4,238	3,475	82%
2004-06	152	111	73%	8,734	7,409	85%
2005-07	120	92	77%	8,539	7,428	87%
2006-08	113	93	82%	9,536	8,223	86%
2007-09	103	76	74%	10,056	8,365	83%
2008-10	142	92	65%	11,334	9,265	82%

Definition: Three-year average pass rate for first-time examinees (does not include the COTA exam for assistants) on the National Board for Certification in Occupational Therapy (OTR) Examinations by exam year. We have chosen to compute a three-year average of these rates, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. Note: The Occupational Therapy Exam is a national standardized examination not a licensure examination.

Source: University Submission and National Board for Certification in Occupational Therapy, Inc. (for national benchmark data).

National Physical Therapy Examination (NPTE) exam

Year	UNIVERSITY			NATIONAL BENCHMARK		
	Number of First-time Test Takers	Number Passing	Percent Passing	Number of First-time Test Takers	Number Passing	Percent Passing
2004	42	21	50%	5,650	4,109	73%
2005	39	31	79%	4,983	4,069	82%
2006	43	33	77%	5,365	4,601	86%
2007	46	24	52%	5,771	5,071	88%
2008	10	7	70%	5,639	4,788	85%
2009	33	26	79%	6,450	5,630	87%
2010	48	35	73%	7,018	6,140	87%

Definition: Three-year average pass rate for first-time examinees (includes PT assistants) on the National Physical Therapy Examinations by exam year. We have chosen to compute a three-year average of these rates, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs.

Table 6A: Research and Economic Development

Metric	FY 2005 2006		FY 2006 2007		FY 2007 2008		FY 2008 2009		FY 2009 2010	
Federally Financed Expenditures (Thousand \$)	\$	58,158	\$	62,366	\$	60,045	\$	57,371	\$	62,580
Total Expenditures (Thousand \$)	\$	84,697	\$	108,015	\$	107,025	\$	101,322	\$	110,271
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$	145,864	\$	178,243	\$	163,148	\$	160,066	\$	174,201
Invention Disclosures		20		13		18		16		24
Total U.S. Patents Issued		0		0		0		1		1
Patents Issued Per 1,000 Full-Time, Tenure and Tenure-Earning Faculty		0		0		0		0		0
Total Number of Licenses/ Options Executed		1		0		0		1		1
Total Licensing Income Received (\$)	\$	38,992	\$	6,166	\$	9,423	\$	39,819	\$	24,942
Total Number of Start-Up Companies		0		0		0		0		0

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Section 6 - Research and Economic Development

Table 6B. Centers of Excellence (Please complete for each Center of Excellence)

Name of Center:	Center of Excellence for Hurricane Damage Mitigation and Product Development	Cumulative (since inception to June 2011)	Fiscal Year 2010-11
Year Created:	2008		
Research Effectiveness			
<i>Only include data for activities directly associated with the Center. Do not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For	32		3
Value of Competitive Grants Applied For (\$)	\$11,787,253		\$1,014,779
Number of Competitive Grants Received	26		4
Value of Competitive Grants Received (\$)	\$8,632,243		\$2,201,055
Total Research Expenditures (\$)	\$7,567,080		\$1,893,979
Number of Publications in Refereed Journals From Center Research	24		19
Number of Invention Disclosures	0		0
Number of Licenses/Options Executed	0		0
Licensing Income Received (\$)	0		0
Collaboration Effectiveness			
Collaborations with Other Postsecondary Institutions	6		0
Collaborations with Private Industry	28		0
Collaborations with K-12 Education Systems/Schools	0		0
Undergraduate and Graduate Students Supported with Center Funds	37		16
Economic Development Effectiveness			
Start-Up companies with a physical presence, or employees, in Florida	0		0
Jobs Created By Start-Up Companies Associated with the Center	5		0
Specialized Industry Training and Education	0		0
Private-sector Resources Used to Support the Center's Operations	0		0
Narrative Comments [Most Recent Year]			
<p>(Limit to a maximum of 1/2 page per center) In addition to regular activities such as publishing papers, attending professional conferences, training undergraduate and graduate students, IHRC faculty and staff members has also involved in the following research and service activities: 1. Working with the Florida Division of Emergency Management, IHRC has completed 5 projects including (a) the Building Envelope Performance under Hurricane Conditions and Mitigation Methods to Promote Sustainability, (b) Wind Pressure Coefficient Evaluation for Overhanging Roof Edges, (c) Promoting Hurricane Risk Mitigation Behavior: A Policy Experiment, (d) An Archive and Internet Distribution System for Airborne LiDAR Data, and (e) Education and Outreach Programs to Convey the Benefits of Various Hurricane Loss Mitigation Devices and Techniques. 2. IHRC has updated the Public Hurricane Loss model for the Florida State and successfully passed the rigorous review of the state committee. 3. IHRC has being worked with the National Hurricane Center and the National Ocean Service of NOAA to convert the Coastal and Estuarine Storm Tide model for operational real-time forecast of storm surges. 4. IHRC has developed a Storm Surge Simulator to display surge inundation maps based on home addresses for the Miami-Dade County through collaboration with the County's Department of Emergency Management and FIU School of Computing and Information Sciences. This application was widely reported by both local TV stations and newspapers. 5. With the support from the FIU Davison of Research and College of Engineering and Computing, IHRC continues to build the Wall of Wind facility. The Facility is expected to be fully operational in Winter 2011.</p>			

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Table 6C. State University Research Commercialization Assistance Grants (SURCAG)

Project Name by Type of Grant	Cumulative	
	AWARDS	EXPENDITURES
Phase I Grants		
None		
Phase II Grants		
1. Bio Innovations	\$30,000	\$0
2. Forensic Technologies	\$30,000	\$10,338
Phase III Grants		
None		
Total for all SURCAG Grants	\$60,000	\$10,338

Narrative Comments: For each project, provide a brief update on: (1) the project's progress towards completing its key milestones/deliverables; and (2) the project's return on investment for the university and state.

1. Bio Innovations

Progress towards completing its key milestones/deliverables

The following tasks were accomplished prior to the June 30th reporting deadline but the expenses were not posted to the University accounting system until July and August:

All consultancy, relevant staffing and advisory organized and/or contracted.

Business plan strategy narrowed down for both sets of technologies--a determination was made regarding the specific types of markets to target.

Marketing materials were developed to assist with presentations and meetings at the 2011 Bio International Convention.

AccuDx (our industry partner on the grant) has garnered significant market research.

Return on investment for the Florida International University and the State of Florida

Significant accomplishments:

We were able to market and promote technology developed in the State of Florida at the 2011 Bio International Convention in Washington, DC.

PI met with potential interested parties at the 2011 Bio International Convention.

2. Forensic Technologies

Progress towards completing its key milestones/deliverables

Very detailed market research completed.

Business plan information collected, including regulatory information and information on models for similar types of university spin-outs.

Return on investment for the Florida International University and the State of Florida

Significant accomplishments:

Forensic market consultant prepared and presented a very comprehensive market analysis.

The proposed spin-out (International Forensic Services) presented at a Florida angel investor event.

Business plan writing and development has started.

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Table 6D. 21st Century World Class Scholars Program

World Class Scholar(s)	Scholar's Field	Grant Dollars		Report the cumulative activity since each scholar's award.		
		Amount Awarded (Thousand \$)	Cumulative Amount Expended (Thousand \$)	External Research Awards (Thousand \$)	Patents Filed / Issued	Licensing Revenues Generated (\$)
Joe Leigh Simpson, M.D.	Medical Genetics	\$ 1,000	\$ 609	\$ 235		
				\$ 1,401		
TOTAL for all Scholars		\$ 1,000	\$ 609	\$ 1,636	\$ -	\$ -

Narrative Comments

External Research Awards:

1. The Department of Defense - "Mass Scale Biosensor Threat Diagnostic for In-Theater Defense Utilization" - \$1.4M
2. Health Resources and Services Administration (HRSA) - "Health Care and Other Facilities" - \$235,620

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 22, 2011

Subject: Honorary Degree Nominations

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees endorse Ms. Kimberly J. Green, Dr. Dipak C. Jain, and Mr. Roger L. Hammer as recipients of a doctoral degree *honoris causa* from Florida International University.

Background Information:

The nominations for Ms. Kimberly J. Green and Dr. Dipak C. Jain were recommended by the Faculty Senate on June 14, 2011. The nomination for Mr. Roger L. Hammer was recommended by the Faculty Senate on January 18, 2011.

All nominees were approved by the University President and Provost to receive an honorary degree at Commencement.

Florida Board of Governors Regulation 3.004 Honorary Degrees, provides that each university board of trustees shall establish policies and procedures for recommending candidates for honorary degrees.

Supporting Documentation:

Nomination Letter for Ms. Kimberly J. Green
Nomination Letter for Dr. Dipak C. Jain
Nomination Letter for Mr. Roger L. Hammer

Facilitator/Presenter:

Douglas Wartzok

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March 23, 2011

Chairperson & Members
Honorary Degree & Awards Committee
Faculty Senate, PC 225
Florida International University
University Park Campus
Miami, FL 33199

Dear Colleagues,

With great pleasure I nominate Kimberly Joy Green for an honorary degree from Florida International University. Ms. Green's lifelong involvement in social justice, health and community development issues at the international, national and local levels embody and manifest the ideals and values embedded in the School of International and Public Affairs (SIPA). She has directed the Green Family Foundation since 1997 and in that time has been a pace setter for issues that are now, fourteen years after her ascendancy to the leadership of the foundation, finding purchase on the worldwide stage.

Ms. Green has been recognized repeatedly for her personal leadership in major philanthropic and social initiatives. She has received the Spirit of Liberty award from the People for the American Way Foundation and was awarded the "Best Citizen" award by Miami New Times in 2005. The Association of Fundraising Professionals named her Philanthropist of the Year in 2003 and the American Red Cross gave her the Spectrum Ambassador Award.

Ms. Green's social conscience has been a key part of her personal makeup from the start. A religious studies major versed in "liberation theology" she interned for two US Senators, including Senator Tom Daschle. This led to her involvement with Head Start programs at the Pine Ridge Indian Reservation in South Dakota and in arts programs at a home for abused children.

Since then Green has served on the President's Committee on the Arts and Humanities Coming Up Taller Program (under President Clinton), and the boards of both the Florida Immigrant Advocacy Center (FIAC) and the American Red Cross of Greater Miami and the Keys. Green created and was board President of E-Equality learning center, the first interactive computer learning center in Miami-Dade County (sponsored by Intel), lectured on HIV/AIDS education and prevention and civil society at Princeton and George Washington University, established the University of Miami's Miller School of Medicine's Pediatric AIDS program, and was primary funder of Project Medishare's Community Health program, which is designed to help rebuild the health care delivery system in Haiti. She was instrumental in creating and funding the Green Family Health Initiative which provides groundbreaking research in pediatric infections diseases.

In Haiti, Ms. Green's work ranges from community health and development to cultural repatriation and preservation, and includes a partnership with Columbia University's Earth Institute and the establishing of the Haiti Policy Program (which helps to support the Haiti Policy

Advisor position currently held by Dr. Tatiana Wah, who provides economic policy advice to the President and Government of Haiti), as well as partnering with Fastforward for the Sinema Anba Zetwal (Cinema Under the Stars) “Food for Souls” tour (which followed the 2010 earthquake’s fault line and was attended by over 250,000), and executive producing *The Alan Lomax in Haiti: Recordings for the Library of Congress, 1936-1937* box set (which received two Grammy nominations). Ms. Green, who directed and produced the award-winning documentary “Once There Was a Country: Revisiting Haiti” (narrated by Dr. Maya Angelou and Guy Johnson), also oversees the Cultural Committee for the Clinton Global Initiative Haiti Action Network.

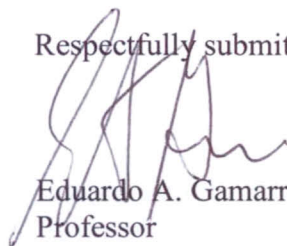
Here in Miami, Ms. Green and Green Family Foundation fund a number of initiatives, among them the Little Haiti-based Youth Expressions program (which addresses everything from HIV/AIDS prevention to gang intervention and has become a harbour for at-risk youth) and “A Photographic History of Black Miami” — a permanent exhibit curated by 34-year veteran Florida International University (FIU) professor Dr. Marvin Dunn.

Furthermore, Ms. Green close association with FIU has resulted in the creation of both the Steven and Dorothea Green Library and the Digital Library of the Caribbean, as well as the establishing of NeighborhoodHELP (Health, Education, Learning, Program), where students of the Herbert Wertheim College of Medicine work with medically under-served families throughout Miami-Dade County. Through the Green Family Foundation Ms. Green has spearheaded the funding of the Green Family Medicine and Society Endowment.

Since the earthquake in Haiti a year ago there has been considerable focus on health, infrastructure and familial issues in that poorest of countries. Ms. Green was aware of and working on these very topics nearly fifteen years ago, before a natural cataclysm brought the world’s attention to Haiti’s plight. Everything Ms. Green has chosen to place emphasis on has as a direct by-product major societal impact for the world’s least tended.

Twelfth Century Rabbi and philosopher Maimonides is known for his eight degrees of charity. The second highest level of charity is providing means for people you don’t know and who will never know you. Ms. Green lives her life in this second level of charitable work, assuring that every day, from Haiti to Miami people’s needs get met on the broadest basis. I ask the committee to recognize Ms. Green with an honorary degree from FIU.

Respectfully submitted,



Eduardo A. Gamarra, PhD.
Professor

Department of Politics and International Relations

March 28, 2011

Honorary Degrees & Awards Committee
FIU Faculty Senate

Dear Colleagues:

It is a pleasure to nominate Dr. Dipak C. Jain for an honorary doctorate. His academic and professional achievements more than qualify him for this high honor. He promulgates a truly global vision for education, rooted in his deep spiritual life. He has blessed FIU in particular with his energy and wisdom.

Dr. Jain is presently assuming a new position as Dean of INSEAD: The Business School for the World. Based in Paris, he will oversee programs in Singapore and Abu Dhabi as well. He is leaving the Kellogg School of Management at Northwestern University, where he served as Dean and was the Sandy and Morton Goldman Professor of Entrepreneurial Studies and Professor of Marketing. He has also been Visiting Professor of Marketing at Chulalongkorn University in Bangkok. These are three very prestigious institutions, and it would be fair to conclude that Dr. Jain is one of the leading academic figures in the world in the field of Marketing. In addition, he has also taught at Nijenrode University in the Netherlands, Ottobesheim Graduate School of Management in Germany, Indian School of Business in Hyderabad, Hong Kong University of Science and Technology, and Recanat Graduate School of Business Administration at Tel Aviv University.

Dr. Jain's areas of research include the marketing of high-tech products; market segmentation and competitive market structure analysis; cross-cultural issues in global product diffusion; and forecasting models. He has published more than fifty articles in leading journals. He is an editor for a number of academic journals as well: Journal of Management Science, Marketing Science, Journal of Business and Economic Statistics, and Journal of Marketing Research.

He serves on the board of a number of leading corporations, including Deere & Company, Northern Trust Corporation, Reliance Industries, Ltd. (India), Hartmarx Corporation, United Airlines, and Peoples Energy, and is foreign affairs advisor to the Prime Minister of Thailand, and has been a consultant to Microsoft, Novartis, American Express, Sony, Nissan, Motorola, Eli Lilly and Company, Phillips and Hyatt International.

Department of Religious Studies
College of Arts and Sciences

DM 302 • Miami, FL 33199 • Tel: (305) 348-2186 • Fax: (305) 348-1879 • TDD, via FRS: (800) 955-8771 • www.fiu.edu/~religion

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But there is much more to Dr. Jain than his vast accomplishments. He is working to establish a university for women from war-torn nations, to be in Bangladesh. And he has spoken twice in our Program in the Study of Spirituality lecture series about combining spirituality with business, inspiring FIU students and faculty alike. More recently, he has assumed the position of President of the Jain Education and Research Foundation and has been instrumental in securing funding for the Bhagwan Mahavir Professorship at FIU, and is working to establish an Interdisciplinary Center for Jain Studies and Religious Pluralism in our School of International and Public Affairs.

Dr. Jain is an eminent educator with global experience and interests. At the same time, he is a gentleman of the highest ethical and spiritual standing. It is for this combination of the inner and the outer that we ought to honor him, as well as to express gratitude for his key role in advancing our university.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Nathan Katz", with a stylized, flowing script.

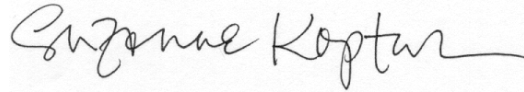
Nathan Katz
Bhagwan Mahavir Professor of Jain Studies,
and Professor of Religious Studies

MEMORANDUM
FLORIDA INTERNATIONAL UNIVERSITY
The State University of Florida at Miami
Department of Biological Sciences

date: November 3, 2010

To: Honorary Degree and Awards Committee, Faculty Senate

From: Suzanne Koptur, Professor (x73103)



Re: Nomination for an Honorary Degree in Biological Sciences

.....

We would like to nominate Roger L. Hammer for an Honorary Degree in Biological Sciences from Florida International University. The criterion for an honorary degree requires that the candidate has “achieved extraordinary distinction in his or her field of endeavor”. During Mr. Hammer’s tenure as a naturalist and environmental educator in south Florida he has served the community at many levels, receiving awards from the Florida Native Plant Society and the Tropical Audubon Society, and has more than accomplished this standard.

Roger is a native Floridian, born in Cocoa Beach, but has lived in Homestead since 1969. This former surfer became renowned as “Father Nature”, a highly esteemed and well-loved naturalist based primarily at Castellow Hammock Park, but leading a variety of educational initiatives throughout the county and state. In his 30 years as a county naturalist, Hammer has helped to identify and locate rare and endangered plants throughout the Everglades, Big Cypress, and Florida Keys. He has shared this research in three widely-respected field guides to South Florida biota, illustrated with his own magnificent photos.

Roger has been instrumental in educating Floridians about ‘gardening for wildlife’, and helped the parks department and the Florida Native Plant Society develop educational materials about this and many other topics. He created a magnificent butterfly and hummingbird garden at Castellow Hammock, and was a tireless leader of people of all ages who wanted to hike the trails and learn about plants, animals, nature, and history in

that park, and many other locations where Roger met with the public.

Many of us have been in groups that Roger has guided, either walking on a trail exploring all of nature, or having a special focus, like wildflowers of Everglades National Park. Roger is a magnetic raconteur, intelligent and funny, and to be with him in the field always brings new information that we can later share with our students, families, and friends. He gave a seminar to the Biology department this Fall (2010), and held us rapt for fifty minutes, using only a map and some models of fossils found in south Florida. Most speakers can't do that with powerpoint shows full of photos (and we have also seen him give talks full of flower photos that are magnificent); but Roger's talk about humans and nature in south Florida definitely inspired many of us to get out more to enjoy what we have here, and appreciate its history.

An avid hiker, boater, and fisherman, Roger has explored the Everglades more and further than most living people, and is always willing to share his experiences and lead others on adventures. His enthusiasm for photography and natural talents in botany (plant identification and taxonomy) led to the publication of two beautiful and useful wildflower guides, widely used by students, professionals, and visitors to southern Florida for nature exploration purposes. Recently he published a third volume, a guide to Everglades National Park, which will greatly enhance the experience of visitors to the area.

Roger said to us "I used to dream about going to college...when I fell asleep in high school"! I think it is time to honor this south Florida treasure with an FIU degree that he has earned with his life experiences, all of which he has willingly shared with others, in the interest of valuing and protection our natural heritage.

Please do not hesitate to contact me for further information. I can be reached at my office phone 305-348-3103, or by email: kopturs@fiu.edu.

Attachments:

Biography of Roger L. Hammer (taken from his webpage; this information can be viewed with photos at <http://www.rogerlhammer.com>)

Endorsements from Faculty and colleagues with FIU graduate degrees

Letter from Laura Ogden, Acting Director, Florida Coastal Everglades LTER

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

November 22, 2011

**Subject: Special Report: Board of Governors Higher Education Strategies Workgroup
“A Roadmap for Measuring and Increasing Relevant Outputs for the State
University System”**

Proposed Committee Action:

None. Information/Discussion only.

Background Information:

Provost and Executive Vice President Douglas Wartzok will delineate the critical issues and topics addressed in the Florida Board of Governors’ (BOG) Higher Education Strategies Workgroup presentation and discussion points on “A Roadmap for Measuring and Increasing Relevant Outputs for the State University System”.

Supporting Documentation:	BOG Workgroup Presentation slides: <i>“A Roadmap for Measuring and Increasing Relevant Outputs for the SUS”</i> BOG Workgroup Discussion points: <i>“A Roadmap for Measuring and Increasing Relevant Outputs for the State University System”</i> FIU Metrics Report in response to the BOG Workgroup “A Roadmap for Measuring and Increasing Relevant Outputs for the SUS”
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Facilitator/Presenter: Douglas Wartzok

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A Roadmap for Measuring & Increasing Relevant Outputs for the SUS

Workgroup

John Delaney, UNF

Eric Barron, FSU

Judy Bense, UWF

Brad Bradshaw, FGCU

Rick Yost, BOG



The Perceptions of the Governor & Legislators

PERCEPTIONS

- Wasteful and not efficient
- Obsolete, arcane majors; irrelevant classes
- Duplication of programs
- Student awareness of employment and salary opportunities post-graduation
- Not enough graduates in STEM fields
- Graduation rates are not high enough



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Objectives

- The Board of Governors should set goals for improvement on specific measures--system wide --as part of its Strategic Plan
- Each university assigned its contribution to system measure based on mission
- Allow universities wide discretion in how to improve those metrics
- Free existing funding to allow universities to improve the key metrics and increase STEM degree production



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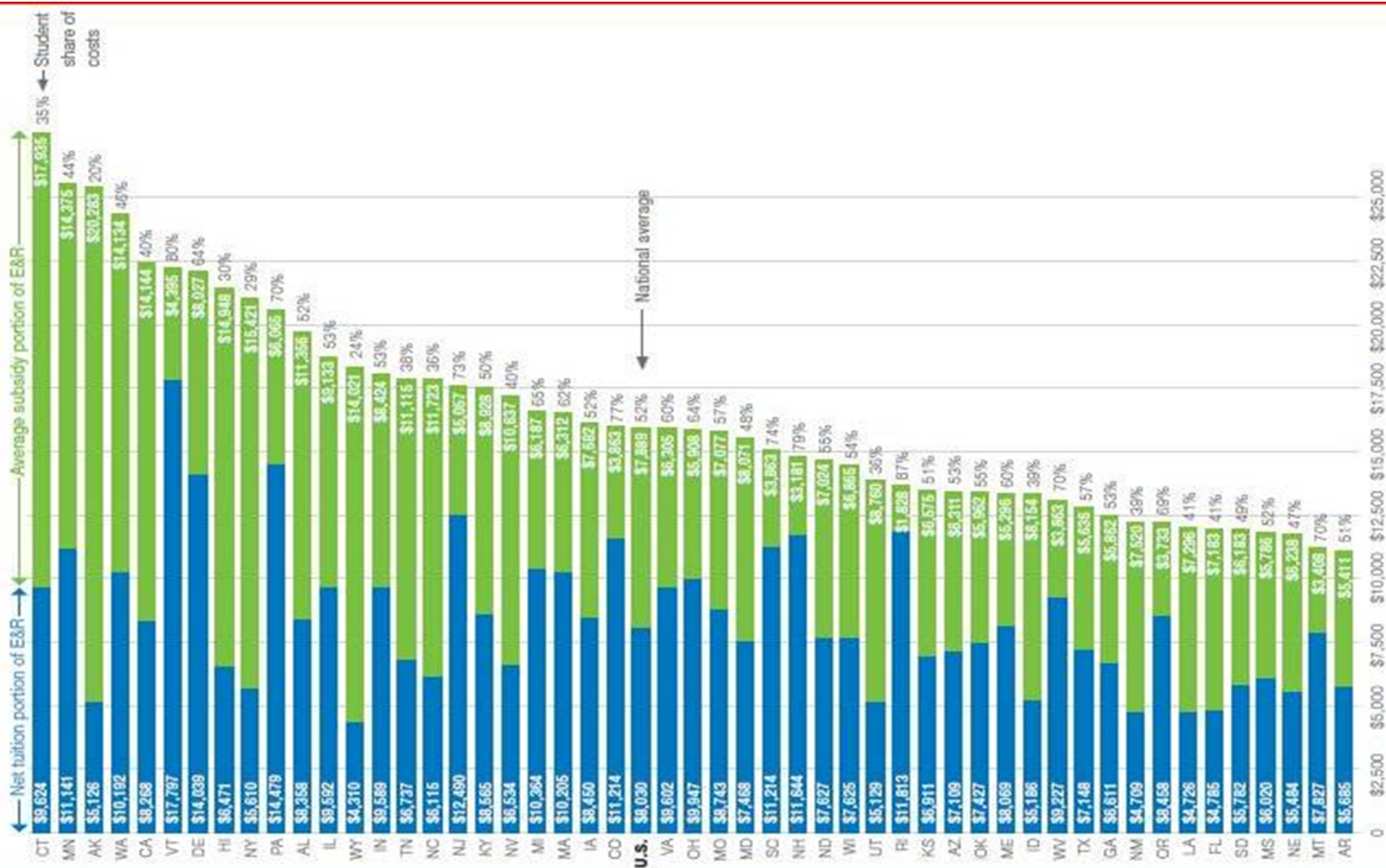
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A snapshot of state subsidy patterns for education and related expenses—public research sector

Average E&R spending, net tuition, and subsidy per FTE student at public research institutions by state, AY2009



Source: Delta Cost Project IPEDS state database, 2004-2009.

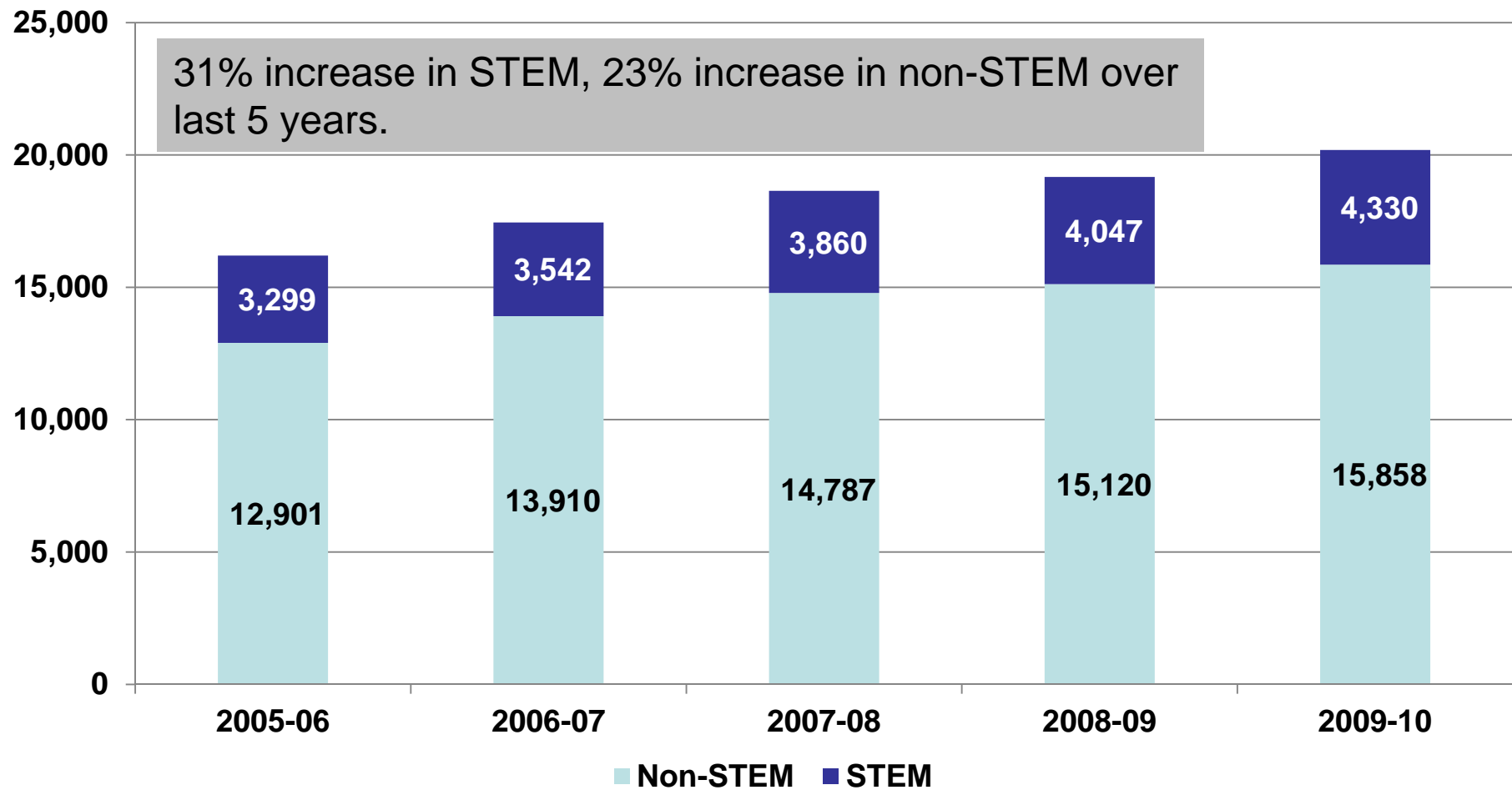
	Metric	Amount	Note
↑	Enrollment	321,000	<i>Up 9% since 2005/06</i>
↑	All Baccalaureate Degrees Awarded	55,689	<i>Up 19% since 2005/06</i>
↑	STEM Bacc. Degrees Awarded	9,531	<i>Up 18% since 2005/06</i>
↑	All Graduate Degrees Awarded	21,176	<i>Up 23% since 2005/06</i>
↑	STEM Grad. Degrees Awarded	4,330	<i>Up 31% since 2005/06</i>
↑	6-Year FTIC Graduation Rate (System Average)	63%	<i>Ranked #4 among the nation's largest public university systems; average time to complete is 4.3 years.</i>
↑	FTIC Retention Rate (System Average)	87%	<i>Ranked #2 among the nation's largest university systems</i>
↑	Research and Development	\$1.7 Billion	<i>Nearly doubled since 2005/06; ranked #4 in the nation for public university systems</i>



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Graduate Degrees



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Metrics: Accountability & Transparency

Considerations

Efficiencies are an executive function

- Cannot legislate

Effect of Recession

- Over 100 Centers & Institutes closed or placed in inactive status
- 218 degree programs terminated; 74 suspended

“One size” does not fit all

BOTs - provide tighter management



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Considerations

Universities are aware and responsive to market demand – as are students

Critical Thinking

- Academic Learning Compacts

Productive Liberal Arts Majors

Importance of Technology

- Declining # of graduates
- Meeting the need of high-tech industry employers
- Can be integrated into all degree programs



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8-10 Understandable Metrics

1. Graduation Rates - Currently #4 in Nation
 - Expected Graduation Rate (EGR)-- Since most students work at least part time, the graduation rate needs to be adjusted to expectancy, and then to rise.
 - Differentiating rates by FTIC' s, AA Transfers, Other Transfers



8-10 Understandable Metrics

2. Degree Production: increase in number of graduates
 - STEM degree production: increase in number of STEM graduates
3. Retention rates (freshman to sophomore; sophomore to junior)
4. Professional licensure passage rates



8-10 Understandable Metrics

5. Economic Development Impact

- Number of patents, licenses, royalty income
- Business start-ups spun off of university created enterprises - # of jobs created

6. External research grants and contracts

7. Medical breakthroughs



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8-10 Understandable Metrics

8. Job placement outcomes for baccalaureate graduates – collect and submit uniform data

- Within X months**
- In critical disciplines**
- In-state**
- Starting Salaries**



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Increasing Employability & Starting Salaries

- Provide relevant information to students throughout their academic progress
 - Expand ALC' s
 - Easily searchable website (BOG)
- Increase opportunities for students and faculty to interact with potential employers
- Job placement and salaries as a metric
 - Recognizes its importance to Legislature



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The Case for STEM

Why STEM?

- Can no longer count on agriculture, tourism and real estate to provide economic foundation for Florida
 - Need knowledge- and technology-based economy
- 9 out of 10 of highest paying fields are STEM
- Workforce shortage for STEM fields



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Challenges for STEM Education

Eroding interest in science and math

- National Science Board – U.S. now 17th in proportion of college students majoring in science, though in 1970 U.S. ranked 3rd.
- 1970 – U.S. graduated over half of world's science and engineering doctorates, now closer to 15%



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Challenges for STEM Education

Eroding interest in science and math

- 2007 Newsweek article: “Americans don’t do science anymore”
 - In 9th grade girls show same interest in science and math as boys, but...

Women are 46% of workforce, but only 23% of science and technology workforce.

- African Americans, Hispanics, and Native Americans are 24% of workforce, but only 7% of science and technology workforce



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Student Preparation in STEM

- More than half of students entering community colleges require remediation
- Students in Florida perform below students in many other states in science and math
- Test scores may be rising, as are the number of hours of advanced credit students enter college with, but basic skills are still lacking.



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Options to Consider

Potential STEM Initiatives

First – STEM will need a specific definition

- Should STEM incentives include medical and health-related professions?**

- consider state's current investment**

1. Differentiated/Market-based Tuition Strategies

2. STEM Scholarships

3. Bright Futures



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Potential STEM Initiatives

4. Role of FRAG & ABLE?
5. STEM Graduation Grants
6. Loan Forgiveness
7. “Compete *and* Complete” Strategies
e.g. Computing
8. Special Recruiting, Mentoring & Advising Programs
9. Approaches for attracting out-of-state graduate students



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FUNDING SOURCES

Potential Funding Sources

- **30% of Differential Tuition**
- **Market Rate Tuition**
- **Revenue Positive Changes to Bright Futures**
- **Eliminate specific restrictions on current funding streams**
- **Eliminate spending authority limitation on student tuition & fees collected**



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INCENTIVIZING EXCELLENT TEACHING

- Reward effective teaching as an incentive for continuous improvement
- Create a rewards system that reflects and encourages excellence in research and teaching



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Next: Commission on Outcome-Based Funding

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**STATE
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of FLORIDA**
Board of Governors

Workgroup

John Delaney, UNF
Eric Barron, FSU
Judy Bense, UWF
Brad Bradshaw, FGCU
Rick Yost, BOG

A Roadmap for Measuring and Increasing Relevant Outputs For the State University System

What the Florida Governor and Legislature Want from the State Universities/System: in short, efficiency, productivity and responsiveness. Legislative leaders and the Governor consistently focus their interests in the following areas:

- 1) A worry that universities are wasteful and not efficient
- 2) A sense that universities offer obsolete, arcane majors and classes that are irrelevant to modern society and employment needs
- 3) Concerns about duplication of programs
- 4) A sense that students need to be notified of employment and salary opportunities post-graduation
- 5) Universities are not providing enough graduates in STEM areas
- 6) A perception that graduation rates are not high enough
- 7) Concerns about job placement and salary potential post-graduation

Objectives: Use basic, transparent, and easy to understand metrics to measure efficiency, productivity, and responsiveness 8-10 measures with just a few sub-measures. The Board of Governors should then set goals for improvement in these measures--system wide --as part of its Strategic Plan. Allow universities wide discretion in how to improve those metrics. Do not attempt to regulate or interfere with the universities' processes (pay system, class size, degree offerings, etc) to meet these goals, but set expectations for these goals. Establish incentives to attract more students toward STEM degrees. Free existing funding to allow universities to improve the key metrics and increase STEM degree production.

Setting the Stage: It is clear that a case can be made for increased funding. Florida as a state gets a good return on what it spends, but the rate of return would be even greater for each new dollar spent. Totaled per student, 44 states spend more than Florida.

Since the 2005-06 fiscal year, the SUS has made impressive gains in STEM baccalaureate and graduate degrees awarded (18% and 31% increase, respectively), research and development (nearly doubled leading to a national rank of 4th) and 6-year graduate rate (4th among largest university systems) and retention rates (2nd). With tuition increases, operational budgets are still down, yet the most basic deliverables are up. In saying this, Florida's numbers could and should be higher, due to our size and our needs. And under current economic conditions, there is little likelihood of new money. Thus to improve, adjustments in internal university spending will need to be made. This fact has therefore prompted the discussion of capping liberal arts programs and redirecting money toward STEM production by some in Tallahassee. This discussion is more about increasing targeted degrees than disparaging non-targeted degrees.

Initial Considerations:

1. Difficulty in legislating or regulating efficiency; from a governance perspective this is an executive function.
2. “One size fits all” approach will be counter-productive as each university is particularly unique.
3. Deep Recession has forced Florida universities to cut less productive or less important degree offerings.
 - Over 100 Centers & Institutes closed or placed in inactive status
 - 218 degree programs terminated; 74 suspended
4. Local Boards of Trustees have provided tighter management.
5. Liberal Arts programs are “profit centers” which subsidize STEM offerings.
 - a) Faculty for STEM are more expensive, classes are smaller, and classrooms (labs) are more expensive than for non-STEM
6. Many of the Fortune 500 CEO’s are liberal arts majors, as were President Barack Obama and Governor Mitt Romney.
7. Critical thinking skills are developed in the liberal arts: Florida needs to be Athens, not Sparta. In fact, the Governor makes the case for this in his recent letter to the SUS requesting data.
8. Duplication at the undergraduate level is not a real issue, as universities have little incentive to add a degree with no demand or high expense, and Boards of Trustees are watchful. Broad general education needs to be provided on each campus. Duplication may be more of an issue at the graduate level, but is the responsibility of the Board of Governors to watchdog.
9. A university and its reputation exist in a national and international marketplace, with unique historic, cultural, and governing principles that can be destroyed easily. It is easy to do critical damage to a university, or to a university system. This could lead to difficulty in hiring faculty.
10. Student Degree selection.
 - Students gravitate to majors that interest them, and where they perceive employment to be.
 - Students also operate in the marketplace in terms of selecting majors
 - Pre-Y-2K, there was a dramatic increase in computing majors as companies were extensively hiring IT grads.
 - When there is the cyclical shortage of teachers and nurses, students flock to these programs.
11. The critical importance of weaving technology/technology tools into every degree program; meet requirements of existing and new high-tech employers.
 - Liberal arts faculty can rethink their disciplines in terms of how they prepare graduates for entry into the high tech workplace of the 21st-century.

I. Metrics to Address Efficiency, Productivity & Responsiveness of the State Universities

Create simple metrics that reflect efficiency, productivity, and responsiveness and set multi-year goals:

- BOG as part of its Strategic Plan to allocate to the universities responsibility to reach the goals so the system reaches the goal; not every university has to move the needle on individual goals, but rather the collective.

- Allow each university the flexibility to manage to the goal (not every university will differentiate tuition the same way; will set the scholarship levels the same, etc.).

Metrics

- 1) Graduation Rates
 - a) Expected Graduation Rate (EGR) -- Since most students work at least part time, the graduation rate needs to be adjusted to expectancy, and then to rise.
 - b) Differentiating rates by FTIC's, AA Transfers, Other Transfers
- 2) Degree Production: increase in number of graduates
 - a) STEM degree production: increase in number of STEM graduates
- 3) Retention rates (freshman to sophomore; sophomore to junior)
- 4) Professional licensure passage rates
- 5) Economic Development Impact
 - Number of patents
 - Number of licenses
 - Royalty income
 - Business start-ups spun off of university created enterprises - number of jobs created
- 6) External research grants and contracts
- 7) Medical breakthroughs
- 8) Job placement outcomes – collect and submit uniform data
 - a) Within X months
 - b) In critical disciplines
 - c) In-state
 - d) Salaries

II. Strategies to Increase Employability & Starting Salaries of Baccalaureate Graduates

Better articulate the data we collect, what we measure and the information on which we can report concerning the success of our graduates in the world.

A. Providing Relevant Information to Students

1. Expand the Academic Learning Compacts with students and the Academic Program guide to include additional characteristics of programs (class sizes, teaching evaluation summaries, grade distributions, and employment data where available).
2. Searchable and fully linked BOG website as the data center for job market/starting salary data – FL, national, international; earning potential; future market growth/forecasts;

B. Reporting Information about Students/Graduates

1. FETPIP; in-field; out-of-field; in-state; out-of-state

C. Continuous Improvement

1. How we know what employers want from us

III. Strategies to Increase STEM and Other Critical-Need Graduates (use the market to encourage more students to major in STEM areas):

- A. First, the Legislature & SUS must partner to define STEM degrees that are desired

- a) include medical/health-related professions – STEMM? Consider the magnitude of the state’s investment in graduate medical education and previous efforts to address critical nursing shortages, etc.
- 1) Allow universities to differentiate tuition among classes; in short – allow market rate tuition:
 - a) Charge more for high demand majors
 - b) Charge less for STEM majors
 - i) Alternative-make STEM classes free
- 2) Create more scholarships for STEM majors
- 3) Use Bright Futures to encourage selection of STEM as a major
 - a) Give higher Bright Futures funding to STEM majors;
 - (i) Alternative: give only to STEM majors
- 4) Adjust FRAG and ABLE grants similarly; more or only to STEM
- 5) Create STEM Graduation Grants
 - a) Give a \$2500 or \$5000 award upon graduation to STEM graduates or to STEM with certain GPA
- 6) Forgive student loans for STEM graduates who work in field for certain number of years
 - a) After the Sputnik launch, Congress passed the National Defense Education Act. The act was designed to provide the country with more schoolteachers, and with specific defense oriented personnel, scientists, foreign language scholars, and engineering students. The loans were forgiven if the graduate worked in field for a certain number of years.
 - b) Would require significant new funding
- 7) “Compete *and* Complete” – For a targeted industry (i.e., computing) where there is a concern that our low numbers of graduates will not support the continued presence of high-tech employers in Florida. Create academic pathways that will allow juniors & seniors to be hired, trained and paid by the high tech industry employer, and continue to work on their degree (without breaking “continuous enrolment”) using strategies such as distance learning, on-site instruction, or other innovative methods of instruction.
- 8) Create/strengthen mentoring and advising programs for high-need degree programs.
- 9) Alter approaches and strategies to attract out-of-state graduate students (e.g., classify out-of-state students in specific high-need STEM programs as Florida residents for tuition purposes; allow those service members with an Honorable Discharge (DD-214) to be classified as a Florida resident, if they agree to pursue specifically defined STEM degrees (See HB 131 & SB 164).

Note: There are considerable consequences in raising tuition and/or decreasing Bright Futures funding for non-targeted degrees. These are presented as options for universities to consider in consultation with its faculty, and not necessarily as recommendations.

IV. Funding sources:

Premise: currently universities are highly regulated in terms of spending; goal is to liberate their internal finances to allow each to fund the options presented above as tools to bring about results.

Options:

- 1) Eliminate the requirement that 30% of Differential Tuition must go to need based aid to fund need based aid; major universities have sufficient need based aid
- 2) Permit universities to allow tuition to float to market rates – up or down. Allow tuition differentiation to be revenue positive.
- 3) Make Bright Futures changes that are revenue positive, allowing universities to create more STEM scholarships
- 4) Eliminate current restrictions on university funding streams to allow each university to spend money with objective of reaching expected outcomes defined below
- 5) Eliminate legislative restrictions (spending authority caps) on the Student Fee Trust Fund (ability to spend all that is collected without prior approval of the Legislative Budget Commission)

V. Excellent Teaching

This presentation on various options to help make the State University System of Florida even stronger would be incomplete if it did not include a strong recommendation that institutions be given the resources and flexibilities to:

- Reward effective teaching as an incentive for continuous improvement; and
- Create a rewards system that reflects and encourages excellence in research and teaching.

VI. Recommended Next Step: Commission on Outcome-Based Funding

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1. Graduation Rates

Six-Year Graduation Rates for Full-time First-time-in-College (FTIC) Students

	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005
Six-Year Graduation Rates	49.2%	48.8%	46.8%	45.8%	43.3%
Average SAT Score	1072	1066	1069	1054	1041
Average GPA	3.43	3.45	3.50	3.48	3.47

Four-Year Graduation Rates for AA Transfer Students

	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
Four-Year Graduation Rates	62.8%	61.1%	60.8%	60.5%	59.0%
Average GPA	2.95	2.93	2.91	2.87	2.90

Five-Year Graduation Rates for Other Transfer Students

	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006
Five-Year Graduation Rates	53.0%	50.7%	53.9%	50.6%	54.9%
Average GPA	2.70	2.71	2.72	2.69	2.77

Source: SUS Retention File

Note: Retention cohorts selected by the BOG reflect students entering in the fall as well as students who enter in the summer and then enrolled in the fall semester

2. Degree Production

Baccalaureate Degrees Awarded

METRIC	AY 2006 2007	AY 2007 2008	AY 2008 2009	AY 2009 2010	AY 2010 2011
Total Baccalaureate Degrees	5,324	5,497	5,663	6,267	6,637
STEM Baccalaureate Degrees	987	987	934	1,026	1,151
Percent of STEM Bacc. Degrees	18.5%	18.0%	16.5%	16.4%	17.3%

Graduate Degrees Awarded

METRIC	AY 2006 2007	AY 2007 2008	AY 2008 2009	AY 2009 2010	AY 2010 2011
Masters and Specialist	1,933	2,172	2,255	2,359	2,597
Research Doctoral	100	122	127	114	148
Professional Doctoral	86	90	123	176	226
Medicine	0	0	0	0	0
Law	86	90	123	144	177
Total Graduate Degrees	2,205	2,474	2,628	2,793	3,148
STEM Degrees	468	498	587	476	471
Percent STEM Degrees	21.2%	20.1%	22.3%	17.0%	15.0%

Source: SUS Student Instruction File (SIF)

3. Retention Rates

Freshman to Sophomore Persistence Rates

FALL 2005 COHORT	FALL 2006 COHORT	FALL 2007 COHORT	FALL 2008 COHORT	FALL 2009 COHORT
81.4%	84.0%	82.7%	84.3%	85.2%

Sophomore to Junior Persistence Rates

FALL 2004 COHORT	FALL 2005 COHORT	FALL 2006 COHORT	FALL 2007 COHORT	FALL 2008 COHORT
74.0%	68.8%	71.3%	71.0%	74.7%

Source: SUS Retention File

4. Professional Licensure Passage Rates

Law: Florida Bar Exam

METRIC	Y2006	Y2007	Y2008	Y2009	Y2010	Y2011
Examinees	84	82	83	116	136	134
Pass Rate	81.0%	87.8%	88.0%	81.0%	80.9%	89.6%
State Benchmark	77.1%	81.3%	84.2%	79.3%	79.3%	81.6%

NBCOT Occupational Therapist Registered (OTR) exam

Year	UNIVERSITY			NATIONAL BENCHMARK		
	Number of First-time Test Takers	Number Passing	Percent Passing	Number of First-time Test Takers	Number Passing	Percent Passing
2008	43	37	86%	3,648	3,101	85%
2009	46	28	61%	3,448	2,689	78%
2010	53	27	51%	4,238	3,475	82%

Source: University Submission and National Board for Certification in Occupational Therapy, Inc. (for national benchmark data).

National Physical Therapy Examination (NPTE) exam

Year	UNIVERSITY			NATIONAL BENCHMARK		
	Number of First-time Test Takers	Number Passing	Percent Passing	Number of First-time Test Takers	Number Passing	Percent Passing
2008	10	7	70%	5,639	4,788	85%
2009	33	26	79%	6,450	5,630	87%
2010	48	35	73%	7,018	6,140	87%

Source: University Submission and the Federation of State Boards of Physical Therapy (for national benchmark data). <https://www.fsbpt.org/ForCandidatesAndLicensees/NPTE/PassRates/index.asp>

Nursing (NCLEX Baccalaureate)

PROGRAM AREA	METRIC	Y2006	Y2007	Y2008	Y2009	Y2010
Nursing	First-Time Test Takers	195	176	181	165	192
Nursing	Pass Rate	90.3%	84.7%	89.0%	93.9%	90.1%
Nursing	National Benchmark	88.3%	86.4%	87.5%	89.5%	88.7%

5. Economic Development Impact

SUBTABLE	METRIC	FY2003-2004	FY2004-2005	FY2005-2006	FY2006-2007	FY2007-2008	FY2008-2009	FY2009-2010
Technology Transfer (as reported to AUTM)	Invention Disclosures	12	15	20	13	18	16	24
Technology Transfer (as reported to AUTM)	Total U.S. Patents Issued	1	1	0	0	0	1	1
Technology Transfer (as reported to AUTM)	Total Licensing Income Received (\$)	\$4,541	\$33,640	\$38,992	\$6,166	\$9,423	\$39,819	\$24,942

Name of Center:	Center of Excellence for Hurricane Damage Mitigation and Product Development	Cumulative (since inception to June 2011)
Year Created:	2008	
Jobs Created By Start-Up Companies Associated with the Center		5*

Source: Annual Report

*Notes: All 5 jobs were generated by one company

6. External Research Grants and contracts

SUBTABLE	METRIC	FY2003-2004	FY2004-2005	FY2005-2006	FY2006-2007	FY2007-2008	FY2008-2009	FY2009-2010
R&D Awards (includes non-Science & Engineering awards)	Total Awards (Thousands \$)	\$64,225	\$84,382	\$91,720	\$90,461	\$72,680	\$88,785	\$100,522
R&D Expenditures (includes non-Science & Engineering expenditures)	Total Expenditures (Thousand \$)	\$72,724	\$87,720	\$84,697	\$108,015	\$107,025	\$101,322	\$110,271
Source: National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges								

7. Medical Breakthroughs

N/A

8. Job Placement Outcomes for Baccalaureate Graduates

N/A

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 22, 2011

Subject: Academic Affairs Reports

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The Undergraduate Education Report provides information on the Graduation Success Initiative, a university-wide, multi-year initiative that aims to improve the academic success of undergraduate students as measured by retention and on-time graduation. The Graduate Education Report delivers an update on recruiting and retention efforts of graduate and professional students, as well as professional development for graduate students. The Division of Research Report provides an update on sponsored research awarded during FY 2010-2011 and outlines the Division's initiatives for FY 2011-2012. The Enrollment Services Report includes information on Fall 2011 semester enrollment figures, financial aid awarded, and concierge services. The Special Report provides an overview of FIU faculty efforts in response to the crisis in Haiti.

Supporting Documentation:	Undergraduate Education Report Graduate Education Report Division of Research Report Enrollment Services Report Special Report: FIU Efforts in Haiti
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Facilitator/Presenter:	Douglas Wartzok Lakshmi N. Reddi Andres G. Gil Jessy G. Dévieux, Jacek J. Kolasinski, Brooke Wooldridge
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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE**

**Office of the Dean, Undergraduate Education
October 17, 2011**

GRADUATION SUCCESS INITIATIVE (GSI)

Phase I

A university-wide, multi-year initiative has begun to improve the academic success of FIU undergraduates as measured by retention and on-time graduation. The comprehensive system of programmatic changes is called the Graduation Success Initiative (GSI). The report describes the concepts behind the GSI and some of the specific changes which have now begun.

Data suggest that if students find an appropriate major early in their academic career they are much more likely to succeed academically (as measured by retention and on-time graduation) than are students who delay their identification of an appropriate major. An appropriate major is one which is compatible with the student's interests, abilities, preparation, and aspirations.

About one in five FIU undergraduates are lost in the "Bermuda Triangle" (i.e., they have over 60 credits and are not admitted to any major, appropriate or inappropriate). Having undergraduates use uninformed, trial-and-error explorations of the University Core Curriculum in order to arrive at an appropriate major is clearly not working. For example, six-year, graduation rates for First Time in College students (FTICs) have sunk to an all-time low of 43%.

The GSI attempts to dramatically improve upon the current systems which are producing such low graduation rates. The basic conceptual framework that informs the GSI is simple:

- Help entering undergraduates to identify an appropriate academic goal (an appropriate major) as early as possible.
- Provide the student with a clear, semester-by-semester path, or a "major map," to the goal of on-time graduation in the appropriate major.
- Provide immediate feedback to students if they stray from the major map.
- Reduce barriers and increase supports to students' progression on their major maps.
- Honor the fundamental agreement with students that if they stay on-time (if they stay on their major maps) the University will offer the courses on those maps on-time.

In an effort to help undergraduates to find their appropriate major as early as possible, all undergraduates (FTIC and Transfer) will be admitted to a major upon admission to the University for Fall, 2012. The process of admitting students for Fall, 2012, began on October 3, 2011.

A new paradigm for the admission process has been introduced in order to help students identify an appropriate major at admission. The new paradigm infuses the admission process with academic advising and career development.

When students apply for admission to FIU, they are strongly and repeatedly encouraged to take a 20 minute on-line vocational interest assessment. The assessment instrument is a respected and valid tool developed by Kuder and branded MyMajorMatch for FIU. MyMajorMatch provides the applicant with an assessment of their vocational interests which are then linked to O*NET, the US Department of Labor's user-friendly, database regarding occupations in the United States (<http://www.onetonline.org/>). MyMajorMatch is customized to link FIU majors to these occupational clusters (Figures 1-3, at the end of the report). So as a part of the admission process, applicants receive feedback regarding their strongest occupational interests and which specific FIU majors go with those interests.

MyMajorMatch links to a site called MyMajor (<http://mymajor.fiu.edu>) which is an easily searchable database of all FIU undergraduate majors (see Figures 4-7). For each undergraduate major, MyMajor includes the following information: (a) a non-technical, student-friendly, program description; (b) admission requirements; (c) career opportunities (for Florida, any specific state, or the United States as a whole); (d) contact information; and (e) semester-by-semester major maps (for FTICs and Transfers). The site has a "compare" button which allows students to make side by side comparisons of up to three majors. Many applicants and students do not know what the various majors mean, and this resource helps students to learn exactly what is involved with specific majors. It is an online learning system that has been designed to increase the chances that the applicant will select an appropriate major.

FIU will no longer have "homeless" students. All undergraduates will have an academic home with professional advisors who are tracking their academic progress. Students who cannot identify an appropriate major have the option of initially majoring in Exploratory Studies in Undergraduate Education. This major is time-limited with a curriculum which focuses on helping students to identify an appropriate major in one of the colleges and schools as well as to progress in the University Core Curriculum. Exploratory students need to identify an appropriate major and transfer to that college or school in the first 45 credits for FTICs and within one semester for Transfers. An effort is made to help applicants to identify the general cluster of majors in which they may be interested--i.e., to begin the process of narrowing down the choices. Exploratory Studies has six curricular clusters or tracks from which Exploratory students can choose: (a) Administration and Management, (b) Biological and Environmental Sciences, (c) Global and Social Sciences, (d) Humanities and Arts, (e) Nursing and Health Sciences, and (f) Physical Sciences and Engineering. All FIU undergraduate majors are associated with one of these six tracks (Figures 8-9).

Now that this suite of tools has been developed to help applicants for admission to identify their appropriate major, the tools can also be used with current FIU undergraduates who are designated "undecided" (have no major identified) or "pre-major" (have identified a major but are not yet admitted). The academic advisors in Undergraduate Education's Academic Advising Center will

begin to work particularly with the undecided undergraduates to assist them in identifying an appropriate major. Currently being examined are ways to efficiently contact undergraduates who are designated undecided and pre-major and guide them into being accepted into a major. It is probably overly optimistic to expect that this migration of all current FIU undergraduate students from undecided and pre-major into the status of being accepted into an appropriate major by Fall, 2012, but that is the goal.

Phase II of the GSI will involve introducing MyeAdvisor, a technological tool that is being built now and that will alert students and advisors immediately if the student is not meeting critical markers events (e.g., passing certain courses at a specified level of performance, maintaining a minimum GPA identified for the major, and passing standardized examinations by a particular point on the Major Map). MyeAdvisor will also have Universal Advising Records (analogous to Universal Medical Records), a record of what was said to a student by any advisor with whom the student works. The advising record is identified by the student's Panther ID and follows the student regardless of advisor. The advising record can be seen by the student and any particular advisor with whom the student is working. MyeAdvisor is also being designed such that when a student and advisor are alerted that the student needs to take a specific course, the student will be able to click to the currently available sections for that course in real time and register online on the spot.

With the introduction of MyeAdvisor in Fall, 2012, the GSI suite of technological tools that will assist students and advisors will include the following:

- MyFIU—student's home page
- MyMajor—a searchable database of information on all FIU undergraduate majors which includes Major Maps (semester by semester paths to on-time graduation)
- MyMajorMatch—an on-line occupational interest inventory that links the student's occupational interests to FIU majors
- MyeAdvisor—an automated tracking tool that provides students and advisors with immediate semester-by-semester feedback regarding the students' progression on their Major Maps
- PDA—Panther Degree Audit, which includes many useful tools for students and advisors, such as assessing what is left to graduate, planning how to get there, and registering for specific courses.

The FIU system is gaining national attention because it not only provides face-to-face advising but uses technology to create learning systems that teach students to self-advise effectively. Teaching students to self-advise effectively not only adds important efficiencies, it also helps to achieve a critical student learning outcome—the development of mature, self-directed learners.

FIGURES

Figure 1. MyMajorMatch landing page.

The screenshot displays the MyMajorMatch landing page for Florida International University (FIU). The browser address bar shows the URL: https://app.kuder.com/Masterweb/Content/K4A/dispatch.aspx?category=home&page=main&reloadsession=1&SelectedTab=home_main. The page header includes the FIU logo and the text "FLORIDA INTERNATIONAL UNIVERSITY" and "MyMajorMatch". The navigation bar contains links: HOME, ASSESSMENTS, OCCUPATIONS, MAJORS, EDUCATION & FINANCIAL AID, JOB SEARCH TOOLS, JOBS, and MY PORTFOLIO. The main content area features a "Welcome to MyMajorMatch" section with a description of the tool. Below this is a "To Do List" with a "Finish" button and "Recommended Links" including "MyMajor.fiu.edu". A sidebar on the left shows "My Profile" information (User Name: FIUSAMPLE, E-mail: test@kuder.com) and "Messages" (New Messages: (0), Received Messages: (0)). A right sidebar titled "Complete My Profile" lists options to add Address, Years of Experience, Jobs, and Land Line Numbers.

FIU FLORIDA INTERNATIONAL UNIVERSITY
MyMajorMatch

www.kuder.com | Log Out

HOME ASSESSMENTS OCCUPATIONS MAJORS EDUCATION & FINANCIAL AID JOB SEARCH TOOLS JOBS MY PORTFOLIO

Upload Your Profile Photo Here

My Profile

User Name: FIUSAMPLE
E-mail: test@kuder.com
Edit ▶

Messages

New Messages: (0)
Received Messages: (0)
Check Messages ▶

Welcome to MyMajorMatch

MyMajorMatch is the perfect tool to help you select the right major and launch your successful path to graduation at FIU. Using the 20 minute Kuder Career Search with Person Match assessment, you will discover your priority career interests and how they match with FIU majors.

To Do List

Click Finish to take new MyMajorMatch >> Finish

Recommended Links

MyMajor.fiu.edu (Recommended by Florida International University)

Complete My Profile

Click on any of the following options to quickly and easily complete your profile:

- + Address
- + Years of Experience
- + Jobs
- + Land Line Numbers

Figure 2. MyMajorMatch top 5 occupational interest clusters for a sample student.

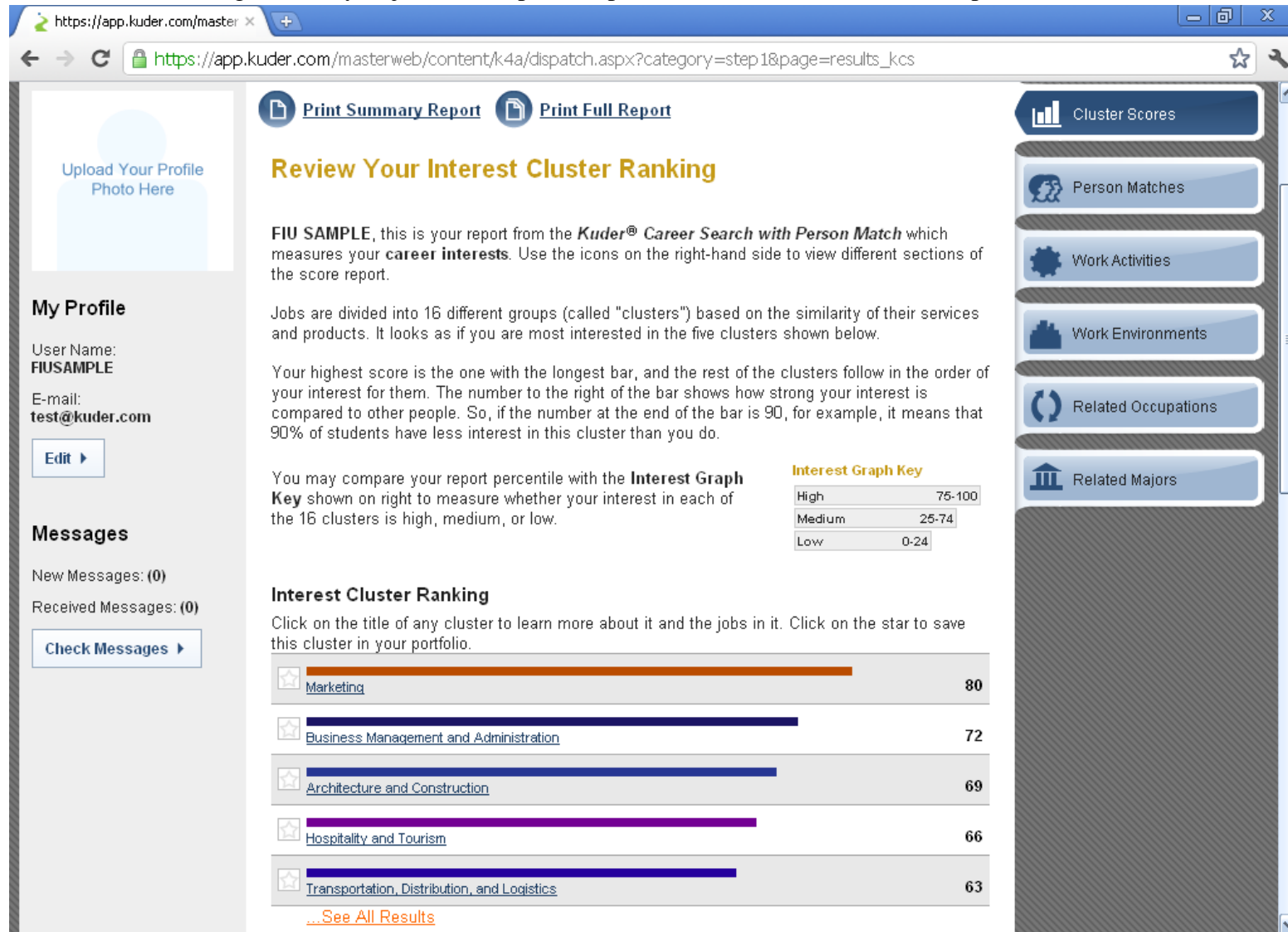


Figure 3. MyMajorMatch links to FIU majors for a sample student's occupation cluster of Business Management and Administration.

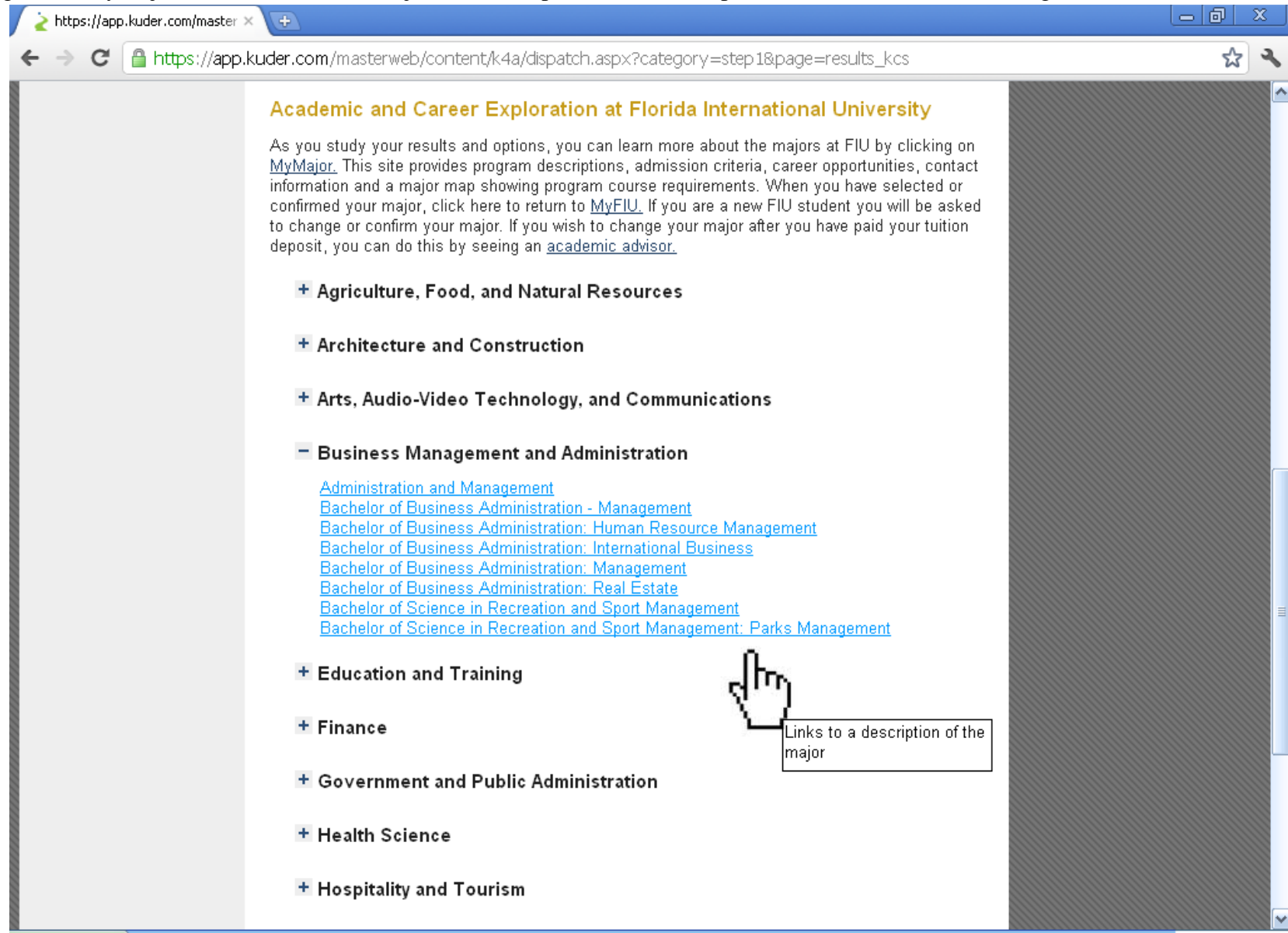


Figure 4. MyMajor landing page.

Welcome to MyMajor

https://mymajor.fiu.edu

FIU FLORIDA INTERNATIONAL UNIVERSITY **MyMajor**

my.fiu.edu FIU Degree Audit
My Accounts FIU Home

UNDERGRADUATE DEGREE SEARCH

Welcome to MyMajor!

Browse

All areas of interest on All campuses **Browse**

OR by college/school: Architecture and the Arts **Browse**

OR [browse all](#).

Search

Go

Search using career/major name

© EWS, 2011

Figure 5. MyMajor sample search in one of six areas of interest, Global and Social Sciences.

Welcome to MyMajor

https://mymajor.fiu.edu

FIU FLORIDA INTERNATIONAL UNIVERSITY **MyMajor**

my.fiu.edu FIU Degree Audit
My Accounts FIU Home

UNDERGRADUATE DEGREE SEARCH

Welcome to MyMajor!

Browse

Global and Social Sciences on All campuses Browse

All areas of interest
Administration and Management
Biological and Environmental Sciences
Global and Social Sciences
Humanities and Arts
Nursing and Health Sciences
Physical Sciences and Engineering
Other

Arts Browse

Go

Search using career/major name

Search on Area of Interest - "Global and Social Science"

© EWS, 2011

Figure 6. MyMajor results of sample search in Global and Social Sciences.

Browse majors | FIU MyMajor

https://mymajor.fiu.edu/browse?area=GBLSOC&campus=all&go=Browse

FIU FLORIDA INTERNATIONAL UNIVERSITY | **MyMajor**

my.fiu.edu | FIU Degree Audit

My Accounts | FIU Home

Undergraduate Degree Search

Global and Social Sciences on All campuses Go

or by college/school: Architecture and the Arts Go Show all

Apply Now

BROWSE MAJORS

1 2 Jump: 1 Compare

Majors	Degree	Major Maps	College/School	Campuses	
Bachelor of Arts in Asian Studies	BACHELOR OF ARTS	4-Year Freshman, 2-Year Transfer	Arts and Sciences	BBC, MMC	<input type="checkbox"/>
Bachelor of Science in Communication: Advertising	BACHELOR OF SCIENCE	4-Year Freshman, 2-Year Transfer	Journalism and Mass Communication	BBC	<input type="checkbox"/>
Bachelor of Science in Communication: Journalism	BACHELOR OF SCIENCE	4-Year Freshman, 2-Year Transfer	Journalism and Mass Communication	BBC	<input type="checkbox"/>
Bachelor of Science in Communication: Public Relations	BACHELOR OF SCIENCE	4-Year Freshman, 2-Year Transfer	Journalism and Mass Communication	BBC	<input type="checkbox"/>
Bachelor of Science in Criminal Justice	BACHELOR OF SCIENCE	4-Year Freshman, 2-Year Transfer	Arts and Sciences	MMC	<input type="checkbox"/>
Bachelor of Science in Early Childhood Education/ESOL Endorsement	BACHELOR OF SCIENCE	4-Year Freshman, 2-Year Transfer	Education	MMC	<input type="checkbox"/>
Bachelor of Science in Early Childhood Education: Early Childhood Development	BACHELOR OF SCIENCE	4-Year Freshman, 2-Year Transfer	Education	MMC	<input type="checkbox"/>
Bachelor of Science in Elementary Education	BACHELOR OF SCIENCE	4-Year Freshman, 2-Year Transfer	Education	MMC	<input type="checkbox"/>
Bachelor of Arts in Geography	BACHELOR OF ARTS	4-Year Freshman, 2-Year Transfer	Arts and Sciences	MMC	<input type="checkbox"/>
Global and Social Sciences	EXPLORATORY	2-Year Transfer	Undergraduate Education	BBC, MMC	<input type="checkbox"/>
Bachelor of Arts in International Relations	BACHELOR OF ARTS	4-Year Freshman, 2-Year Transfer	Arts and Sciences	BBC, MMC	<input type="checkbox"/>
Bachelor of Science in Physical Education	BACHELOR OF SCIENCE	4-Year Freshman, 2-Year Transfer	Education	MMC	<input type="checkbox"/>
Bachelor of Science in Physical Education: Sport and Fitness Studies	BACHELOR OF SCIENCE	4-Year Freshman, 2-Year Transfer	Education	MMC	<input type="checkbox"/>

Criteria

Area: Global and Social Sciences

Search results

Figure 6. Example of how MyMajor allows students to compare up to three majors side by side.

Compare majors | FIU MyMajo x

https://mymajor.fiu.edu/compare?majors%5B%5D=010ACCTBACC&majors%5B%5D=040ARTHSTBA&majors%5B%5D=065CHEM&go=

COMPARE MAJORS

Bachelor of Accounting - BACC	Bachelor of Arts in Art History - BACHELOR OF ARTS	Bachelor of Arts in Chemistry - BACHELOR OF ARTS
School: Business Administration	School: Architecture and the Arts	School: Arts and Sciences
Campus: Modesto Maidique Campus	Campus: Modesto Maidique Campus	Campus: Modesto Maidique Campus
Program Description		
This program provides the knowledge and skills needed to enter the fields of public, private sector, corporate and governmental accounting, or to pursue advanced degrees in accounting, business or law. For public accounting, you must pass the Certified Public Accountant (CPA) examination, which in Florida requires 30 credit hours beyond degree. Graduates are able to prepare and interpret financial statements for business, non-profit, and government enterprises; use accounting data to evaluate performance and enable decision making; apply principles related to the design, integrity, and effectiveness of accounting information systems; understand the role of auditing in society, including procedures and reporting requirements; and analyze legal, ethical and legislative constructs which govern the conduct of business.	The Department of Art and Art History offers a BA in Art History that is designed to introduce methodologies and subjects of Art History from throughout the world. In addition to traditional European and American subjects from ancient to modern times, we offer a strong emphasis on Latin American art from Pre-Columbian to the present. The BA in Art History provides professional education as preparation for careers as art professionals and for further graduate study. The BA complements our BFA degree program in art and provides significant interaction between artists and historians.	The Bachelor of Arts (B.A.) degree is designed for students preparing for careers such as medicine, dentistry, environmental studies, veterinary medicine, patent law, secondary science education or forensic chemistry. The Chemical Education Major allows students to meet all the requirements for full certification to teach 6-12 in the State of Florida. Students may work with the Department's faculty members, many of whom are interdisciplinary in their training and interests and teach in several fields, in their research labs. Some present the result of their research at national conferences and publish them in chemistry journals.
Admission Requirements		
<p>1. Students entering FIU as Freshmen or as a Transfer Student with less than 30 credits</p> <p>You are considered a freshman when you have earned less than 13 college credits since your high school graduation. Credits earned in Dual Enrollment, Advanced Placement, and International Baccalaureate programs do not affect your freshman status.</p> <p>Admissions criteria are the same as the general FIU criteria for students entering with fewer than 60 approved credits. Click here for the details.</p> <p>2. Student transferring to FIU with 30-59 earned and approved credits</p>	<p>1. Students entering FIU as Freshmen or as a Transfer student with less than 60 transfer credits</p> <p>Admissions criteria are the same as the general FIU criteria for students entering with fewer than 60 approved credits. Click here for the details.</p> <p>2. Transfer students entering FIU with 60 or more transfer credits</p> <p>Admissions criteria are the same as the general FIU criteria for students entering with 60 or more approved credits. Click here for the details.</p>	<p>1. Students entering FIU as Freshmen or as a Transfer student with less than 60 transfer credits</p> <p>Admissions criteria are the same as the general FIU criteria for students entering with fewer than 60 approved credits. Click here for the details.</p> <p>2. Transfer students entering FIU with 60 or more transfer credits</p> <p>Admissions criteria are the same as the general FIU criteria for students entering with 60 or more approved credits. Click here for the details.</p>

Compare

Choose up to 3:


☒ Bachelor of Accounting

☒ Bachelor of Arts in Art History

☒ Bachelor of Arts in Chemistry

Compare

Figure 7. Major Map example: First two semesters for the Advertising major in the School of Journalism and Mass Communication.

		Undergraduate Major Map			Page 1 of 4 Run Date: 08/11/2011 Run Time: 14:12:43
Catalog Year	2012	Career Path Four Year Freshman			
College / School	Journal and Mass Communication				
Major	Communications - BS				
Track / Concentration	Advertising				

Fall 2012 Total Credits: 14	Course Required	Description	Credit Hours	Critical Progress	Total Sem Credits: 14 Sem GPA: 3.05
	ENC1101	Writing and Rhetoric I	3	B+	Total FIU Credits: 14 FIU Cum GPA: 3.05
	SL51501	First Year Exper	1	A	Total Cum Credits: 14 Total Cum GPA: 3.05
		Electives	3	B	Dean's List: No
		(1) Natural Physical Sciences and lab	4	B-	
		(1) Social Inquiry	3	B	


Spring 2013 Total Credits: 13	Course Required	Description	Credit Hours	Critical Progress	Total Sem Credits: 13 Sem GPA: 2.77
	ENC1102	Writing and Rhetoric II	3	B+	Total FIU Credits: 27 FIU Cum GPA: 2.91
	MGF1106	Finite Math	3	C	Total Cum Credits: 27 Total Cum GPA: 2.91
		(1) Natural Life Sciences	3	B	Dean's List: No
		(1) Natural Life Sciences Lab	1	C	
		Electives	3	B	

Figure 8. Exploratory Studies landing page.

FIU FLORIDA
INTERNATIONAL
UNIVERSITY

Discover Majors

HomeMyMajorMyMajorMatchExploratory



You may be part of Undergraduate Education's Exploratory Studies Program for one of three reasons:

1. You selected an Exploratory Track as your major because you are not certain of your major choice and would like to have professional assistance. In an Exploratory Program you will receive immediate guidance which saves you time, money and the frustration caused by lack of direction.
2. You have applied as an entering freshman to an Architecture or Arts program that requires a portfolio or audition. You will be placed in Exploratory: Humanities and the Arts until you have been accepted by the College of Architecture and the Arts.
3. You have applied for admissions as a Transfer Student and have selected one of the "Selective Admissions" programs. These include Art, Accounting, Finance, International Business, Marketing, Management, Management Information Systems, Real Estate, Music, Nursing, Journalism, Social Work, and Theater. You will be placed in an Exploratory Track pending the decision of the department or until you have met the specified criteria for admissions.

There are six Exploratory Tracks from which to choose:

1. [Physical Sciences and Engineering](#)
2. [Biological and Environmental Sciences](#)
3. [Nursing and Health Science](#)
4. [Global and Social Sciences](#)
5. [Humanities and Arts](#)
6. [Administration and Management](#)

Figure 9. Majors associated with each Exploratory Track.

Global and Social Sciences	Nursing and Health Sciences	Humanities and Arts	Biological and Environmental Sciences	Administration and Management	Physical Sciences and Engineering
Anthropology Asian Studies Criminal Justice International Relations Geography Political Science Psychology Sociology Women's Studies Social Work Advertising Public Relations Journalism Education Pre-Law (not a major)	Nursing Dietetics & Nutrition	Architecture Art Art History Interior Design Landscape Architecture Music Music Education Theatre English History Liberal Studies Modern Languages Philosophy	Biology Marine Biology Earth Science Environmental Studies Geosciences Pre-Med (not a major)	Economics Public Administration Accounting Finance Hospitality Management International Business Marketing Management Management Information Systems Human Resources Management Real Estate Recreation & Sports Management Construction Management Health Services Administration Information Technology	Chemistry Mathematics Physics Statistics Biomedical Engineering Civil Engineering Computer Engineering Computer Science Electrical Engineering Environmental Engineering Mechanical Engineering



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**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
RESEARCH AND UNIVERSITY GRADUATE SCHOOL
NOVEMBER 2011**

GRADUATE EDUCATION REPORT

I. Introduction

Our 2010-2015 strategic plan calls for a gradual shift of enrollment to graduate and first professional students. Recruiting top-quality doctoral students and enhancing doctoral student production remains one of the top strategic priorities of the University Graduate School (UGS). We have identified the following tasks under this priority.

- Task 1* Understand unit/college specific needs in doctoral student recruitment to better coordinate UGS recruitment efforts with individual units' efforts; graduate student capacities and enrollment needs vary greatly among our units, and some units rely on international students more than others.
- Task 2* Identify the trends in doctoral recruitment in the units and make data-driven decisions on where to invest our efforts and limited resources.
- Task 3* Develop policies to incentivize doctoral student hiring; these policies may involve:
 - a) incentives for faculty researchers contributing to graduate student productivity;
 - b) matching funds to supplement doctoral student stipends included in extramural research funding;
 - c) matching funds to hire our own undergraduate students from Honors College and from students enrolled in REU (Research Experience for Undergraduates);
- Task 4* Enhance doctoral student retention efforts; understand the reasons behind attrition and make data-driven decisions on stipend amounts, effective professional development opportunities for graduate students, etc.
- Task 5* Incentivize timely completion of doctoral students by designing GTA allocation policies that would discourage prolonged use of GTA position on a single student.

As part of Task 1, UGS recruiter, Mr. Albert Hoyt, continues to meet with Graduate Program Directors annually to discuss recruitment plans/goals, strategies for minority recruitment, UGS funding for recruitment, program marketing and promotional materials, domestic and international recruitment strategies. UGS also represents the university at targeted recruitment fairs. At the time of preparation of this report, UGS is in the process of hiring a retention analyst, who is expected to help with data trends among units (Task 2).

The leadership of the Graduate School is finalizing agreements with the Honors College and with the Division of Research on three new policies (Task 3). As part of Tasks 4 and 5, UGS has made good progress in the implementation of routine audits to assure compliance with time limits for degree completion and continuous enrollment requirements. UGS is also in the final stages of implementing a degree audit system for graduate students within PantherSoft enabling students to track their progress and plan their course of study to degree completion. A number of professional development opportunities are being designed to develop a sense of community among graduate students and enhance student retention and success. UGS continues to provide financial support for departmental research colloquium and the Center for Excellence in Writing and Statistical Consulting.

The student/FTE data presented in this report are organized under two categories: i) graduate student enrollment in terms of both headcounts and FTEs, and ii) doctoral student graduation. Our purpose in presenting this data is to show the historical trends inasmuch as they show our progress toward strategic goals identified in the two categories. In a subsequent section, we briefly outline our efforts in the other three strategic priorities of UGS: i) professional development of graduate students, ii) operational efficiency of UGS, and iii) effective communication.

II. Graduate Student Enrollment

The graduate enrollment target for Fall 2015 is 10,400, which corresponds to 20% of total target enrollment of 52,000. In addition, our target number of doctoral degrees granted is 177. We recognize that a multi-pronged approach is needed to meet these goals.

Considering headcounts in the context of university strategic goals, total graduate enrollment increased by 4.5% to 7557 in Fall 2011 and currently represents 16.9% of the total university enrollment of 44,707 for Fall 2011. This is about half of the enrollment increase seen in the previous two years (8.8%) and falls about 200 students short of the enrollment growth required to stay on track with the strategic goal of 10,400 students (20% of total student enrollment of 52,000) by Fall 2015 (See Figure 1).

Overall, master's headcount increased by 5.8% and doctoral student headcounts increased by 1% from Fall 2010 to Fall 2011 (Figure 2). Survey of the individual college data (not shown here) reveals that the total headcount of Masters students increased modestly in the College of Architecture + The Arts, College of Engineering & Computing, College of Arts & Sciences, and School of Hospitality Management with the largest increase observed in the College of Business. Slight decreases in MS headcounts occurred in Robert Stempel College of Public Health and Social Work, College of Education, College of Nursing & Health Sciences and School of Journalism & Mass Communication. The most significant changes in doctoral headcounts were: i) a decrease in the College of Business by 12 students, ii) a decrease in the College of Engineering & Computing by 8 students, and iii) an increase in the College of Arts & Sciences by 30 students.

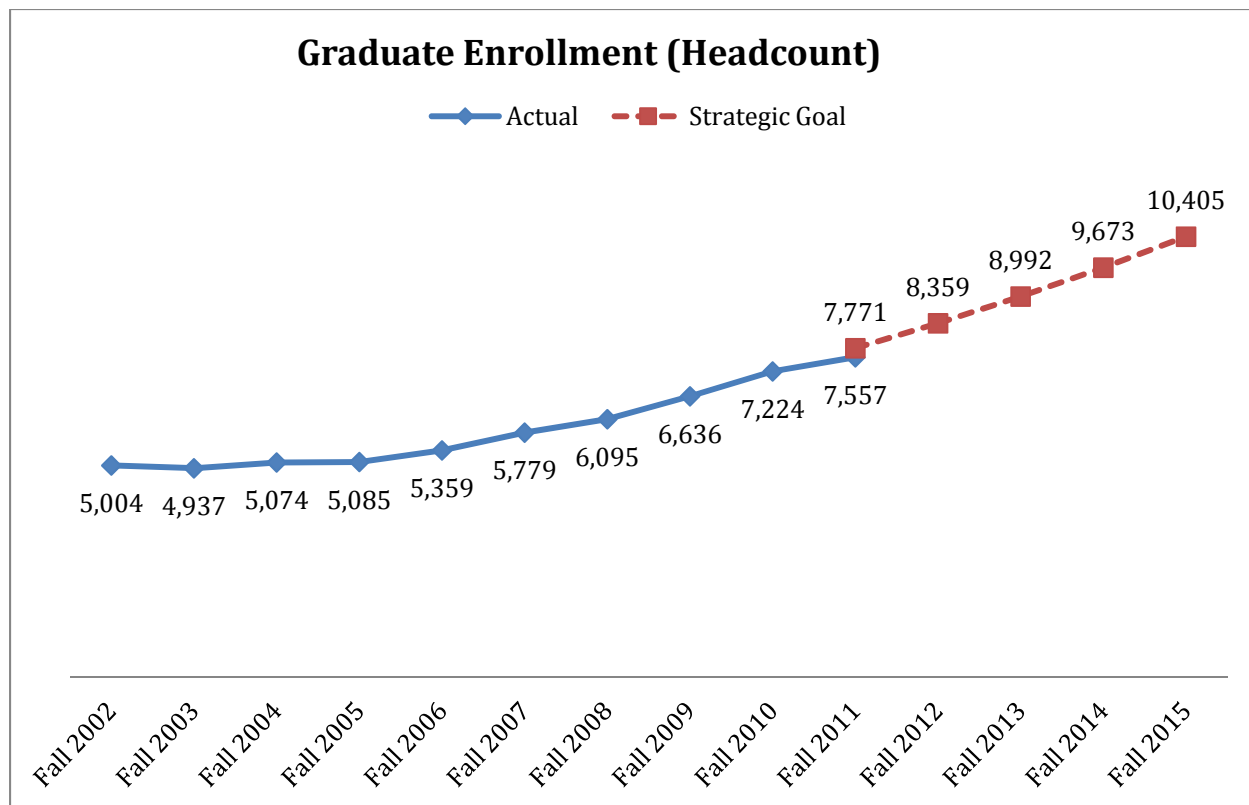


Fig. 1. Progress toward 2015 Strategic Goal of Graduate Enrollment. (Does not include Medicine and Law.)

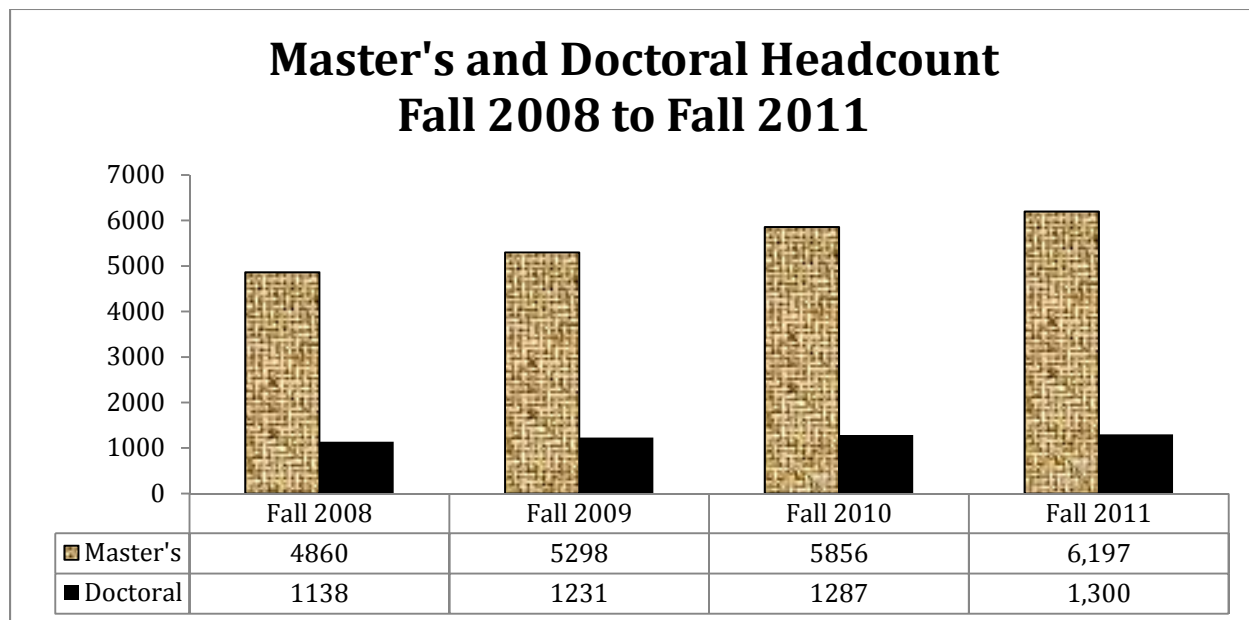


Fig. 2. Total Headcounts for Doctoral and Masters Enrollments.

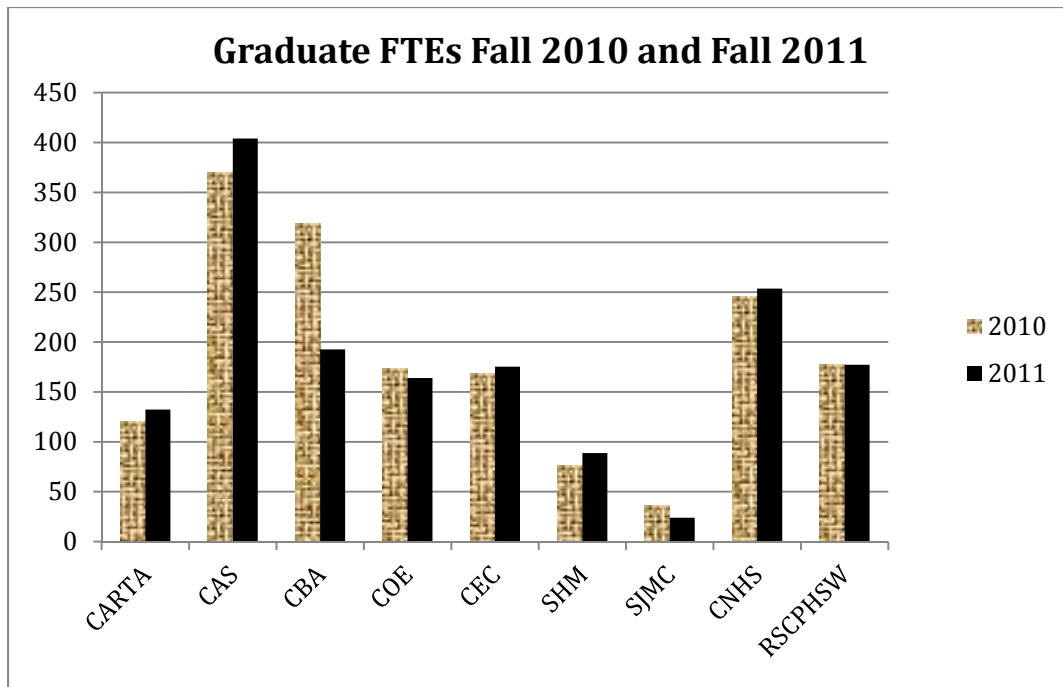


Fig. 3. Graduate FTE Comparisons between Fall 2010 and Fall 2011 for Individual Colleges.

Total graduate FTEs were down approximately 4.5% in Fall 2011 compared to Fall 2010 (1,612 vs. 1,687). The most significant drop occurred in CBA (125.8 FTE)(Figure 3). FTEs were also down in the SJMC (by 12.6) and COE (by 9.3). CAS, CARTA, CEC, CNHS, and SHM all experienced moderate gains.

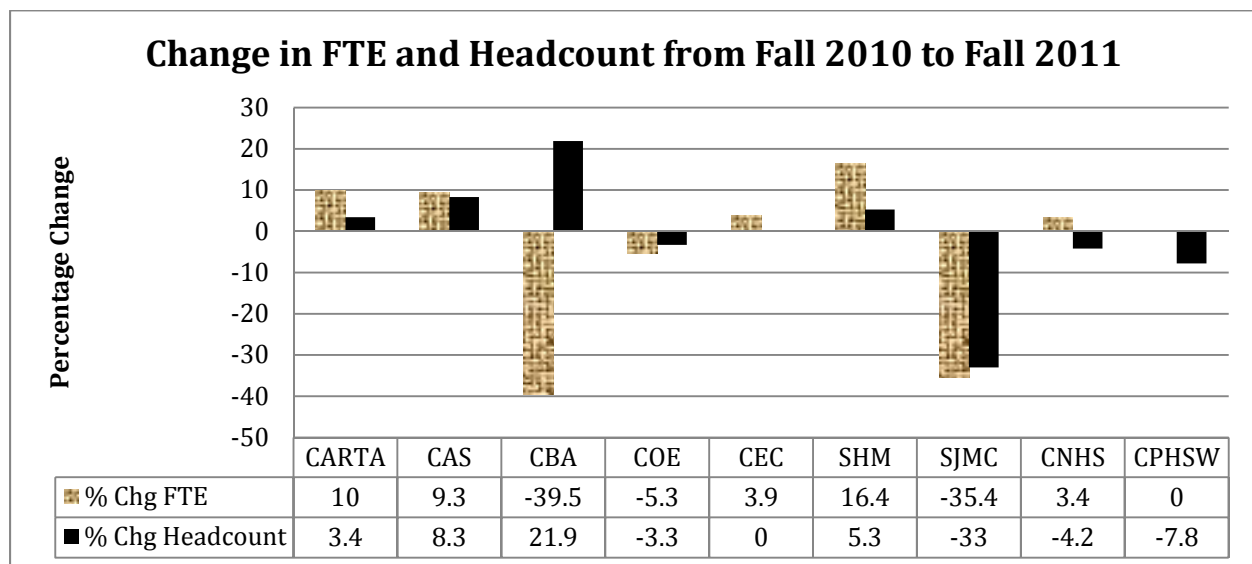


Fig. 4. Percentage Changes in FTE and Headcounts between Fall 2010 and Fall 2011.

Figure 4 illustrates that FTEs of individual colleges generally followed the same trends as headcounts. The exception is in the case of the College of Business. The College of Business headcount increased by 362, while the FTEs generated has declined by about 40% due to conversion of five of their Masters programs from FTE-generating to “market rate” programs. The large percentage decrease in both headcount (from 182 to 122) and FTE (35.4%) in the case of the School of Journalism and Mass Communication reflects an adjustment in admissions driven by program review and certification.

In conclusion, enrollment changes in Fall 2011 show wide variation among individual colleges. Although the total graduate enrollment increased by 4.5% (5.8% in Masters headcounts and 1% in doctoral headcounts), steeper increases are needed to progress toward the 2015 strategic enrollment goals. The data presented above, and the differences among colleges in the enrollment trends, justify the need to undertake the five sets of tasks outlined in the Introduction section.

III. Doctoral Degree Production

Considering total doctoral degree production in the context of university strategic goals, total number of doctoral graduations in 2010 (148) appears to be in line with the projected goal of 177 in 2015 (Fig. 5). Doctoral student production has increased almost 50% since 2006-'07. The College of Arts & Sciences and the College of Education have shown significant increases in doctoral degrees granted, while doctoral degree production in the College of Business, College of Engineering & Computing, College of Nursing & Health Sciences, and Robert Stempel College of Public Health & Social Work has been relatively flat (Fig. 6). Noteworthy is the 25% increase (from 53 to 66) in PhDs produced by the College of Arts & Sciences from 2009-'10 to 2010-'11.

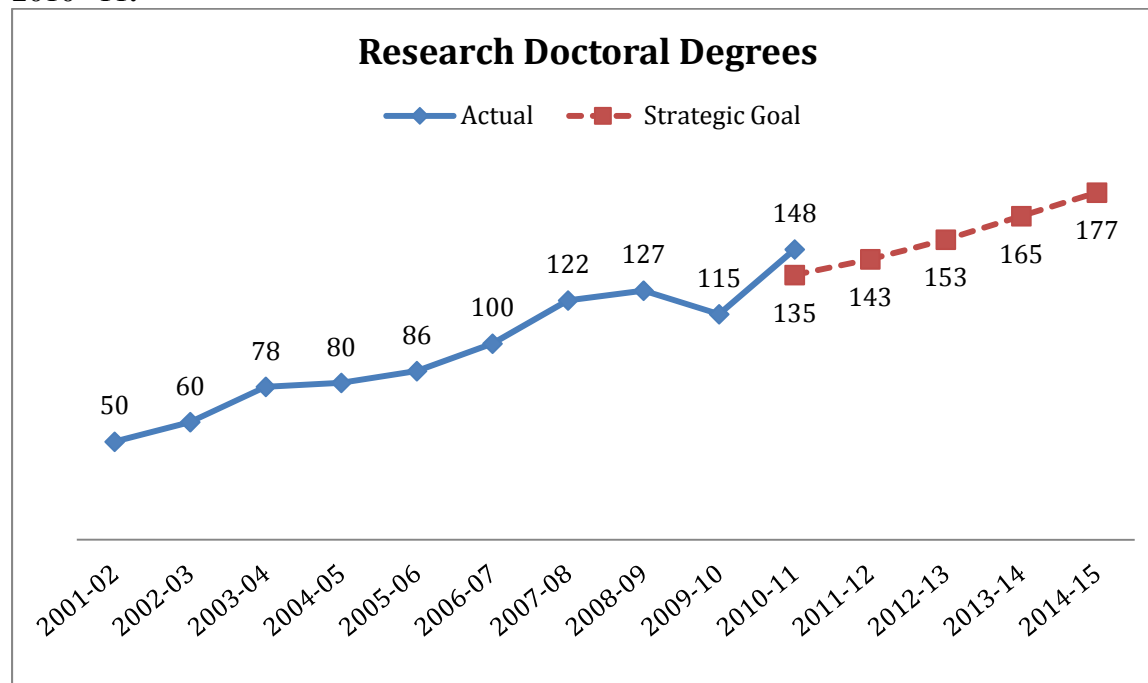


Fig. 5. Progress Toward 2015 Strategic Goal of Doctoral Degree Production.

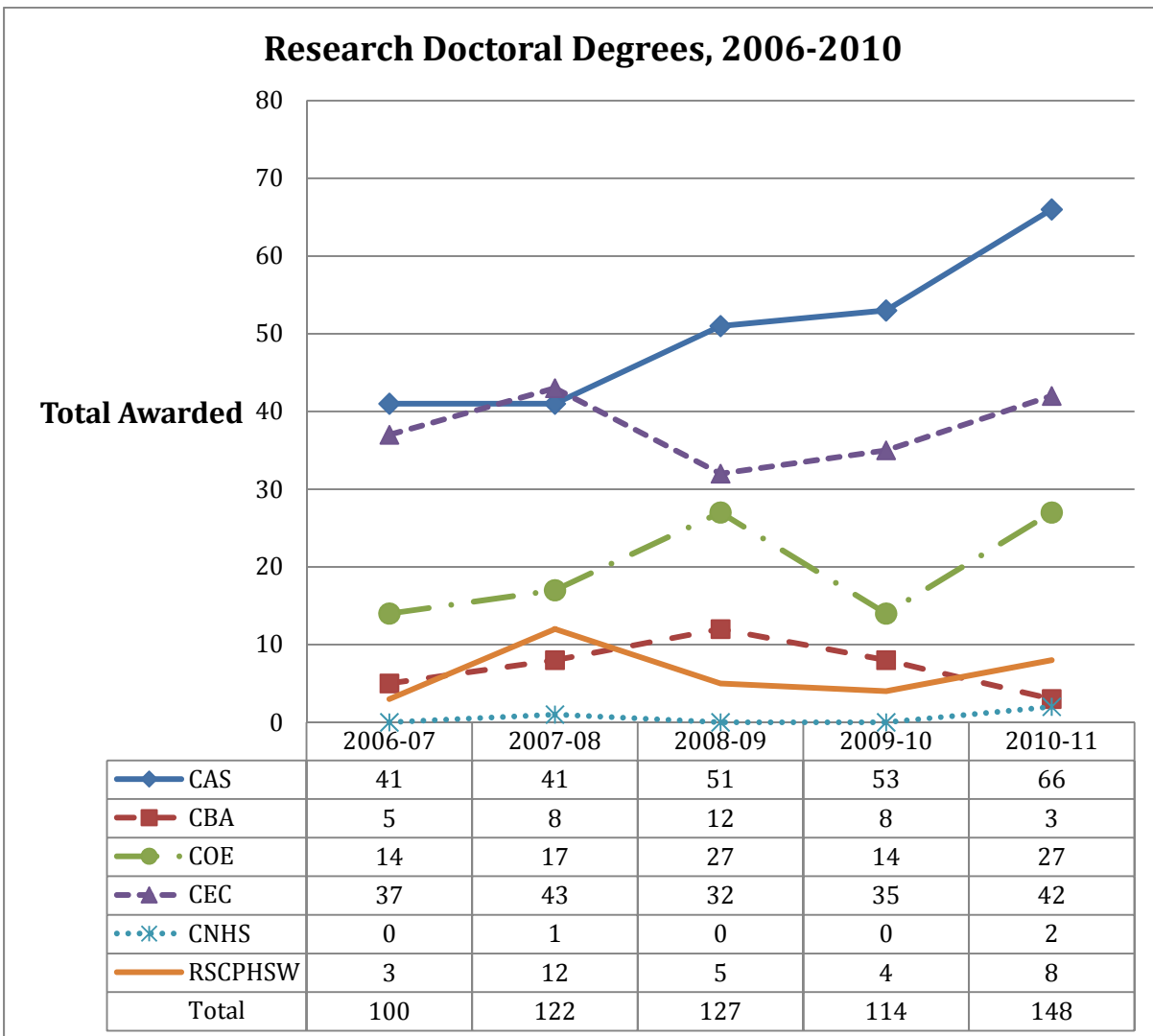


Fig. 6. Doctoral Degree Production by College.

IV. Other Strategic Priorities of UGS

a) Professional Development of Graduate Students

The University Graduate School is committed to providing students with resources and services to enhance their graduate experience and prepare them for their post-student careers. The Graduate Student Professional Development Program seeks to assist students in their development by serving as a gateway to campus resources and providing direct services. UGS's Professional Development and Academic Support Program compliments the efforts of established University resources, such as the Center for Excellence in Writing, Office of Career Services, and the Center for the Art of Teaching, as described below.

Center for Excellence in Writing

UGS continues to support Center for Excellence in Writing (CEW) in its efforts to provide tutorial help and organize workshops for graduate students. Three half-time writing tutors are available on an appointment basis for graduate students at every phase of their program. Graduate students account for about 20% of the total number of students served by the CEW. The total number of graduate students utilizing CEW's tutors increased 4% from 2009-2010 to 2010-2011. For the 2011- 2012 academic year, CEW will offer six workshops on academic writing and publication, specifically geared toward graduate students.

Career Services

In collaboration with the FIU Career Services, UGS will be offering two career services workshops specifically for graduate students. A *Curricula Vitae Writing Workshop* has been scheduled for October 13th and a *Networking Skills Workshop* is planned for Spring 2012.

Green Library

The Green Library planned two *Library Refresher Workshops* in Fall 2011 specifically for graduate students. One workshop was offered on September 15th in which about 65 graduate students participated. Another workshop was scheduled for October 4th. Similar workshops are planned for the spring semester because of the popularity of these workshops among graduate students.

Graduate & Professional Student Committee

The Graduate & Professional Student Committee (GPSC) helps facilitate and enhance the overall graduate student experience, by providing financial support for graduate student travel and professional development. For the 2011-2012 academic year, awards can be requested up to \$500.00 for domestic travel, \$700.00 for international travel, and \$400.00 for professional development opportunities.

Graduate Minority Opportunity Program (GMOP)

The 2011-2012 cohort of GMOP includes 29 graduate students. Each will receive a stipend of \$2000 and will be required to participate in a series of professional development and academic support workshops. Twenty-nine students attended orientation and participated in a Q&A session with current Graduate Program Directors. Each of the attendees received a complimentary copy of the book *Standing on the Outside Looking In: Underrepresented Students' Experiences in Advanced Degree Programs*.

Graduate Research Center

The mission of the UGS/DoR Graduate Research Center is to increase the number of doctoral students at FIU who apply for and are awarded external funding. It will serve as a resource to facilitate all stages of the grant application process through individual consultations, workshops, electronic resources, and faculty mentoring. Feedback from a survey completed by 113 students indicated that 55% have never applied for external funding and 79% have never been awarded external funding. The UGS/DoR Research Center's goals are to:

1. Work with graduate students individually to identify suitable funding opportunities and provide help with proposal preparation,
2. Work with Graduate Faculty and Graduate Program Directors to promote a culture of grant writing among graduate students, and
3. Develop a communication plan to disseminate information about external funding opportunities

b) Operational Efficiency of UGS

UGS has recognized areas where it could be more effective in its services. The following are the specific tasks being undertaken for the 2011-12 academic year. In a subsequent BOT report, these tasks will be highlighted and described in more detail.

1. Electronic submission of all theses and dissertations
2. Reduction of forms required for doctoral and masters programs, and electronic routing of these forms
3. Design of a framework for sustainable program assessments retaining the Carnegie approach and providing data-driven approaches to these assessments

c) Communications

Effective communication with internal and external constituencies is a key ingredient to achieve our strategic goals. Preparation of this report coincides with the first UGS advisory committee meeting where representatives from all colleges were briefed on the strategic priorities of UGS and were engaged in discussions on how UGS operations could be streamlined. UGS has identified the following tasks for 2011-12 to enhance our communication strategy.

1. Establish an *e-news* to coordinate all communications with graduate faculty, department chairs, and academic deans
2. Conduct one to two graduate forums on current issues/challenges
3. Establish a blog post to engage graduate faculty on key issues of graduate education
4. Establish a database of outstanding graduates from FIU and create an alumni network and possibly an external advisory board
5. Bring visibility to FIU Graduate School through active participation of leadership team in committees of Council of Graduate Schools (CGS) and other external entities

**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
NOVEMBER 2011**

DIVISION OF RESEARCH

Introduction

For the second consecutive year, FIU exceeded \$100 million in sponsored research awards. Researchers and scholars received \$104.56 million in research awards during FY 2010-2011 – a 4% increase from last fiscal year. Within the context of increasingly competitive research funding and shrinking budgets for state and federal agencies, FY 2010-2011 marks the third consecutive year of increases in research awards obtained by FIU faculty, a growth of 13% in FY 2009-2010, and 22% in FY 2008-2009. FIU also had 5 new patents issued this past fiscal year, and through sponsored research grants, the University was able to create over 500 jobs for professionals other than faculty, and over 200 jobs for graduate and/or undergraduate students.

The Division continues to focus on establishing the necessary infrastructure to support the expected growth in the quantity and complexity of research at FIU. Some of the Division's accomplishments in this area include:

- Completing the initial stages of a new electronic system for the submission of grant applications. The goal is for this new system to free-up researchers to focus on their scientific endeavors by reducing administrative burdens related to grant applications.
- Associated with the creation of the new electronic grant submission system, we have hired (and are still hiring and training) new personnel and deploying them throughout the colleges to provide services to research faculty.
- Establishing a Graduate Grants Center, in collaboration with the University Graduate School, to assist graduate students with applications for external funding.
- Successfully modernizing eighteen research labs.

Initiatives for FY 2011-2012

Our initiatives for FY 2011-2012 represent a continuation of our efforts to build research infrastructure to allow FIU to deliver research breakthroughs and achieve discovery in a broad range of strategic research areas designed to address scientific challenges, and the social and economic needs of Florida and the nation. Some of the key initiatives include:

- **Strategic and Cluster Hiring:** The Division of Research will coordinate with the colleges a short and long-term plan for faculty hiring in strategic areas of research for the University. This represents a continuation and more coordinated expansion of the Cluster Hiring Initiative that has already produced the hiring of world-class

researchers in child mental health in Psychology and Psychiatry (Dr. William Pelham's group), and Biomedical Engineering (Dr. Ranu Jung).

- **Development of Research Facilities:** The Division of Research will continue efforts to renovate laboratories, which has produced the renovation of 73 laboratories over the past three years. Our current efforts include the establishment of Core Facilities, which essentially consist of shared equipment and facilities needed to support multiple research teams. As part of these efforts, we are developing plans for a new research building which will house our Research Recharge Centers, Core Research Facilities, as well as research laboratory and incubator space.
- **Intellectual Property and Technology Transfer:** The management of intellectual property is an important element of our planned research growth. We expect our research portfolio to increasingly focus on research that will produce results and ideas that will have commercialization potential. Therefore, we are working to improve and expand our capacity in this area, and thus we are currently conducting a national search for a new director of the Office of Intellectual Property and Technology Transfer.
- **Mentoring Faculty:** The Division of Research has been working with senior faculty researchers to implement a new mentoring program to assist junior faculty in the preparation of competitive grant applications to major federal programs at the NSF, NIH, and other agencies.
- **Facilities and Administration Rate (Overhead):** The application for new facilities and administrative (F&A) negotiations with the federal government is due December 30, 2011. The last negotiations increased FIU's overhead from 40% to the current 45%. As part of that process, the federal government agreed to new negotiations for 2012.
- **Electronic Management of Research Regulation:** By the end of the current fiscal year, we expect to have implemented a new electronic system for the Institutional Review Board (IRB), the Institutional Animal Care and Use Committee (IACUC), the Animal Care Facility (ACF), and the Institutional Biosafety Committee (IBC). These Boards & Committees manage the majority of the regulatory requirements for conducting research with humans and in the laboratories.
- **Accreditation of Animal Facilities:** The application for accreditation for the Animal Care Facility (ACF) is dependent on the implementation of the electronic systems described above. We plan to submit the accreditation application by the April 2012 deadline, and expect to successfully receive accreditation by the fall of 2012—just prior to the opening of the new ACF in the spring of 2013.

THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE

ENROLLMENT SERVICES

NOVEMBER 2011

REPORT

I. University Enrollment

As of October 6, 44,701 students enrolled in courses for the fall 2011 term. This represents a 2,411 student increase, or +5.4%, compared to fall 2010. In addition, the fundable FTEs increased from 11,006 FTEs in fall 2010 to 11,481 in fall 2011. This represents an increase of 475 FTEs, or +4.3%. For 2011-2012, the university has an estimated target of 28,377 FTEs.

II. New FTIC and Transfer Enrollment

The university announced plans for enrollment growth two years ago that extends through the year 2015. Overall enrollment is expected to increase by 2,000 students each year. A portion of that planned growth each year (1,600) will be first time undergraduate freshmen and undergraduate transfer students. Admission offers for 2011-2012 were strategically greater than last year, in an effort to be aligned with the planned enrollment growth.

As of October 3, 2011, offers to first-time-in-college (FTIC) students for the 2011-2012 year increased from 9,892 to 10,785, or 9.03%, over last year around the same time. In addition, offers to transfer students increased by 1.73%.

	Admission Offers (as of 10/4/2010)	Admission Offers (as of 10/03/2011)	% Change
	2010-11	2011-12	Point-in-Time
FTICs	9,892	10,785	9.03%
Transfers	10,334	10,513	1.73%

Also, as of October 3, 2011, the number of new FITCs enrolled increased by 13.97% for year 2011-12, from 3,973 new FTICs in academic year 2010-11 to 4,528 currently, representing 555 students. The number of enrolled new transfer students also increased by 234 compared to this time last year. We continue to accept applications and offer admissions for Spring 2012.

	Headcount (as of 10/3/2010)	Headcount (as of 10/3/2010)	% Change	Projected
	2010-11	2011-12	Point-in-Time	2011-12*
FTICs	3,973	4,528	13.97%	3,653
Transfers	5,500	5,734	4.25%	2,594
Total	9,473	10,262	8.33%	6,247

*Projected enrollment for 2011-2012, which will extend through Spring semester 2012

III. Financial Aid

There was a 17% increase in all aid dollars disbursed through the Financial Aid Office from the 2009-2010 to the 2010-2011 academic year. (\$312 million to \$374 million). Pell Grants increased 28% from \$56 million to \$76 million with the number of recipients going from 12,639 to 17,879 for the same two years.

For the Fall 2011 semester, as of the end of September \$157 million in aid has been disbursed, compared to \$141 million for the same time period in Fall 2010.

The Financial Aid Office successfully reorganized over the past year to meet the challenge of increased aid applicants and dollars. A new marketing campaign entitled “Clear 2 Go!” was initiated over the Summer to encourage students to complete their remaining steps to ensure their financial aid disbursed when they needed it at the beginning of the Fall semester. This campaign, combined with the reorganization and continued support and assistance from the University, enabled the Office to exceed its disbursement goals and deliver more aid to more students within the end of the drop add period for the Fall semester than ever before.

IV. Concierge Services

In response to the needs of our students and staff, during the Fall 2010 enrollment peak period (August 16 through September 7), Elizabeth Béjar spearheaded the model of Concierge Enrollment Services at FIU. After developing a training model and defining goals and expectations, fifteen employees from the Enrollment Services division were stationed in the PC hallways and at other MMC locations to assist students with their enrollment needs. These “Concierge” staff carried iPads that were linked to PantherSoft. The staff members were able to inform, research and resolve many problems students faced in enrollment and financial situations, right on the spot. Concierge were able to directly respond to, or immediately find the “technical expert” for students with more complex needs to the correct enrollment or financial staff, thus reducing the “bounce” effects that are so frustrating during these peak periods. Some highlights of this new Concierge Service are:

- A “Welcome Desk” established at the east entrance to PC where Concierge members were able to greet and assist students as they came into the building.
- A “Forms” window at the Registrar’s Office to help students hand in or pick up forms quickly, with a Concierge member available for assistance.
- The Health Center staffed the front counter in the Registrar’s Office to help students with immunization and insurance hold issues.
- An intense pre-planning and cross-training throughout the division was conducted prior to peak periods that helped make the Concierge Service a great success.
- There were fewer students in line; faster responses to student needs; more rapid information dissemination; and generally fewer problems or delays than ever before.

The Concierge Service continued again in the Spring 2011, Summer 2011, and Fall 2011 semesters, primarily based on the collaboration across the directors of enrollment services and the leadership provided by the Concierge effort. As a result of the success, in both Fall 2010 and Spring 2011, Academic Affairs allocated four Concierge staff hires, establishing a permanent base team. These four positions have been filled and the current work of this Concierge Services will serve as the foundation for preparing the university enrollment services to successfully transition to a conceptual “One Stop Shop”. Reporting to Academic Planning, these core members are primarily focused on: 1) policies and procedures; 2) integration and clarification of communication models to students (websites, portals, message boards, call center); 3) developing a forms centers (both on campus and virtual); and 4) maximizing the use of PantherSoft tools and technologies to the benefit of staff and students. This initiative establishes a successful customer service model for current application in the enrollment/finance areas of PC, and promotes seamless customer service development in planning of the Student Academic Support Complex.

Jessy G. Dévieux
Associate Professor of Public Health
Department of Health Promotion and Disease Prevention

STUDY TITLE: “Intervening with Haitian HIV-Positive Alcohol Users: An Environmental Psychosocial Framework”

In the Fall of 2008 we were granted 5 years of funding by the NIH/National Institute on Alcohol Abuse & Alcoholism (NIAAA) to conduct a randomized trial of a Cognitive-Behavioral Stress Management (CBSM) intervention designed to simultaneously enhance safer sex practices, adherence to anti-retroviral (ARV) medication, and reduce alcohol or other drugs (AOD) use, in a predominantly poor urban population in Haiti. A key focus of the study is to examine how HIV intervention outcomes are influenced by Environmental and Psycho-Social factors. If successful, this research will present an HIV intervention strategy that can be practically implemented for HIV+ adults with high risk behaviors (alcohol use and unsafe sexual practices) in Haiti and other resource-constrained settings, while advancing the knowledge base of how to tailor interventions for such settings.

Our collaborating clinical research partner, the *Groupe Haitien d’Etudes du Sarcome de Kaposi et Infections Opportunistes* (GHESKIO) Centers, presents a unique opportunity to contribute an environmental psychosocial dimension to the HIV/AIDS prevention and treatment scale-up that is ongoing there and in the region. GHESKIO is unique and unparalleled in Haiti and the region as a socially trusted infectious disease control institution that has been there since the discovery of the HIV virus and that has successfully adapted an academically disciplined HIV/AIDS clinical research and training model into the urban and rural communities of Haiti.

Following the January 12, 2010 earthquake that caused widespread destruction, loss of life and injuries in Haiti, we were granted supplemental funding by NIAAA to examine the impact of the earthquake on our study participants and target population. The epicenter of the earthquake was close to the most densely populated areas of Haiti, including the capital, Port-au-Prince, and its surrounding areas where more than 3 million inhabitants have been significantly impacted. It is estimated that around 230,000 people lost their lives and over 300,000 sustained injuries that will require long-term follow-up. Approximately 200,000 homes collapsed, rendering homeless overnight or displacing an estimated 1.2 million people. Over 600,000 still live in tent cities throughout the capital. Even prior to the earthquake, Haiti suffered from lack of infrastructure and poverty, and now faces the challenge of rebuilding in the face of great loss and trauma.

In less than 24 hours after the earthquake we were able to establish e-mail contact with Drs. Jean W. Pape and Marie-Marcelle Deschamps, Executive Director and Deputy Director of GHESKIO, which includes a staff of more than 300 employees consisting of physicians, nurses, social workers, and other allied health personnel. The institution suffered many losses; four staff members died, several were severely injured, and many lost family members and were left homeless. Several clinic buildings suffered severe damage that rendered them uninhabitable. The buildings at the main and oldest downtown facility were the most severely damaged by the earthquake; this facility records over 150,000 patient visits per year and serves as our study’s primary recruitment site. In spite of the devastation, GHESKIO was opened the day after the

earthquake to treat not only its existing patients but the multitude of refugees, many of them severely injured, settled on the grounds adjacent to the clinics.

We were able to account for the members of our research team one week after the earthquake when cell phone communications were partially re-established. Fortunately, all nine members of the team survived.

While the consequences of the earthquake on the country's ongoing HIV epidemic will not be fully evident for a long time, HIV-positive individuals living in the proximity of the earthquake's epicenter were at heightened risk for numerous negative health outcomes, both in the immediate aftermath of the disaster and in the longer term. One area of concern is the development of Post Traumatic Stress Disorder (PTSD). PTSD is highly anticipated among HIV-positive individuals in this situation since HIV may exacerbate PTSD symptom expression that customarily follows exposure to large scale disasters. We sought to identify and better understand the characteristics that put HIV-positive individuals at greatest risk for developing PTSD by examining a cohort of 102 participants enrolled in our study prior to the earthquake. We found that at 3 months post-earthquake, those participants who reported more problems with alcohol and those who used behavioral disengagement as coping mechanism prior to the quake were 3 and 1.50 times more likely to suffer from PTSD, respectively, compared to those who did not report such behaviors. Women were also more likely than men to develop PTSD as a consequence of the disaster. Despite males being heavier drinkers overall, female hazardous drinkers had higher rates of PTSD and more complex etiology.

FUTURE DIRECTIONS: If life for a person living with HIV in Haiti was difficult prior to January, 2010, the earthquake, the cholera epidemic, and ongoing political instability have only served to compound matters for this population. Nearly 22 months have elapsed since this major disaster but the paces of change and recovery have been painfully slow. With the approval earlier this month of a Prime Minister, the new government hopes to advance its development agenda for Haiti. Many obstacles remain on the way to recovery but most Haitians see a glimmer of hope at the horizon. We remain committed to pursuing a research agenda in Haiti.

Jacek J. Kolasinski
Associate Professor and Chair
Department of Art and Art History

The Art of Giving (TAG) Project Report

FIU's The Art of Giving (TAG) Project is an innovative campaign with the mission to assist children in some of the world's neediest countries. As of Spring 2011, the Art + Art History Department in the College of Architecture + The Arts has been dedicated to encouraging members of our multicultural South Florida community to join together in raising funds, developing awareness, and creating cool wearable art, all with the same goal: helping children in need in Haiti.

The TAG Project provided hundreds of underprivileged children, without even the most basic supplies of clothing and shoes, with unique new pairs of durable sneakers, each personally adorned with original artistic designs by the TAG Team.

The TAG Team is a group of talented and passionate volunteers comprised of artists, students, faculty, staff, athletes and students from local elementary and high schools, youth centers and cultural organizations. Participants came from Zora Neale Hurston Elementary, David Fairchild Elementary, Leisure City K-8 Center, Coconut Grove Elementary, My Gang After School Program in Little Haiti, Overtown Youth Center, Little Haiti Cultural Center, Institute of Black Family Life, FIU Football team, FIU Women's Tennis, FIU Women's Basketball, FIU Women's Swimming, FIU Children's Creative Learning Center (pre-k), numerous FIU fraternities and sororities, Centro Cultural Español, South Miami Arts Charter School, the Frost Art Museum, and FIU Art Students.

Utrecht Art Supplies has generously donated 500 pairs of Converse sneakers, which are sold at their stores. These sneakers are sold at Utrecht due to their special type canvas which is specifically crafted for designing and decorating. Utrecht has also extended a generous discount program to FIU art students and faculty when purchasing items for the TAG Project. Our university community donated an additional 300 pairs of shoes.

After we collected the decorated shoes from our fourteen TAG Project events, I delivered 400 pairs of shoes to Haiti in July 2011. I traveled with FIU's Wertheim College of Medicine faculty member Dr. Pilar Martin, and her team. Dr. Martin

has a long-standing record of providing regular medical care to the children living in three orphanages located in Port-au-Prince and Petion-Ville. On September 30th, the second largest shipment of 400 pairs of shoes left for Haiti.

We are grateful for the support of Ms. Zelmira Rizo-Patron from BASE PAINT for providing logistical support. The remaining TAG shoes will be distributed to Haitian children during the Thanksgiving break. I will again join Dr. Martin's team and travel to Haiti. Their support is essential.

This project would not be possible without the generous help and encouragement from the FIU Haiti Initiative, College of the Architecture + The Arts, Equal Opportunity Programs, Frost Museum, Centro Cultural Español, as well as many of my colleagues, alumni, and friends.

Brooke Wooldridge
Project Coordinator, Digital Library of the Caribbean
Florida International University Libraries

Protecting Haitian Patrimony Initiative
2009-2011

The Digital Library of the Caribbean (dLOC) is a cooperative digital library of 25 partners¹ with more than 10,000 titles of Caribbean research resources. dLOC builds capacity in the Caribbean for digital preservation of endangered resources and provides access to digitized versions of Caribbean cultural, historical and research materials currently held in archives, libraries, and private collections. The library averages 750,000 hits per month and has seen over 7 million hits since 2006. With less than \$750,000 in funding over six years, from government and private sources, this project has created a world recognized resource for research and teaching. dLOC's value continues to grow as a critical resource for Caribbean studies and usage of its 1.5 million pages of content has more than doubled since January, 2011. Several outreach programs targeted to Florida teachers, students and Caribbean academic associations engage the resource directly with potential users; consequently, in 2011 the FIU Office of Engagement recognized dLOC with the Community Engagement Award.

When the earthquake struck Haiti on January 12, 2010, the longstanding dLOC partnerships established in Haiti positioned Florida International University (FIU) as leader to a concerted effort supporting the library and archives sector in Haiti. The initial dLOC relationship with the National Archives of Haiti began over 10 years ago during a visit by an FIU librarian during the Haitian Summer Institute, a language and culture Title VI funded program administered by the Latin American and Caribbean Center. Since its creation in 2005, dLOC has established strong linkages in Haiti with the National Archives, National Library and two private patrimonial collections, the Brothers of Christian Instruction and the Fathers of the Holy Spirit libraries.



Immediately after the 2010 earthquake, the FIU dLOC team met and established the Protecting Haitian Patrimony Initiative. FIU played a strategic role in providing information and advocating at the national and international level for support of the libraries and archives in Haiti. dLOC's specific, regular reporting served UNESCO, the International and US Committees of the Blue Shield, the American Library Association, Libraries without Borders, and various smaller institutions in the US, Caribbean and Europe in the critical first months after the earthquake and throughout the first year. This project has also served to foster various Florida collaborations, most notably through the State University Libraries support of dLOC and support from the Society of Florida Archivists. Inside of FIU, the Haiti Task Force has been instrumental in supporting the work by facilitating cooperation within the university and the

¹ Archives Nationales d'Haiti, Aruba National Library, Association for Cultural Equity, Bibliothèque Haïtienne des Pères du St-Esprit, Biblioteca Rafael Herrera Cabral, Belize National Library, Caribbean Community Secretariat, Caribbean Information Resource Network, The College of The Bahamas, Educa Vision Inc., Duke University Libraries, Florida International University, Florida State University, Fundación Global Democracia y Desarrollo, HistoryMiami, KITLV, National Library of Jamaica, University of Central Florida, University of Florida, University of Miami, University of the Netherlands Antilles, Universidad de Oriente, University of South Florida, University of the Virgin Islands, and WIDECAST.

South-Florida community. Nationally and internationally, the well-executed and informed response to the crisis in Haiti, only possible because of our established relationships, has raised the profile of FIU and expanded dLOC's networks. Meetings of the Clinton Global Initiative in France, Haiti and New York, inter-university dialogs for assistance to Haiti in Washington, D.C., and invited presentations at Dartmouth College, Duke University and the University of Chicago, to name a few, have recognized FIU as an important actor in the cultural sector in Haiti. This recognition even resulted in the Records Management Association of Australia inviting the project coordinator as a keynote speaker during its annual conference to share experiences about libraries and archives in areas of disaster.

In addition to the strategic role as a coordinating institution, the FIU based Protecting Haitian Patrimony Initiative directly secured \$12,000 in donations, \$8,000 in grants, and delivered computers from the FIU College of Business and archival boxes from Hollinger Metal Edge valued at \$30,000. Contributions from Caribbean libraries, CARICOM, other universities and individuals supported students who secured collections after the earthquake, repair work of physical buildings and the training of six staff from the partner libraries in Florida in July, 2011. The FIU Libraries, Haiti Task Force and Latin American and Caribbean Center, along with existing grant sources, covered the necessary travel to Haiti and related conferences to support and advocate for the libraries.

dLOC will continue to support its partners in Haiti and seek collaborative funding to strengthen their capacity to preserve and provide online access to its collections. The impact of dLOC in Haiti since the earthquake testifies to the need to foster mutually beneficial collaborations over time; dLOC was the only international project working with all four patrimonial collections and thus in a unique position to serve as a Worlds Ahead leader in the cultural heritage sector. To ensure ongoing development and growth of this important resource the Executive Board, with its administrative lead at FIU, is developing new strategies to diversify project funding and continue to expand the resource and networks now vital to so many students, scholars, community members and libraries today and to ensure this information is preserved for the future.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 22, 2011

Subject: Student Affairs Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The Student Affairs Report provides an update on a number of programs and services provided by the Division of Student Affairs since the Academic Policy and Student Affairs Committee last met on August 17, 2011.

Supporting Documentation: Student Affairs Report

Facilitator/Presenter: Rosa L. Jones

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Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
Division of Student Affairs – Summary Report
November 2011

Introduction

The fall semester began with much enthusiasm and school spirit. Students have settled into their academic schedules and routines and are engaged in campus activities. They have been participating in athletic events in record numbers and have rallied around the football team with expectations that this will be the best season yet for the Golden Panthers. The FIU spirit and energy were reflected in the full week of Homecoming events which were bigger than ever, with activities for students, faculty/staff and families, returning alumni, parents and retirees. Staff in the Division of Student Affairs continues to evaluate programs and services to ensure that they are aligned with the learning outcomes students are expected to achieve.

Highlighted below are some of the programs and services provided by the Division of Student Affairs, since the last report:

Campus Life

Campus life has coordinated a number of student activities during the beginning of the semester. A few are reflected below:

- Inter-Fraternity Council hosted welcome cookout for students moving into residence halls.
- Homecoming Council hosted welcome back pool party to highlight Homecoming activities.
- Student Government Association (SGA) Field Day was held to bring awareness of involvement activities on campus. Events included outdoor games like dunk tank and bungee jumping and information sharing.
- Greek Life hosted a welcome cookout to inform students about fraternities and sororities.
- A Homecoming kickoff concert in FIU stadium. Attendance ~ 6,000
- A Homecoming comedy show in FIU arena. Attendance ~4,000
- A Homecoming Step Show featuring FIU NPHC groups. Attendance ~3000
- A Homecoming parade on October 1st was the biggest in our university history.

Career Services

- The Career Services Office hosted the first Internship Fair in the Graham Center Ballrooms on September 16, 2011. The Fair provided over four hundred students and alumni with the opportunity to meet and engage with employers who were seeking FIU interns. The following thirty (30) employers participated:

Aeronautic Investments, Inc.	Nextlife Enterprises LLC
Brickman	Northwestern Mutual Financial Network
Compagnie du Ponant	Optimum 7
Costa Farms, Inc.	Proctor and Gamble
Elan International	State Farm
Enterprise Rent A Car	Sun Electronics
Exteria Building Products	Swiss Chalet Fine Foods
Families First of Palm Beach County	Target
FIU Office of the Treasurer	Telemundo Network
Florida Marlins LP	The Disney Company
Hi Tech Global	Town of Surfside
HACU	TracFone Wireless, Inc.
JCPenney	US Dept. of Health & Human Resources
LKQ Corporation	WTDC
Marky's Caviar	YMCA of Greater Miami

- The Career Fair held on September 23, 2011 at the U.S. Century Bank Arena was a huge success based on student, alumni and employer survey feedback. This fair allowed employers to showcase their local, national and international opportunities. Over a thousand (1000) students and alumni attended the event dressed for success with their resumes in hand. Ninety two (92) employers were ready to engage with FIU students and alumni. Participating companies were:

Automatic Data Processing, Inc.	Moore Stephens Lovelace, PA
Aerotek	Morrison, Brown, Argiz & Farra, LLC
Air Force Reserve	Mount Sinai Medical Center
Assurant	NASA OSSI (Hispanic College Fund)
Auditor General State of Florida	National Security Agency
B&W Y-12	NAVSEA
Banco Santander International	Navy Recruiting District Miami
Becker Professional Education	Neff Rental LLC
Berkowitz Dick Pollack & Brant CPA	New York Life
Brickman	Northwestern Mutual Financial Network
Brightstar Corporation	Odebrecht Construction, Inc.
Buckeye International, Inc.	Office of Financial Regulation
Burger King Corporation	Old Navy/Gap, Inc.
C.H. Robinson Worldwide, Inc.	OmniPoint, Inc.
Caterpillar	Orlando Health

Citrix Systems, Inc.	Peace Corps
City Furniture	Penske Truck Leasing
Colonial Life and Accident	PepsiCo
Costa Farms	Plan Ahead Events
Deloitte	Proctor and Gamble
Depuy/Johnson and Johnson	Progressive Insurance
Dynasty International Marketing Group	Prudential
El Dorado Furniture	PWC
Enterprise Rent A Car	Regions Bank
Environmental Protection Agency	Ross Stores, Inc.
Epic	Royal Caribbean Cruises
Ernest & Young	Ryder Systems, Inc.
FDIC Federal Deposit Insurance Corp.	Sherwin Williams
Federal Bureau of Investigations	State Farm
Gastro Health	Stephen James Associates
GE Appliances	Target
GEICO	Techtronic Industries
Gexpro	TEKsystems
Gordon Institute	The TJX Companies, Inc.
HDR	ThyssenKrupp Elevator
Independent Purchasing Cooperative	TracFone Wireless, Inc.
J.P. Morgan Chase	U.S. Department of State (DOS)
Jacobs Technology	DSA (Diplomatic Security)
JCPenney	U.S. Postal Service
Kaufman, Rossin & Company	United States Marine Corps
KPMG LLP	Univision - WLTV
Macy's, Inc.	Univision Radio Florida, LLC
Marcum LLP	US Air Force
Mass Mutual DBS Financial Group	US Drug Enforcement Administration
Mattress Firm	Walgreens
McGladrey	Warner Robins Air Logistics Center

- The United States Air Force Influencers Luncheon was held on July 28, 2011. Faculty and staff were invited to gather information about programs and scholarships for students with the United States Air Force. At the luncheon, Carolyn Meeker, Assistant Director, Career Services, was awarded with the Air Force Recruiting Salute, an honor reserved only for a selected few for the integral role she has played in developing and maintaining the mutually beneficial relationship between FIU Career Services Office and the Air Force.
- In collaboration with the Alumni Association, the Career Services Office hosted a guest lecture and networking event for alumni in the Graham Center Ballrooms on

September 22, 2011. Dwayne Bryant, an international motivational speaker and alumnus of FIU, delivered the lecture to inspire and motivate alumni.

- Students and alumni were provided with workshops to prepare them for the Internship Fair, Career Fair, and recruitment process through workshop topics such as: *How to Choose a Major, Resume and Cover Letter Writing, Interviewing Skills, Internships 101, How to Prepare for a Career Fair, Where the Jobs Are, Salary Negotiation, Networking Skills, Oral Presentation Skills, CV Writing Workshop and How to Write a Personal Statement*. From July to September, 2011 fifty-three (53) workshops were presented with five hundred and twenty (520) students in attendance.
- Opportunities for students to gain additional knowledge and interact with recruiters are provided when employers conduct information sessions on campus to inform students about their organizations and prospects for employment. From July to September, fifteen (15) employers conducted information sessions at the Modesto A. Maidique Campus, Biscayne Bay Campus and Engineering Center. A total of three hundred and fifty-six (356) students attended these sessions.

Children's Creative Learning Center

- The Children's Creative Learning Center, which is a pre-school for children 2 ½ to 5 years of age, received re-affirmation of accreditation with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CAST) in summer 2011.

Disability Resource Center (DRC)

- The DRC consulted with FIU's College of Education to launch *Project Panther L.I.F.E.* Project Panther L.I.F.E. is a newly designed pilot postsecondary transition program for students with Intellectual Disabilities that will prepare students to complete a well-planned, structured, and individualized curriculum with a support system. It is a non-degree seeking certificate program and will include academic mentoring, peer coaching, faculty advising, and job coaching. It is the first integrated, inclusive college transition program in South Florida. The first group of students (8) began on August 22, 2011 on the Modesto A. Maidique Campus.
- The DRC participated in FIU's Online Faculty Quality Matters Series. As a result all faculty teaching online sections will be introduced to the concept of online course design accessibility by way of an instructional video. The video can be seen at <http://vimeo.com/29624756>
- The DRC awarded the Dr. Fareed Haj scholarship to a low vision graduate student. The award amount was \$1000 in Fall 2011 and Spring 2012.

- The Disability Resource Center awarded over \$35,000 in scholarships to 24 students with disabilities through the Johnson Scholarship Foundation.

Graham University Center

- The Graham Center, in partnership with Academic Affairs, Student Government, Facilities Management, Technology Fee Committee and the Stimulus allocation (ARRA), generated close to \$1.8 million to perform a complete overhaul of GC 140 and GC 150. The projects were completed in August, 2011. Both venues now meet ADA and fire codes; have new flooring, wall and ceiling treatments; and offer state-of-the-art sound and lighting equipment for effective presentation of academic classes, movies, programs and events.

Grants and Precollege

- Upward Bound Math-Science (UBMS), in collaboration with the Herbert Wertheim College of Medicine, launched the Students in Health and Research (S.H.A.R.P.) program on September 24, 2011. The mission of S.H.A.R.P. is to establish a lasting liaison between UBMS/Pre-Collegiate Programs and FIU Herbert Wertheim College of Medicine that fosters academic success in the pursuit of a medical education, healthcare education, or related fields.

Housing and Residential Life

- Residential Life welcomed more than 2900 residents to the FIU residence halls during the official Housing Check-In weekend.
- Hilarion Martinez, Associate Dean of Undergraduate Education and faculty member, served as Residential Life's first *Faculty in Residence*. He showcased global opportunities, programs, and careers that will be important during the next century. The program events spanned two days, including:

Event I: Opening Reception/Lecture. Residential Life staff welcomed Mr. Martinez to the residence halls and he spoke to the students about enhancing their engagement and how to improve their preparedness for the world that awaits them. The program was held in Panther Hall.

Event II: Student Engagement Luncheon. Residents were invited to bring their lunch and join Mr. Martinez to discuss getting the most out of the college experience and life after college.

Event III: Supporting Global Crisis through Social Networking. Mr. Martinez and his colleagues: the diplomats to Indonesia, Haiti, Egypt, and Japan, discussed how young people could utilize social networking to support the national crises recovery processes abroad. This panel discussion lasted two hours.

- Approximately 25 residents were selected to participate in a new Living-Learning Community in Panther Hall: The Academy of Leaders (for residential students). In partnership with the Center for Leadership and Service, Residence Life staff welcomed these students to the community during August check-in and assisted with a leadership retreat in LaBelle, Florida from August 26-August 28.
- September 24: Residential Life's SPIRIT Committee hosted a tailgate party in the housing quad which included a visit from: FIU's Marching Band, the Dazzler Dancers, the FIU Cheerleaders and Roary. This event was to build affinity for FIU athletics, and to encourage attendance at the FIU vs. Louisiana football game.

Leadership and Service

- Leadership and Service participated in the university-wide initiative *"Unity/Diversity: Reflecting on the Meaning of 9/11"* activities to honor those we lost that tragic day and those who rose to service and risked their lives. The Center for Leadership and Service participated in the September 11th National Day of Service and Remembrance Week by planning FIU's 9/11 Day of Service. As part of the program, students at the Biscayne Bay Campus, heard from a group of FIU Alternative Breaks alumni who volunteered with the Salvation Army in March of 2002 at Ground Zero. Student volunteers participated in record breaking numbers with a total of 395 students in attendance.
- During the Day of Service, participants assisted with a variety of projects which included: a beach cleanup, invasive plant removal, and collection of mangrove seeds. After completing the project assigned volunteers enjoyed lunch and engaged in a reflection exercise.

Recreation Services

- Recreation Services partnered with the Office of Sustainability, Barnes & Noble Bookstore, the IDEAS student group, and retailer Kmart to sponsor the 3-day FIU Bikes Back to Campus event (Aug. 30 – Sept. 1). The event featured bicycle and accessory sales, free repairs, and valuable information for both bike riders and non-riders alike in promoting bicycle use.
- The Rec Center, along with the Graham Center, installed water bottle fillers to water fountains in each facility. The attachments were funded by SGA to promote reducing reliance on plastic water bottles.

University Health Services

- In keeping with industry standards and the green movement, the University Health Services has successfully transitioned from the traditional paper chart to an electronic medical record. As a result, all new patient visits are now recorded

electronically and a total of 1,508 existing patient records have been converted from paper to the electronic format. In addition, 11,917 documents have been incorporated into the system. This effort has made access to patient information across the campuses and healthcare providers secure, efficient and up-to-date.

- The Wellness Center has conducted a number of programs and events at the Modesto A. Maidique and Engineering campuses such as “Wellness Wednesdays”, “Summer Hydration”, “Healthy Snacks for Finals”, “Good vs. Bad Cholesterol” and “Gynecology FAQ’s”. In addition, staff has collaborated with other university departments (Housing and Residential Life and Recreation Services), groups (Homecoming Council) and academic units (College of Nursing and Health Sciences) on events such as “Fun in the Sun”, “ALOHA”, “Party Under the Sun” and National HIV Testing Day. As a result, over 600 students have been educated on health and lifestyle choices.

Wolfe University Center

- The Wolfe Center’s second floor renovation project was completed in August, 2011 and is now operative. The 10,000 square foot renovation provides the Biscayne Bay campus with multi-purposes rooms, student lounge, game room and office space for the Center for Leadership and Service, on that campus.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 22, 2011

Subject: Division of Information Technology Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The Division of Information Technology Report provides an update on current projects which provide continued support to faculty, staff and students in areas such as PantherSoft, Enterprise System Operations, and Information Technology Security Office.

Supporting Documentation: Division of Information Technology Report

Facilitator/Presenter: Robert Grillo

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE**

Division of Information Technology Report

November 2011

I. Administrative Software Unit (PantherSoft)

The Administrative Software unit manages the University's core enterprise-wide applications. Its mission is to facilitate FIU's mission by improving the University's administrative functions and business processes through the implementation of campus solutions, financial management, contracts & grants, human resources, and payroll systems. Based on this platform, the unit continues to roll-out initiatives to improve University business processes, including:

- A. The PantherSoft Campus Solutions Team has completed Phase 1 of the 'Graduation Success' project. The new MyMajor.fiu.edu was rolled out with over 335 program maps. In addition, program descriptions, admission requirements, job outlooks and contact information were posted on the website to provide students with a clear understanding of each major and the requirements needed in order to successfully complete each program. Additional functionalities will be added in future phases to support students' progress toward their degree completion through 'My eAdvisor', which will allow students to select and change their chosen majors online after completing a career assessment.
- B. The PantherSoft Human Resources Implementation is in the process of completing its fourth successful phase. The configuration of Human Resources, Payroll, Benefits and Time & Labor modules has been completed. Testing for faculty contracts, employee self-service, employee portal, employee security and recruiting functions is under way. Communication to employees about the project is under way and will continue until the system goes live. The project team is training FIU HR office members and HR liaisons. Training for the FIU employees and managers will begin in November 2011.
- C. The FIU Mobile Team has been at the forefront in the deployment of FIU Mobile for Apple (iOS). Students, employees, faculty and anyone associated with FIU is able to download the app on their iPhone for free and have direct access to their MyFIU student and faculty information, course offerings, athletic information and much more. The rollout of FIU Mobile enrollments through m.fiu.edu yielded over 2,000 Fall Term enrollments through a variety of mobile devices by more than 13,000 unique visitors.
- D. PantherSoft's eForms Project, along with Enrollment Services, the Division of Human Resources and the University Graduate School, is set to reduce paper-based

operations and place all paper based forms online. The PantherSoft team is in the process of completing the rollout of Financial Aid Office eForms. The initiative will continue for the PantherSoft Human Resources implementation and University Graduate School processes.

- E. The Financials Team has completed the Design Phase of the new Chart of Accounts Redesign Project. This project will enhance the financial reporting capabilities for the University. The team is now focusing on mapping, developing and testing the data in the Build phase of the project.
- F. The Campus Solutions Team is in the final stages of assisting Enrollment Services with the selection of a vendor that will provide online transcripts to FIU students and alumni. The project will enhance the way students and alumni request transcripts by sending all transcripts in a secure document for better tracking and ultimately, reduce manual processing of requests within the Registrar's Office.
- G. The Campus Solutions Team, in collaboration with Student Financials, Financial Aid and Business Services has completed the project to provide students with the option to pay for University Meal Plans with Financial Aid disbursements. At last count, approximately 100 students had signed up for this program using the enhancements completed.
- H. The team, along with Enrollment Services, continues to work on enhancements that will allow instructors to request online grade changes for students. This process will reduce the amount of paper requests to the Registrar's Office and will streamline the documentation and tracking of such requests.

II. Enterprise System Operations

- A. FIU's High Performance Computing Center (HPC Center) has been approved. The HPC center will give students the opportunity to take part in advanced graduate studies. FIU's HPC will be unique in Florida in that it will combine both virtual and HPC technologies. This will allow any resources that are idle to be reallocated for instructional labs and be part of the Division's future cloud offerings. These virtual on-demand resources can be shifted between research computing and instructional computing as needed. The HPC center will allow faculty to pursue grants which normally would have been challenging without this infrastructure in place.
- B. The Division is in the planning stages with Facilities Management to build a new data center by 2014 to meet the growing needs of HPC, Instructional Video technology, Research, Academic Health Center and other departments on campus. This new data center will be much more efficient in terms of power and cooling, which in turn will create energy savings for the University.

III. Information Technology Security Office

- A. The FIU IT Security office has been involved in the resolution of two privacy incidents during this period. As a result of an investigation into the unauthorized access of a server in Undergraduate Education at Florida International University, the IT Security Office found the existence of a database containing sensitive information which originated from the Center for Academic Success (CAS). This database was maintained in an unsecured environment. Thus, the information in the database may have been inappropriately accessed resulting in a possible security breach.

The information maintained by the CAS in the database pertained to current and former FIU students and to current and former FIU employees who were also students. The information included names and social security numbers as well as dates of birth, grade point averages and test scores. The data was collected as part of the requirement to take the College-Level Academic Skills Test (CLAST) or other standardized tests administered by the CAS.

We are not certain that this information was actually accessed. However, because it is possible, we provided this notice. Upon discovery of this security incident, the University IT Security Office and Undergraduate Education took immediate action to secure the information and to prevent any other data security breach involving this information.

We notified 19,573 affected individuals as required by law and alerted them of preventive measures they can take in order to protect themselves from possible misuse of their personal information.

- B. The second breach involved a compromised computer at the College of Medicine Library where the IT Security Office found the existence of some files in said computer, which contained sensitive information. This information was found in an employee's e-mail and related to employment verification and travel reimbursement requests that the employee was processing on behalf of a few individuals. Because this information resided in an e-mail account it was in an unsecured environment and once the computer system was compromised this information could have been inappropriately accessed resulting in a possible security breach. We have notified the 9 affected individuals.

The IT Security and Compliance Offices have scheduled a meeting with the campus IT Administrators to educate them on their responsibility to safeguard sensitive data. The Division of Information Technology is developing a comprehensive security strategy to minimize and reduce the risk of these occurrences in the future. The Division will reemphasize the policies that have been established and implement additional layers of management security for these areas to monitor and analyze their activity.

IV. The Center for Internet Augmented Research and Assessment – CIARA

CIARA manages multiple grant and contract funded programs, the largest of which are AMPATH, AMLIGHT - a National Science Foundation (NSF) Office of Cyber infrastructure Cooperative Agreement, and the Open Science Data Cloud – an NSF Partnerships in International Research and Education (PIRE) grant.

CIARA, on average, supports two to four undergraduate students on its grants through the NSF Research Experiences for Undergraduates (REU) program. Undergraduates learn to transfer conceptual understandings into a technology driven production environment.

AMPATH, located in Miami, Florida, is the premiere Internet Exchange Point (IXP) serving network-enabled U.S.-Latin America and Caribbean science and engineering research and education communities. AMPATH provides wide bandwidth network services for U.S. and international research and education networks to extend participation to underrepresented groups in Latin America and the Caribbean. AMPATH operates as a major research facility recognized by the NSF, supporting international e-science.

AMLIGHT (Americas Lightpaths) is a \$5.4M cooperative agreement, over 5 years, from the NSF to lead the project to enhance network infrastructure for science and engineering research and education between the U.S. and Latin America. This network infrastructure will provide U.S. science research and education communities the capability to connect to 18 countries. These countries include Argentina, Barbados, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Mexico, Panama, Paraguay, Peru, Trinidad, Uruguay and Venezuela. This project has an immediate impact on several FIU research projects of international scope in computer science and astronomy.

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