



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

Tuesday, September 10, 2013
11:30 am *approximate start time*
Florida International University
Biscayne Bay Campus
Kovens Conference Center

Committee Membership:

Cesar L. Alvarez, *Chair*; Claudia Puig, *Vice Chair*; Jose J. Armas; Mayi de la Vega; C. Delano Gray; Liane M. Sippin

Liaison:

Carlos B. Castillo, *Foundation Board of Directors*

AGENDA

- | | |
|---|------------------------------|
| 1. Call to Order and Chair's Remarks | Cesar L. Alvarez |
| 2. Approval of Minutes | Cesar L. Alvarez |
| 3. Action Item | |
| AP1. Tenure as a Condition of Employment Nominations | Douglas Wartzok |
| AP2. Proposed Regulation – FIU-116 Educational Sites | Douglas Wartzok |
| AP3. Reauthorization of The Wolfsonian-FIU Special Purpose Center in Downtown Miami | Douglas Wartzok |
| AP4. 2014-2015 Legislative Budget Request | Douglas Wartzok |
| 4. Information/Discussion Items (<i>No Action Required</i>) | |
| 4.1 Academic Affairs Reports | |
| ▪ Enrollment Services Report | Luisa M. Havens |
| ▪ Graduate Education Report | Lakshmi N. Reddi |
| ▪ Undergraduate Education Report | Douglas L. Robertson |
| ▪ Special Report: Math Mastery Lab | Kieron Thomas
Leann Wells |

- Special Presentation: Engineering Research Centers
Collaboration

Shekhar Bhansali

4.2 Division of Research Report

Andres G. Gil

4.3 Student Affairs Report

Larry Lunsford

4.4 Division of Information Technology Report

Robert Grillo

5. New Business *(If Any)*

Cesar L. Alvarez

6. Concluding Remarks and Adjournment

Cesar L. Alvarez

*Next Academic Policy and Student Affairs Committee Meeting
is scheduled for Thursday, January 9, 2014*

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 10, 2013

Subject: Approval of Minutes of the Meeting held June 5, 2013.

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, June 5, 2013 at the Modesto A. Maidique Campus, Graham Center Ballrooms.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, June 5, 2013 at the Modesto A. Maidique Campus, Graham Center Ballrooms.

Supporting Documentation: Academic Policy and Student Affairs Committee
Meeting Minutes: June 5, 2013

Facilitator/Presenter: Committee Chair Cesar L. Alvarez

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
JUNE 5, 2013**

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 Chair Cesar L. Alvarez at 1:07 p.m. on Wednesday, June 5, 2013, at the Modesto A. Maidique Campus, Graham Center Ballrooms.

The following attendance was recorded:

Present

Cesar L. Alvarez, *Chair*
Claudia Puig, *Vice Chair*
Jose J. Armas (*participated telephonically*)
C. Delano Gray
Liane M. Sippin (*participated telephonically*)

Excused

Mayi de la Vega

Committee Chair Cesar L. Alvarez welcomed all Trustees, University faculty, and staff. He welcomed newly appointed student Trustee Liane M. Sippin, who was recently elected Student Government President for the Modesto A. Maidique Campus. He thanked Trustee Sippin for making herself available to participate in the meeting telephonically, noting that she was currently participating in the FIU Study Abroad trip "Cultural Communication Patterns of Europe" and presently in Germany.

Committee Chair Alvarez announced that after a successful national search, Dr. Anne Prestamo has accepted the position of Dean of University Libraries effective July 29, 2013. He noted that Dr. Prestamo has served at the Oklahoma State University Libraries since 1996 advancing through the ranks from Assistant Professor to Professor and currently holds the endowed Claud D. Kniffin Professorship of Library Service and Education.

Committee Chair Alvarez congratulated Dr. Irma Becerra-Fernandez and Dr. Larry Lunsford on their respective appointments. Committee Chair Alvarez announced that Dr. Becerra-Fernandez has been appointed FIU's Vice President of Engagement, noting that she was formerly vice provost of academic affairs and a distinguished professor in the College of Business and has led the Office of

Engagement as interim vice president since May 2012. He announced that Dr. Lunsford has been appointed Vice President for Student Affairs, noting that he began his tenure at FIU in 1989 as director of student activities. He added the Dr. Lunsford was formerly associate dean of student life, vice president of student affairs and associate vice president for student affairs. He commented that in 1998, Dr. Lunsford was appointed as the university's first ombudsman and continues to fulfill that role today while also serving as interim vice president since August of 2012 upon the retirement of Dr. Rosa L. Jones.

2. Approval of Minutes

Committee Chair Alvarez asked that the Committee approve the minutes of the meetings held on March 6, 2013 and April 18, 2013. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meetings held on Wednesday, March 6, 2013 at the Modesto A. Maidique Campus College of Business Complex, Special Events Center, Room 233 and on Thursday, April 18, 2013 held via conference call.

3. Follow-Up from Previous Meeting

Committee Chair Alvarez requested a follow-up to Trustee Mayi de la Vega's inquiry as to the existence of a policy that delineates established minimum contributions for the naming of an FIU building. Senior Vice President, University Advancement/President and CEO, FIU Foundation Howard R. Lipman stated the Foundation Board of Directors is currently in the process of developing a comprehensive University naming policy, which will be presented to the Board of Trustees for review and approval by September 2013.

4. 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 (TACOE) Nominations for Committee review, noting that the three nominees had tenure at their previous institutions or have been selected to receive TACOE 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 three (3) candidates for Tenure as a Condition of Employment, as specified in the Board materials.

AP2. Tenure Nominations

Committee Chair Alvarez noted that the biography for one (1) additional candidate, Dr. Gang Quan, was forwarded to the Trustees for their review as part of supplemental agenda materials relating to the Tenure nominations. Provost Wartzok presented the Tenure Nominations for Committee review, noting that the University President recommended twenty-five faculty members as qualified for tenure. Provost Wartzok stated that the evaluation process involved in tenure/promotion is one of the most significant events in a faculty member's career and provided an overview of the timeline related to the tenure process.

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 Nominations, as specified in the Board materials.

AP3. New Educational Site: The Wolfsonian-FIU Special Purpose Center in Downtown Miami

Provost Wartzok presented the request to approve the establishment of The Wolfsonian-FIU facility in downtown Miami, Florida as a "special purpose center" of FIU for Committee review. He added that Mr. Mitchell Wolfson, Jr., the founder of The Wolfsonian-FIU, has presented the University and the FIU Foundation, Inc. with a donation of real property located at 100 East Flagler Street (Floors 2, 8, and 9), Miami, Florida and a planned gift of approximately 25,000 objects consisting of decorative art, works-on-paper, paintings, sculpture, rare books, and ephemera of the 1885-1945 period. He noted that the property is being donated to the FIU Foundation and will be long-term leased to the Wolfsonian-FIU for so long as it is to be used for Wolfsonian-FIU or other University purposes. He stated that the University will be responsible for all costs and expenses of operating and maintaining the property, adding that the University anticipates that it will receive state operations and maintenance funding to operate and maintain the property. He commented that as per Board of Governors' regulations, the designation of a special purpose center must be approved by both the FIU Board of Trustees and subsequently, the Board of Governors.

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 establishment of The Wolfsonian-FIU facility in downtown Miami, Florida as a "special purpose center" of Florida International University.

AP4. New Program Proposal: B.A. Interdisciplinary Studies Degree

Provost Wartzok presented the new program proposal for the Bachelor of Arts degree in Interdisciplinary Studies for Committee review, noting that the proposed degree recognizes that career satisfaction, mobility, and success requires a matching of academic learning to new or emerging job categories. He added that this proposed degree is designed to help students discover their unique competence and develop a coherent, efficient career-centric program of study. He stated that specifically, the proposed degree answers FIU's undergraduates' need for 1) timely 120-hour degree completion 2) a gateway from FIU academics to a career, especially in new or emerging occupations, and 3) overall program flexibility for those working full-time or place-bound. He further noted that complete degree requirements for this proposed program will be offered in traditional class settings in addition to a fully online option.

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 Bachelor of Arts in Interdisciplinary Studies (CIP 30.9999) degree program.

AP5. Master of Science in Nursing (MSN) New Program Proposals

Provost Wartzok presented the Master of Science in Nursing new program proposals for Committee review. He noted that while currently, all students in any of the MSN-NP tracks graduate with the same degree Classification of Instructional Programs (CIP) code, in reality their degree and curricular focus is distinct and each NP specialty is limited to practice with the designated focus of their studies. He added that in order to better align the reality of the particular scope of nursing practice, it is proposed to differentiate each of the NP specialties into specific program offerings with unique CIP codes that more accurately reflect the curricular content and nursing practice. He further noted that the proposed Nursing MSN degree programs are consistent with the State University System of Florida Strategic Planning Goals of the Florida Board of Governors.

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 following MSN program proposals:

- MSN Advanced Adult Gerontology Nurse Practitioner
- MSN Advanced Child Nurse Practitioner
- MSN Advanced Family Nurse Practitioner
- MSN Advanced Psychiatric Nurse Practitioner
- MSN Nurse Anesthetist

AP6. 2013-14 University Work Plan to the Florida Board of Governors

Provost Wartzok presented the 2013 Work Plan for Committee review. He provided an overview on FIU's strengths and opportunities, and key initiatives and investments. He also presented information on enrollment planning, and intentions of implementing new academic programs in 2013-14 and in 2014-15. He delineated data that addresses FIU-specific goals and system-wide metrics as emphasized by key performance indicators: academic quality, operational efficiency, and return on investment.

Provost Wartzok stated that Board members will be provided with a link to the Board of Governors website where State University System annual work plans and corresponding presentations are available.

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 2013-14 University Work Plan.

5. Information/Discussion Items *(No Action Required)*

5.1 Foundation Report

Committee Chair Alvarez noted that Foundation Director and Liaison to the Board of Trustees Academic Policy and Student Affairs Committee Carlos B. Castillo sent his regrets as he was not able to attend. Sr. VP Lipman provided the Foundation Report, noting that the Foundation Board welcomed seven new members and continues to implement best practices consistent with a national board format. He added that the Foundation's investment portfolio fiscal year-to-date gains made through April 30, 2013 were approximately 12.9%, or \$22.9 million. He also provided a fundraising

update, commenting that it is expected to meet and exceed the year's goal of \$42 million.

Reports

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

6. New Business

No new business was raised.

7. Concluding Remarks and Adjournment

With no other business, Committee Chair Cesar L. Alvarez adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Wednesday, June 5, 2013 at 2:10 pm.

Trustee requests:

There were no Trustee requests.

*MB
6.26.13*

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 10, 2013

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees (BOT) the approval of seven (7) 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.

All but one candidate have held tenure at their previous institution 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

Facilitator/Presenter:

Douglas Wartzok

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Florida International University
2013 - 2014 Tenure (as a Condition of Employment) Nominations

NAME	DEPARTMENT	PROPOSED RANK
College of Arts and Sciences		
Hilary Jones	History	Associate Professor
Raphael G. Raptis	Chemistry and Biochemistry	Professor
Susanne Zwingel	Politics and International Relations	Associate Professor
College of Education		
Zahra Sana Hazari	Teaching and Learning	Associate Professor
College of Engineering and Computing		
Jessica Ramella-Roman	Biomedical Engineering	Associate Professor
College of Nursing and Health Sciences		
Deborah Sherman	Nursing	Professor
School of Journalism and Mass Communciation		
Leonardo Ferreira	Journalism and Broadcasting	Associate Professor

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Hilary Jones

Department of History
College of Arts and Sciences

Hilary Jones earned her Ph.D. in African History from Michigan State University with minor field specialization in Comparative Black History and African Art History. Dr. Jones is a historian of Africa and the African Diaspora. Her research and teaching interests include urban history, politics, women and gender, and comparative history of race and slavery. A recipient of a Social Science Research International Pre-dissertation Award and a Fulbright Hays doctoral research fellowship, Jones conducted field work in Senegal and France. This research formed the basis of her first monograph, *The Métis of Senegal: Urban Life and Politics in French West Africa* (Indiana University Press, 2013). Dr. Jones is the author of two peer reviewed articles, chapters in three edited volumes, as well as several book reviews, and contributions to reference works.

Dr. Jones received a 2013 Fulbright Scholar award to research and lecture on the history of African Americans and Africans in U.S. History at University Cheikh Anta Diop (Dakar). Through research and teaching, she seeks to further our understanding of the inter-connected histories of Africa, Europe, and the Americas. She pays close attention to how power is constituted in social and cultural fields in order to offer new insight into the varied contributions of African people and cultures in world history. She is also Associate Editor of the *Journal of West African History*. The journal seeks to promote new methodological and analytical approaches to research in West African History. Dr. Jones has good reading, writing, speaking and aural comprehension of French. She has also studied Wolof, the most commonly spoken language in Senegal today. As a scholar of African History, Dr. Jones is committed to furthering knowledge about Africa's past in order to gain greater understanding of the place of Africa and African people in the world today.

Raphael Raptis

Department of Chemistry and Biochemistry
College of Arts and Sciences

Raphael G. Raptis obtained his Ph.D. degree in Inorganic Chemistry from the Chemistry Department of Texas A&M University in 1988. After compulsory military service in the Greek Navy he was Postdoctoral Fellow from 1990-1991 and Research Fellow from 1992-1993 in the Research School of Chemistry, Australian National University. He was Assistant Professor of Chemistry in the Department of Chemistry, University of Crete from 1993-1997 and Visiting Professor from 1997-1998 in the Department of Chemistry, University of Texas at El Paso. Dr. Raptis' research focuses on the synthesis and study of new polynuclear complexes, with emphasis on redox and magnetic properties and their relevance to metalloprotein activity, Magnetic Resonance Imaging contrast agents, catalysis and solar energy conversion.

Dr. Raptis' work has been funded by the National Science Foundation, the National Aeronautics and Space Administration, the National Institutes of Health and the American Chemical Society without interruption since 2000. Dr. Raptis has co-authored 102 peer-reviewed publications and 3 US patents. He serves on the Editorial Board of *Comments on Inorganic Chemistry*, as reviewer for more than 15 journals of his field and as grant proposal referee for the National Science Foundation, the American Chemical Society, the Consejo Nacional de Investigaciones Científicas y Técnicas - Ministry of Education, Science and Technology, Argentina, the Ministry of Education – Greece and the National Science and Engineering Research Council of Canada.

Susanne Zwingel

Department of Politics and International Relations
College of Arts and Sciences

Susanne Zwingel received her Ph. D. in political science from Ruhr University Bochum, Germany. The following year she took a position as assistant professor at the State University of New York in Potsdam. Dr. Zwingel's research approach involves interdisciplinary engagements with gender norms and women's activism around the world. Her major work falls into three areas: international women's rights norms and their translation, gender in global governance, and gender relations in armed conflict.

Dr. Zwingel is co-editor of *Feminist Strategies in International Governance* (with Elisabeth Prügl and Gülay Caglar, Routledge). She has also published in *International Studies Quarterly*, *Review of Policy Research*, *Politics and Gender*, *International Feminist Journal of Politics* as well as major German language peer-reviewed journals.

She has received external funding from the Thyssen and Swiss Science Foundation for a conference co-organized with Prügl and Caglar on "Feminist Strategies in International Governance," for an International Studies Association workshop on engaging quantitative and qualitative research approaches on global gender norms, and for several undergraduate research initiatives. She is coeditor of the interdisciplinary journal *Zeitschrift fuer Menschenrechte/ Journal for Human Rights*. In 2012-13, Professor Zwingel served as the Chair of the Feminist Theory and Gender Studies Section of the International Studies Association and she has been active within the European Consortium for Political Research, the American Political Science Association, the German Political Science Association and the International Political Science Association.

Professor Zwingel is fluent in English, German and Spanish.

Zahra Sana Hazari

Department of Teaching and Learning
College of Education

Zahra Sana Hazari completed her PhD at the Ontario Institute for Studies in Education of the University of Toronto (OISE-UT) in Curriculum, Teaching, & Learning with a specialty in Science, Mathematics, and Technology Education, and more specifically in physics education research. Her research focuses on reforming pedagogy in physics education in an effort to improve critical educational outcomes for under-represented groups in physics, especially women. In particular, her work centers on physics identity development and the development of agency (empowerment to take intentional actions) in physics.

Dr. Hazari's research earned her a National Science Foundation (NSF) CAREER Award in 2010. During her career, she has been an active researcher on ten nationally funded research projects funded by the NSF, National Institute of Health, and US Department of Education. Her research findings have been featured in Science Magazine, Scientific American, LiveScience, and the American Physical Society News. Dr. Hazari also serves on the Editorial Board for the Journal of Research in Science Teaching, the premier and highest impact journal in science education. She is also a member of the Women in Physics Committee of the American Association of Physics Teachers (AAPT). She has served as a reviewer for the National Science Foundation and for several journals in science and engineering education.

Jessica C. Ramella-Roman

Department of Biomedical Engineering
College of Engineering and Computing

Jessica C. Ramella-Roman received an Electrical Engineering degree (Laurea) from the University of Pavia, Italy in 1993 and worked for five years in the semiconductor industry. She returned to academia in 1999 to pursue a Ph.D. degree in bio-optics with Dr. Steve Jacques at the Oregon Medical Laser Center in Portland Oregon. She received a Master and Ph.D. degree in Electrical Engineering from Oregon Health Science University in Portland, Oregon in 2004. While pursuing her Ph.D., she developed a camera to detect skin cancer borders that are often invisible to the human eyes. She is also the author of several computational models of polarized light transfer into scattering media. Dr. Ramella-Roman was a Post Doctoral Fellow at the Applied Physics Laboratory of the Johns Hopkins University from 2004 to 2005 where she developed models of light scattering from rough surfaces.

Her current research interests include the use of spectroscopic methodologies for retinal oximetry and flow for the detection of early signs of eye disease. She is also pursuing research on skin damage and recovery including skin burns, pressure wounds, and damage associated to spinal cord injury. She has developed fiber-optic probes as well as spectroscopic and polarimetric imaging devices for this application.

Deborah Sherman

Nursing

College of Nursing and Health Sciences

Deborah Sherman received her Ph.D. in Theory and Research Development in Nursing Science from New York University. Dr. Sherman also completed an Aaron Diamond Post-Doctoral AIDS Fellowship at New York University; and, she received a Project on Death in America Faculty Scholar's Fellowship from the Soros Foundation to develop expertise in palliative care, and a clinical fellowship at Mount Sinai, Hertzberg Palliative Care Institute in New York. Dr. Sherman is internationally recognized for her expertise in nursing and inter-professional education with administration, research, leadership, education and evidence-based practice emphasis.

During her 14 years at New York University, Dr. Sherman held numerous administrative responsibilities and developed and implemented the first Palliative Care Nurse Practitioner Program in the United States which received funding from the U.S. Department of Health and Human Services. During this time, Dr. Sherman brought a palliative care curriculum to Tenshi College, in Sapporo, Japan, where she continues to serve as a visiting professor. Dr. Sherman is a proliferative author and researcher who has written or co-edited eight books, and has authored or co-authored over 85 book chapters and journal articles. She has received numerous awards including three American Journal of Nursing Book of the Year Awards for her books on palliative care; the Association of Nurses in AIDS Care Research Recognition Award; the "Leading the Way Award" from the Hospice and Palliative Care Nursing Association for developing the first Advance Practice Palliative Care Master's Program; and, the Lifetime Achievement Award in Palliative Care from MD Anderson Cancer Center.

Leonardo Ferreira

Department of Journalism and Broadcasting
School of Journalism and Mass Communication

Leonardo Ferreira received a mass media Ph.D. from Michigan State University and a J.D. degree granted by the Universidad Nacional de Colombia Law School. Dr. Ferreira is a specialist in the study of comparative communication law and ethics, Latin American media history, and journalism for social development including ethnic and community reporting. A regular contributor to the BBC World Service/BBC Mundo, he was a Martin Luther King-César Chávez-Rosa Parks Doctoral Fellow in the State of Michigan. He has been a consultant to Bloomberg News, Freedom House, and the Grupo de Diarios América. He has also worked with UNESCO, UNICEF, the U.S. Department of State, the Organization of American States, the Development Bank of Latin America, the Inter American Press Association, the International Center for Higher Studies in Communication for Latin America, Fleishman-Hillard, and the Dominican Republic's Office of the First Lady and the Global Foundation for Democracy and Development, among others.

Dr. Ferreira has published works in Anglo and Latin American academic journals and encyclopedias. His book *Centuries of Silence: The Story of Latin American Journalism* (Praeger, 2006) was a best-seller among U.S. libraries. Choice magazine of the Library of Congress called it: "Probably the most detailed account of the Latin American mass media ever written in English" (May 2007). His second book, *Frames of Freedom: Rules and jurisprudence in the Americas (1997-2012)* is expected to be published in 2014. He is also working on a third volume on the indigenous contribution to communication in the Americas (*Native Journalism: From Precolumbian to Contemporary Times*, scheduled for 2015). His latest work is a trilogy on Latin American media regulation (three separate chapters about Argentina, Chile, and Mexico), published in the *International Libel & Privacy Handbook* and edited by Global Media Bloomberg News (Wiley, 2013).

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 10, 2013

Subject: Proposed Regulation – FIU – 116 Educational Sites

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees approve the Proposed Regulation of Educational Sites and delegate authority to the University President to approve any subsequent amendments that are based on comments to the Regulation received from the Florida Board of Governors and as a result of the regulation-making process.

Background Information:

The Educational Sites regulation – FIU-116 is being proposed as required by the Board of Governors. This new regulation governs the university's establishment, classification, relocation, and closing of educational sites apart from the University's main campuses, including international educational sites and educational sites located in other states, and for the acquisition of real property on which such educational sites will be located.

This regulation is being created pursuant to Board of Governors Regulations 1.001 and 8.009.

Supporting Documentation: Proposed Regulation - FIU-116 Educational Sites

Facilitator/Presenter: Douglas Wartzok

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**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
FLORIDA BOARD OF GOVERNORS**

NOTICE OF CHANGE TO PROPOSED REGULATION

REGULATION NO.: FIU-116

REGULATION TITLE: Educational Sites

SUMMARY: This new regulation governs the university's establishment, classification, relocation, and closing of educational sites apart from the university's main campuses, including international educational sites and educational sites located in other states, and for the acquisition of real property on which such educational sites will be located.

TEXT OF REGULATION: The full text of the Notice of Proposed Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://regulations.fiu.edu>. If you would like a copy of the Proposed Regulation, please contact Eli Deville, Chief of Staff, Office of the General Counsel, (305) 348-2103.

AUTHORITY: BOG Regulations 1.001 and 8.009.

NAME OF PERSON INITIATING PROPOSED REGULATION: Douglas Wartzok, Provost and Executive Vice President.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

CONTACT PERSON REGARDING THE PROPOSED REGULATION: Eli Deville, Chief of Staff, Office of the General Counsel, Florida International University, 11200 SW 8th Street, PC 511, Miami, FL 33199. Email: devillee@fiu.edu Phone: 305.348.2103, Fax: 305.348.3272.

DATE OF PUBLICATION: August 20, 2013

THE FULL TEXT OF THE CHANGES TO THE PROPOSED REGULATION IS HIGHLIGHTED IN YELLOW BELOW:

FIU-116 Educational Sites

(1) General. Pursuant to Board of Governors Regulation 8.009, this regulation is created to regulate the Florida International University's establishment, reclassification, relocation, and closing of educational sites apart from the main campus, including international educational sites and educational sites located in other states, and for the acquisition of real property on which such educational sites will be located.

(2) Definitions.

a) The following Board of Governors definitions of educational sites shall be used for classification purposes under this regulation:

i. Main campus is defined as the primary site of university educational, research, and administrative activities.

ii. Additional campus, including one that has received separate regional accreditation, is defined as an instructional and administrative unit of a university, apart from the main campus, that primarily offers students upper division undergraduate and graduate programs, as well as a wide range of administrative and student support services appropriate for the number of student FTE served, and reflects a relatively permanent commitment by the university for the foreseeable future, not an occasional, time-limited, or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution.

b) Campus Types.

i. Type I Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of more than 2,000 university student FTE in courses which lead to a college degree. A Type I Campus typically provides a broad range of instruction for numerous full and partial degree programs, research activity, and an extensive complement of student services.

ii. Type II Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of 1,000 to 2,000 university student FTE in courses which lead to a college degree. A Type II Campus typically provides a moderate range of instruction for full and partial degree programs, limited research activity, and a moderate complement of student services.

iii. Type III Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of at least 300 but less than 1,000 university student FTE. The Board of Governors may, within its discretion, require an operation with less than 300 FTE to be presented to the Board of Governors for approval if the operation otherwise meets the remaining criteria in this sub-paragraph. A Type III Campus typically provides a limited range of instruction for full and partial degree programs, limited research activity, and a limited complement of student services.

c) Special purpose center is defined as a unit of the university, apart from the main campus, that provides certain special, clearly defined programs or services, such as research or public service, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional, time-limited, or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution. Instructional programs or courses leading to a college degree are typically not offered (but may be under certain circumstances) at special purpose centers. Cooperative extension sites are not included in the definition of special purpose center.

d) Instructional site is defined as a temporary instructional unit of the university, apart from the main campus, that provides a limited range of instructional programs or courses leading to a college degree, in facilities not owned by the institution.

e) Special purpose site is defined as a unit of the university, apart from the main campus, that provides services of an educational or community outreach nature which are other than instruction leading to a college degree, in facilities not owned by Florida International University. Instructional programs or courses leading to a college degree are typically not offered (but may be under certain circumstances) at special purpose sites.

(3) Procedures. The following approval processes for establishing, reclassifying, relocating, and closing educational sites apart from the main campus will be utilized by the university:

a) Instructional Sites and Special Purpose Sites.

i. The President is authorized to establish or close instructional sites and special purpose sites consistent with the university's strategic plan, except for closure of instructional or special purpose sites that are funded by the Legislature or established pursuant to law.

ii. If an instructional or special purpose site scheduled for closing has been funded by the Legislature or established pursuant to law, the BOT must approve the closure. Documentation justifying the closure shall be submitted to the BOT, along with confirmation that the university has communicated with legislative leadership regarding the closure. Upon approval, the university shall provide the BOT approval and related backup information to BOG.

iii. FIU is required to notify the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) of changes in accordance with its Substantive Change Policy and, when required, seek approval prior to the initiation of changes.

b) Additional Campuses and Special Purpose Centers

i. As an initial part of the process that may lead to the acquisition, establishment, reclassification, relocation, or closing of additional campuses or special purpose centers, the President shall consult with the Chancellor of the State University System to inform system-wide strategic planning.

ii. Establishing, reclassifying, relocating, or closing an additional campus or special purpose center, including acquiring real property for such educational sites, shall be approved by the Board of Trustees and, subsequently, by the Board of Governors. Except as may be expressly authorized by law, no capital outlay funds shall be requested of the Legislature or expended, except for planning, prior to such approvals being obtained. Additionally, approval from the Board of Governors must be obtained prior to making a formal request for separate accreditation of a campus.

iii. Proposals for the establishment, relocation, and reclassification of additional campuses and special purpose centers shall be submitted by the President to the university's Board of Trustees and, subsequently, to the Board of Governors, and shall include the following elements:

1. Accountability,
2. Needs Assessment,
3. Academic Programs,
4. Administration,
5. Budget and Facilities,
6. Student Services, and

7. Monitoring of Implementation.

iv. In addition to addressing the elements specified in subsection (3)(b), a proposal for the establishment of campuses and special purpose centers outside of the United States shall include the following elements:

1. The relationship of the international program to the university's mission and strategic plan;

2. Any known legal requirements of the host country that must be met to establish and operate a campus or special purpose center in that country and the legal jurisdiction that will be applicable to the university's operations, and a plan and timeline for meeting those requirements;

3. A risk assessment of the university's responsibility for the safety of students, faculty, and staff, including a plan to mitigate these risks;

4. How the university will exercise control over the academic program, faculty, and staff, if the program is not operated exclusively by the university; and

5. Details on any exit agreements with foreign partners or governments.

v. Proposals for closing additional campuses and special purpose centers shall be submitted by the President to the Board of Trustees and, subsequently, to the Board of Governors, using the format(s) specified by the Office of the Board of Governors. The proposal shall include a request for the Board of Governors to initiate a dialogue with the university and legislative leadership regarding the appropriateness of seeking statutory changes, if the educational site has been established pursuant to law.

vi. The President or designee is responsible for monitoring enrollment at the university's campuses. If enrollments fall below the minimum designated for the site as defined herein for three consecutive years, the university shall develop and implement a plan for increasing enrollment, reclassifying the site, or closing the site. An exception shall be made for a Type III Campus that was approved by the Board of Governors for establishment at an enrollment level below the minimum designated in Section (2)(b)(3). In that case, if enrollments fall below the Board of Governors-approved minimum for that site for three consecutive years, the university shall develop and implement a plan for increasing enrollment, reclassifying the site, or closing the site.

Authority: Board of Governors Regulation 8.009. History: New _____.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 10, 2013

**Subject: Reauthorization of The Wolfsonian-FIU Special Purpose Center in
Downtown Miami**

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees approve the establishment of The Wolfsonian-FIU facility in downtown Miami, Florida as a “special purpose center” of Florida International University.

Background Information:

Mr. Mitchell Wolfson, Jr., the founder of The Wolfsonian-FIU, has presented the University and the FIU Foundation, Inc. with a generous donation of real property located at 100 East Flagler Street (Floors 2, 8, and 9), Miami, Florida (the Property) and a planned gift of approximately 25,000 objects consisting of decorative art, works-on-paper, paintings, sculpture, rare books, and ephemera of the 1885-1945 period. The property is being donated to the FIU Foundation and will be long-term leased to the Wolfsonian-FIU for so long as it is to be used for Wolfsonian-FIU or other University purposes. The University will be responsible for all costs and expenses of operating and maintaining the property. The University anticipates that it will receive state operations and maintenance funding to operate and maintain the property.

The Wolfsonian-FIU intends to use the Property as an object study and research center for teaching, exhibition, museum administration or other educational purposes. With close to 20,000 square feet of additional space for The Wolfsonian-FIU, the Property will permit the University to finalize a \$10 million grant agreement with Miami-Dade County (County) previously allocated to The Wolfsonian-FIU under the County’s Building Better Communities General Obligation Bond Program.

The Wolfsonian-FIU Miami Beach facility is currently designated as a “special purpose center” of the University.

State University System of Florida Board of Governors (BOG) Regulation 8.009(1)(c) and proposed FIU regulation FIU-116 define a “special purpose center” as “a unit of a university, apart from the main campus, that provides certain special, clearly defined programs or services, such as research or public service, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional, time-limited, or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution.” As requested by the BOG, this item is being re-authorized and re-submitted for approval consistent with the proposed regulation FIU-116 Educational Sites.

BOG Regulation 8.009(3)(d) provides that “[e]stablishing, reclassifying, relocating, or closing an additional campus or special purpose center, including acquiring real property for such educational sites, shall be approved by the university board of trustees and, subsequently, the Board of Governors.”

Supporting Documentation: Wolfsonian-FIU facility, Downtown, Miami - FIU Gift Presentation

Facilitator/Presenter: Douglas Wartzok



Board of Directors Meeting

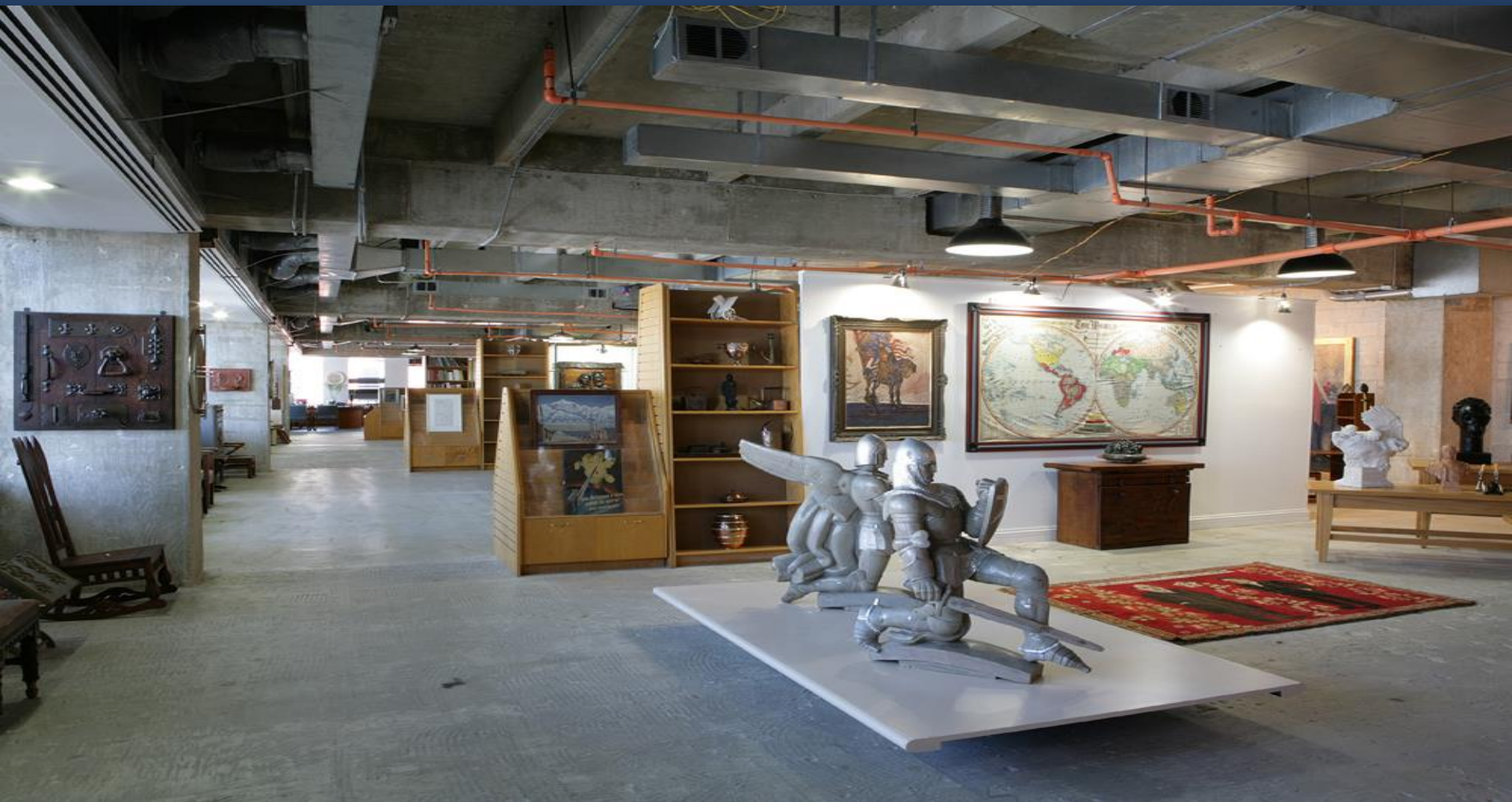
Mitchell Wolfson, Jr. Gift

Wednesday, May 23, 2013

FIU FOUNDATION BOARD OF DIRECTORS

Property Details

- ✓ 100 East Flagler Street, Miami Florida
- ✓ Floors 2, 8 and 9 of nine-story, 54,000 sq. ft. condominium office building
- ✓ Constructed in 1975
- ✓ Improvements include 19,218 adjusted sq. ft. of space
- ✓ Combined 2012 Tax Assessed Value: \$1,545,705
- ✓ No current tenants; owner occupied
- ✓ Property currently houses the Donor's extensive private collection



FIU FOUNDATION BOARD OF DIRECTORS

Opportunities

✓ **Property Will Be Used to Support Expansion of Wolfsonian-FIU's Mission:**

- Object Study and Research Center providing unique resources for learning and scholarly investigation
- Teaching space with dedicated areas for teaching installations and meeting rooms
- Exhibition space for museum, faculty and/or student-curated exhibitions
- Public lectures
- Tours/fund-raising events
- Museum Administration space



FIU FOUNDATION BOARD OF DIRECTORS

Opportunities

✓ **The Gift Will Also Significantly Expand The Wolfsonian-FIU's Collections:**

- Along with the real property, Mr. Wolfson has included a promised irrevocable gift of approximately 25,000 objects consisting of decorative art, works-on-paper, paintings, sculptures, rare books, and ephemera of the 1885-1945 period, to be conveyed incrementally over time

✓ **Facilitate Access to County Bond Funds:**

- The 19,218 square feet of additional space will permit The Wolfsonian-FIU to finalize a \$10 million grant with Miami-Dade County previously approved as part of the Building Better Communities General Obligation Bond program



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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 10, 2013

Subject: 2014-2015 Legislative Budget Request

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the following shared system resource, continuation of non-recurring initiatives, and new recurring requests to be included in the University's 2014-2015 Legislative Budget Request:

Shared Resources:

- SUS Libraries – eJournals
Recurring Funds Requested: \$4,905,792
- SEERCA Collaborative Research Big Data Infrastructure
Recurring Funds Requested: \$755,000
Non-Recurring Funds Requested: \$5,000,000
- SUS Shared Collection and Interim Storage Facility
Recurring Funds Requested: 1,112,798

Non-Recurring (continuation):

- Project Panther LIFE: Learning Is For Everyone
Recurring Funds Requested: \$300,000

Recurring (new requests):

- FTIC 6-Year Graduation Rates
Recurring Funds Requested: \$3,370,039
Non-Recurring Funds Requested: \$903,862
- Increasing Bachelor Degrees in STEM and Fields Associated with Targeted Gap Analysis Occupations
Recurring Funds Requested: \$3,950,569
- Research Doctoral Degrees Awarded
Recurring Funds Requested: \$4,200,000

Background Information:

Pursuant to Board of Governors Regulation 1.001(6)(a), each board of trustees is responsible for the financial management of its university and must submit an institutional budget

request (also known as the legislative budget request or LBR), including a request for fixed capital outlay, and an operating budget, to the Board of Governors for approval in accordance with the guidelines established by the Board of Governors. The University's operating budget and fixed capital outlay budget requests were approved by this Board at its meeting in June. In accordance with Board of Governors requirements, the Board is required to approve by separate agenda item, the shared system resource initiatives, continuation of non-recurring initiatives, and new recurring initiatives included within the University's operating budget for approval by the Board of Governors.

Supporting Documentation: 2014-2015 Shared System Resource, Continuation of Non-recurring Initiatives, and New Recurring Legislative Budget Requests

Facilitator/Presenter: Douglas Wartzok

**State University System
Education and General
2014-2015 Legislative Operating Budget Issue
Form I**

University:	All SUS Collaboration
Issue Title:	SUS Libraries - eJournals
Priority Number	1 within shared services category
Recurring Funds Requested:	\$4,905,792
Non-Recurring Funds Requested:	\$
Total Funds Requested:	\$4,905,792

- I. Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Electronic journals, or eJournals, are scholarly journals that can be accessed via the internet. These eJournals provide students with electronic material for academic research and study, and they are formatted approximately like journal articles in traditional printed journals. Being in electronic form, articles sometimes contain metadata that can be entered into specialized databases allowing for the research to manipulate the data as necessary for the research that is underway.

The State University System (SUS) has successfully and jointly collaborated in the purchase of eJournals for many years. This collaboration has been one of the strengths of the SUS library system and has provided SUS students and faculty with the resources they need to do academic research and study. Each university has contributed an amount towards the purchase of eJournals, with the total contribution exceeding \$13.3 million and increasing at a compounded rate of approximately six percent annually. By combining resources, students across the system can access eJournals that would normally be too expensive for one university to purchase on their own.

While universities have attempted to reduce costs during the economic downtown, the rising costs are becoming problematic. To maintain the resources needed by SUS students and to expand on the services provided, an additional \$4.9 million in recurring funds are requested. This amount is needed to cover university costs and near-term projected increases in eJournal packages from major scientific publishers (Elsevier, Springer, and Wiley) and will be allocated among the SUS institutions.

- II. Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on enhancing marine bioscience research, indicate the anticipated outcome*

associated with the research, the accountability metric(s) that could be improved upon, and any expected return on investment to the State.)

The eJournals can be accessed by the 335,000 students and 16,000 full- and part-time faculty in the SUS and are utilized for the academic and scientific research that must be performed as students pursue their degree and for faculty as they perform research and keep up academic issues. Without these resources students would not have the research material available to them to enhance their educational experience and complete the research and class work assigned to them. These resources provide the basic supported needed and requested by students and faculty.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	None			
2.				

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**State University System
Education and General
2014-2015 Legislative Operating Budget Issue
Form I**

University:	SSERCA Collaboration - UF, FSU, USF, UCF, FIU
Issue Title:	SSERCA Collaborative-Research Big-Data Infrastructure
Priority Number	2 within shared services category
Recurring Funds Requested:	\$755,000
Non-Recurring Funds Requested:	\$5,000,000
Total Funds Requested:	\$5,755,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

a. Executive summary

This issue is a new service to build a statewide infrastructure to support collaborative research in the age of big data in which only the most competitive efforts can obtain funding for new projects or for continuing existing projects. This infrastructure will make researchers in the SUS more competitive in their research activities and in obtaining external funding for their research projects. This issue addresses all three of the goals articulated in the Scholarship, Research, Innovation section of the 2012-2025 Board of Governors Strategic Plan.

The service will be provided by the Sunshine State Education and Research Computing Alliance (SSERCA) through the member institutions (UF, FSU, USF, UCF, FIU) and consists of the following components:

1. The one-time acquisition of data storage systems for \$1,000,000 at each of the five institutions acting as part of the SSERCA organization (**non-recurring**), with \$60,000 per year annual maintenance contracts at each of the five institutions (**recurring**).
2. Provide one expert person at each of the five institutions to support the use of the service for \$91,000 per year (**recurring**).

There is an aligned budget request for consideration by the Legislature through the Department of Education from partner institution UM, also a member institution of SSERCA. That request is for UM to provide the sixth component of the state-wide integrated storage system for \$1,000,000 with \$60,000 per year annual maintenance contract and a full time expert support staff at \$91,000 per year.

b. Definitions

Research computing is defined as all computing, networking, and data management activities in support of research activities in all areas of science, engineering, and scholarship. Research computing includes, but is distinct from and much broader than, computing research, which is a part of computer science and engineering and focuses on doing research in computing activities.

Big data is a general term that describes the fact that modern research very often involves very large and complex sets of data that need to be searched and explored for knowledge. Often the research is done by collaborative groups with members spread over large geographic regions or all over the world. This leads to the challenge of sharing large data sets over large distances. These challenges are beyond the capability of research groups to handle and require properly architected and professionally managed infrastructure to overcome.

c. New Service resulting from prior BOG investment

This is a new service that is a much enhanced and expanded evolution of a successful \$450,000 project called “Sunshine Grid” funded by the BOG in 2010 within the New Florida Clustering Award Program. In that project FSU (award #15 \$150,000), UF (award #26 \$200,000) and USF (award #37 \$100,000) supported three selected collaborative research projects (in life sciences, weather and ocean modeling, and high energy physics) by providing storage infrastructure that could be shared by researchers located at different institutions to collaborate more effectively. The matching funds from the institutions created positions for permanent support personnel who are now an integral part of the support for education and research computing at their campuses and within SSERCA.

d. About SSERCA

SSERCA was created as a collaborative organization in 2010 by several SUS institutions (UF, FSU, USF, UCF) and one private institution (UM) who have a campus-wide effort to support research computing. The organization holds three to four summits per year and has developed a governance structure documented in the bylaws. These can be found at the website <http://www.sserca.org>. In 2012, FIU joined as a member (it also has a campus-wide effort to support research computing), and FAMU, FAU, FIT, UNF, and ERAU became affiliates.

SSERCA is the organization that provides advanced services in support of education and research computing on top of the statewide network infrastructure operated by the Florida LambdaRail (FLR, <http://www.flrnet.org>). The SUS institutions are founding members of FLR.

In the three years since SSERCA was founded, it has already provided a number of benefits to the faculty and researchers at the member and affiliate institutions. To name a few:

- Joint booth exhibiting the research of its faculty at the international Super Computing conference in 2011 in Seattle and in 2012 in Salt Lake City. The booth for 2013 in Denver is being planned now.
- SSERCA sponsored workshop on programing accelerators at FSU and XSEDE and SSERCA sponsored workshop at FIU.
- Joint research by research computing staff of the member institutions on shared storage infrastructure, authentication methods, and sharing of expertise and experience on resource scheduling, system provisioning, and billing research grants for services and infrastructure costs.

The long-term vision for SSERCA includes supporting education and research computing at all institutions of higher learning, including state colleges, in the State of Florida. As an organization, SSERCA also plans to provide access to advanced resources and training for high-school projects. Another path for future expansion is to provide advanced high-performance computing (HPC) and big data resources and consulting to startup and mature companies with emerging needs in the HPC and big data. But these two long term goals are not achievable with currently available human resources.

e. Motivation and need for the infrastructure

Modern research is increasingly complex and increasingly associated with large amounts of data. These two requirements lead to two realities:

1. Researchers have to and do collaborate to be competitive.
2. Managing large amounts of data requires sophisticated, complex and expensive storage, computer, and network equipment.

The result is that research teams that consist of one or a few faculty members and their graduate students and research associates are spending an increasing fraction of their time managing the infrastructure for doing research, instead of doing the research. Institutions that provide state-of-the-art infrastructure with professional staff to design, build, maintain the infrastructure and provide advanced training and consulting for using it efficiently will provide their researchers with a significant competitive advantage. This advantage shows in two ways:

1. The time it takes to get results in the research is shortened because of increased researcher efficiency.
2. The likelihood to obtain external funding for the research is increased because reviewers and funding agencies recognize that projects with advanced infrastructure have a lower risk of failure and increased effectiveness of the researchers.

The infrastructure funded with this issue, to be described in detail next, will provide advanced support for collaborative research in all disciplines that involve generating, collecting, analyzing, and sharing large and complex data sets.

Furthermore, there is an increasing need for the ability to work with data that is restricted in some way, for example research on data with patient health information, work that involves export controlled data and software, and data and software with intellectual property restrictions. An improved and well-managed infrastructure to allow researchers to work with such data will increase the productivity of the research teams as well as reduce the risk for the institutions. The cost of loss or compromise of restricted data comes not only in the form of fines and the expenses of damage control, but also in long-term loss of revenue from the damage to researchers and institutional reputation, which reduces the likelihood of securing further grant and contract funding.

f. Infrastructure and service implementation details

Equipment The service consists of a coherent network of storage servers deployed at each of the five SSERCA member institutions UF, FSU, USF, UCF, and FIU in their data centers. A sixth identical unit will be deployed at UM with funding to be obtained separately outside of this issue. Each storage unit will cost \$1,000,000 and provide 3 PB (1 Petabyte = 1,000 Terabyte = 1,000,000 Gigabyte = 100,000 high-definition movies) of storage for a total of 18 PB across the State. The annual maintenance cost for the equipment is \$60,000 per year per site for a total of \$300,000. This includes replacement of failed parts as well as expert support from the storage system vendor.

This storage has been designed to provide a number of important features that will enable easy-to-use, effective, and efficient sharing of data by researchers at any of the SUS institutions with their collaborators at other SUS institutions and elsewhere in the world.

1. One of the features is an easy interface to upload and download data that is familiar to researchers and anyone using the Internet with the same functionality as provided by cloud providers such as Dropbox, Google Drive, and others.
2. Another feature is automatic replication of data across multiple sites. This will provide extra data security in our State where a hurricane may jeopardize the data integrity at one site, but not at all six service sites simultaneously.

Positions The second component of the service is equally important and consists of expert staff to be hired at each of the five sites, with the position at UM to be funded separately. The team of 6 staff members will coordinate the operation and maintenance of the research data storage infrastructure within the existing organization of SSERCA. The expertise of the staff is such that a competitive salary for people in these positions is \$70,000 plus fringe benefits, or \$91,000 per site.

These individuals are also the primary people to provide the human interface to the faculty members, their students, and research associates for training and

expert consulting services. Together with the other, existing staff members of the research computing support centers at each of the institutions, they will organize outreach and training sessions and workshops to make sure that the faculty at each institution is aware of the service and knows how to make the most effective use of it for their research.

Fund allocation for this issue should be directly to the participating SUS institutions: The equipment will be owned by each institution that operates and maintains it and the positions are part of the institutions as well. SSERCA is a minimum overhead organization that will coordinate the activities and will ensure that the new service functions in a coherent and efficient way. This is an ability it has already demonstrated in several projects. SSERCA does not own equipment or positions.

Leverage data centers By installing the storage systems in the data centers at SUS institutions that already operate and maintain research computing systems for complex scientific and engineering research, that existing infrastructure can be leveraged for the data processing, analysis, and visualization of the collaborative research data. Only the storage systems need to be acquired as part of this issue to provide a collaborative research infrastructure and service for big data research activities.

Leverage network The Florida LambdaRail (FLR) already connects the institutions with a high speed network at 20 Gigabits per second and this network will provide the underlying infrastructure to support the sharing of data. All institutions are members of FLR and have unlimited access to the FLR transport at no extra cost as part of existing and ongoing agreements.

Examples of the types of collaborations that will be enabled abound. SSERCA has already participated in a number of projects who needed to share data and has deployed specific solutions for a few such projects. The collaborations supported by the Sunshine Grid project listed above were the first projects.

A recent example on 2012 involved a collaboration between FSU, UF, and UM. The climate modelers at FSU and UM generated the climate evolution data over a period of several centuries. Then the researcher at UF needed to use the climate data as background for generating a crop model to determine which type of crop would produce the most yield under the given climate conditions temperature, humidity, rainfall across the state of Florida.

A third example in 2013 involved gene sequencing data generated at FSU that needed to be analyzed by a team at UF.

A shared infrastructure like the one proposed in this issue will simplify the process of supporting these and similar researchers to the point where they can make a simple request that is provisioned in hours instead of days or weeks.

g. Future evolution and sustainability of the service

As will be discussed in section II below, the service proposed in this issue addresses a fundamental need expressed in the BOG Strategic Plan. As such we envision a multi-stage development to provide both accountability and mitigate risk to ensure a successful deployment.

The six SSERCA members providing the service -- UF, FSU, USF, UCF, FIU in the SUS plus UM with separate funding -- have been chosen because they already provide research computing support for the faculty on their campus. They have the staff and expertise to deploy the proposed infrastructure and support its use by the collaborative research teams of which the faculty on their respective campuses are part.

Once the infrastructure has been deployed, SSERCA will extend its use to the affiliates. In addition, SSERCA will continue its efforts to engage SUS institutions, like UWF and FGCU, to join SSERCA. The infrastructure proposed in this issue will certainly provide an attractive value for these institutions to join so that their faculty members can benefit as well. The conditions to become an affiliate of SSERCA include appointing a contact person on the campus to act as the liaison between the researchers on each campus and the SSERCA service providers. This support person is essential in order to provide a good user experience for the faculty and their students at each campus when using SSERCA resources. A time table for the project is shown in the table below.

Jul 2014	Oct 2014	Jan 2015	Apr 2015	Jul 2015
Acquisition Installation Hiring	Testing Friendly user mode	Service for members		
			Explore use by affiliates	Service for affiliates

Expansion beyond SUS After extending the proposed research data storage service to all SUS institutions, it will be possible to consider extending the service further to state colleges. But that will require evaluation of resources, mainly personnel, to ensure that proper quality of service can be delivered.

The business model of the service will be to provide a basic level of free storage, with some limit to be determined, for any SUS faculty project requiring such resources. However, to get larger storage limit, there will be a fee. The value of the fee will be determined such that can cover the cost of the hardware. The cost

of the personnel will be treated as a subsidy from the State as an investment in advanced infrastructure for its researchers. Thus the storage system can grow as the demand grows with funding from the sources that fund the demand. This will also cover the replacement of the system after its expected useful life time of five years.

This mixed model of funding has been shown to work at other places and provides a sustainable balance between low cost for the researchers and sustainable investment by the State and the SUS to provide its faculty and researchers with advanced infrastructure.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on enhancing marine bioscience research, indicate the anticipated outcome associated with the research, the accountability metric(s) that could be improved upon, and any expected return on investment to the State.)*

a. Alignment with BOG Strategic Plan

The “State University of Florida Board of Governors Strategic Plan 2012-2025” lists on pages 16 and 17 a number of goals that this issue is addressing in a direct way.

The opening paragraphs state that “...the Board of Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives...” The proposed infrastructure will allow researchers at SUS systems to write competitive proposals to do exactly that.

The Plan continues with “...the Board of Governors will more sharply focus the research agenda of the State University System ... by strengthening research collaboration among the universities.” SSERCA is an organization that has the mission to foster and support collaboration on the computing infrastructure for education and research and the infrastructure proposed in this issue is a concrete, enabling, and cost effective step towards that objective.

The first Goal in the Plan is on Excellence and seeks to “...strengthen the quality and reputation of scholarship, research, and innovation.” The proposed state-of-the-art infrastructure for collaborative research on Big Data Science and Engineering is an investment that will enable the highly talented researchers in the SUS to reach this goal.

The second Goal in the Plan is to increase productivity. By providing shared, professionally managed infrastructure, the researchers will be able to spend more time on their research and commercialization efforts than on dealing with infrastructure needed to do their work.

The third Goal in the Plan seeks to “increase collaboration and external support for research activity.” Providing the faculty, the students, and research associates

in the SUS institutions with the proper infrastructure will allow them to make this goal a reality.

b. Metrics for the value to the State

The specific metrics to be used to establish the return on investment from building and maintaining the infrastructure proposed in this issue will be the ones developed recently by SSERCA to measure its own effectiveness.

1. Number of collaborations between faculty at different SUS institutions supported by data storage, high-performance computation, and high-speed data transmission infrastructure, training, and consulting.
2. Number of shared resources deployed under the umbrella of SSERCA.
3. Number of researchers, faculty and students reached by SSERCA sponsored training sessions and workshops, including online participation.
4. Number of grants funded at SUS institutions using the provided infrastructure and services.

That the investment by institutions in advanced infrastructure pays off to obtain very competitive grant funding has been shown many times over the past decades at numerous institutions across the Nation. A recent example was the \$8M award to the University of Florida by NNSA of the PSAAP II Center for Multiscale simulation in turbulent flow, where the recent investments by UF in research computing infrastructure played an important role. (See the press release: <http://news.ufl.edu/2013/06/28/nnsa-award/>.)

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

No new facilities need to be constructed as part of this issue.

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2014-2015 Legislative Operating Budget Issue
Form I**

University:	
Issue Title:	SUS Shared Collection and Interim Storage Facility
Priority Number	
Recurring Funds Requested:	\$1,112,798
Non-Recurring Funds Requested:	\$
Total Funds Requested:	\$1,112,798

- I. **Description:** In 2008, the BOG approved construction of a High Density Storage Facility in Gainesville to be managed by UF on behalf of the SUS. In 2010, UF received \$2 million in planning money from PECO funds. That money has been used to complete the design of the facility, which will have the capacity to house a shared collection of 5.2 million print volumes, and for preparation of the initial 250,000 volumes to be housed in the facility. This shared collection is identified as the **FLorida Academic Repository (FLARE).**

Because construction funding has been delayed, and many of the SUS Libraries have an immediate need for offsite storage for low use print collections, an Interim Storage Facility has been leased by UF and is accepting materials. All SUS libraries benefit either by sending materials to and/or by removing local materials that match items submitted by others.

In FY 2014-2015, it is anticipated that the FLARE collection will increase by at least 200,000 volumes. All of these volumes, as well as the materials already received, will be available for use by students and faculty throughout the SUS and Florida College System (FCS). The requested funds will be used to receive and process additions to the shared collection and to store and make accessible the cumulative shared collection. Items from FLARE will be available in the comprehensive shared catalog for the SUS Libraries (MANGO), operated by the Florida Virtual campus (FLVC). Faculty, students and other library patrons can request items using an easy electronic request form. The requested items will be scanned and sent electronically or delivered to the appropriate library using the statewide Florida Library Ground Delivery Service operated by the Tampa Bay Library Consortium.

Budget Summary for FY 2014-2015: \$179,555 is requested for salary and benefits for 3.4 benefitted employees and an additional \$304,145 for 7.5 OPS and other temporary employees. \$460,210 is requested for rent and \$168,888 for other utilities and operating expenses. Recurring Funds are requested through FY 2016-2017, which is the earliest possible date to complete construction of the High Density Facility and transfer of the FLARE collection from the Interim Storage Facility.

Staffing Summary for FY 2014-2015: The Head of Shared Collections and Conservation serves as the manager of the Interim Facility and the FLARE collection (.4 faculty FTE). The staff (3.0 FTE) train and supervise the OPS or other temporary employees (7.5 FTE) and participate with them in processing materials for incorporation into FLARE and preparation for future transfer to the High Density Storage Facility. This includes preparing cataloging records to ensure the items can be discovered and accessed through MANGO and regional and national bibliographic databases, as well as retrieving, scanning or shipping, and reshelving materials requested by library patrons.

- II. **Return on Investment:** This initiative is a perfect example to address the desire of the Board of Governors that universities implement Best Practices, collaborate, and share resources in order to increase efficiency in operations. This objective has been expressed at many BOG meetings in the past and is specifically addressed on Page 8 of the 2012-2025 Board of Governors Strategic Plan, which states in the Guiding Principles that the BOG will: "Seek ways to organize and collaborate for increased efficiencies and a stronger System and State."

FLARE is a permanent collection that expands access to a wide variety of print materials for faculty and students throughout the SUS and FCS. Greater efficiency is achieved through collaborating to assemble and use the FLARE collection. By housing a single shared copy of each item centrally, individual libraries can remove duplicate copies from their local collections without losing access to these materials for their faculty and students. Each university library can reallocate valuable on-campus space and other resources currently used to house and provide access to these materials for other purposes that align with the strategic goals of the institution, such as creating additional student research and study space. This reduces pressure for new library construction.

Managing these relatively low-use, but still valuable, items centrally is consistent with best practices that are developing regionally and nationally. SUS Libraries are already engaged in weeding projects to regain on-campus library space and the Interim Facility and FLARE collection offer a cost-effective means to retain access within the State.

The SUS Libraries have had, and will continue to have, an active role in developing the policies for management and use of the FLARE collection so it will meet the needs of their universities.

By funding this centrally, the Legislature provides an incentive for the SUS Libraries to participate. Each library will still need local funding for its own weeding projects, but will not need to contribute additional funds for operation of the Interim Storage Facility and FLARE collection. This will expedite the transfer of materials to FLARE and removal of duplicate materials from the on campus collections.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
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**State University System
Education and General
2014-2015 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Issue Title:	Project Panther LIFE: Learning Is For Everyone
Priority Number	1 within One-time to Recurring Requests
Recurring Funds Requested:	\$300,000
Non-Recurring Funds Requested:	\$
Total Funds Requested:	\$300,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The requested recurring funds will be used to continue to expand and implement a postsecondary transition program for students with intellectual disabilities (ID) titled ***Project Panther LIFE: Panther Learning Is For Everyone***. ***Project Panther LIFE*** currently prepares 16 students with ID between the ages of 18-21, over a 4 year period, to complete a well-planned, structured, and individualized (based on interests) curriculum and a system of supports through partnerships that will result in a certificate. The need to provide this type of postsecondary transition program is twofold. The first is to ensure that high school students with disabilities have access to and can transition and participate in postsecondary education and related experiences, and secondly, achieve meaningful employment following program completion. State funds are specifically used to support students in the program through academic mentoring, peer coaching, faculty advising, and job coaching, and support the needed personnel and operating expenses associated with implementing a university-based postsecondary transition program at Florida International University (FIU).

- II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on enhancing marine bioscience research, indicate the anticipated outcome associated with the research, the accountability metric(s) that could be improved upon, and any expected return on investment to the State.)*

The principal objectives of ***Project Panther LIFE*** include: (1) The recruitment, preparation, and retention of sixteen (16) students with ID that meet project

eligibility criteria; (2) Initial and ongoing advising, academic mentoring, peer coaching support, and job coaching; (3) The development of self-determination and advocacy skills for students and families enrolled in the program; (4) The development and generalization of independent living skills in the community; (5) The ongoing evaluation of the program leading to revisions and modifications in program development, functioning, implementation, and requirements; (6) The successful completion of sixteen (16) students with ID from the program; and (7) The successful and paid employability of sixteen (16) students with ID from the program.

Objective #1: *Panther LIFE's* curricula are individualized, person-centered, and adaptive, and are based on the student's individual needs, strengths, and interests. The preparation of students was designed to provide them with meaningful access and participation in a variety of university courses and activities, online academic and transition curricula, and opportunities to develop employability skills through job shadowing experiences. The curricular/transition domains that were targeted in Year 2 (2012-2013) included: a) Employment, Internship, & Related Activities, b) Functional Academics & Technology, c) Socialization, Relationships, & Self-esteem, d) Community Living, e) Self-determination, f) Health & Safety, g) Personal Care & Hygiene, h) Travel & Mobility, i) Electives & Membership, and j) Continuing Education. During Fall 2012 and Spring 2013, students were given access to and audited 7 and 16 university courses, respectively.

Panther LIFE students participated in an online, self-directed academic curriculum, *i-Ready*, that focused on reading and math skills for students with disabilities and students with limited English proficiency (LEP). On average, students completed 20 hours of instruction on reading activities in the areas of phonics, high frequency sight words, comprehension, and vocabulary development as well as 20 hours on math activities targeting skill building in the areas of numbers and operations, measurement, geometry, and algebra. Specific objectives covered included: 1) Demonstrate comprehension in verbal information (80% of students met objective); 2) Demonstrate expressive language skills (80% of students met objective); 3) Demonstrate functional reading skills necessary for daily living tasks of personal life and workplace (90% of students met objective); 4) Demonstrate functional writing skills necessary for daily living tasks of personal life and workplace with the use of an iPad (80% of students met objective); and 5) Demonstrate functional number concepts and computation skill necessary for daily living tasks of personal life and workplace (80% of students met objective).

Objective #2: *Panther LIFE* students received daily instructional programming, support, and advising from the assigned Miami-Dade County Public School (M-DCPS) Project Coordinator and an Assistant Coordinator for 190 hours in Fall

2012 and 190 hours in Spring 2013 for a total of 380 hours of instructional programming. Specifically, students engaged in an online transition curriculum that focused primarily on employability skills and a functional academics curriculum that focused on reading and math skills. M-DCPS Project Coordinator also completed ongoing assessments with students throughout the program using the BRIGANCE Transition Skills Inventory (two times in fall and two times in spring), and developed individualized student schedules.

Panther LIFE students also received ongoing support during the year from academic mentors, peer coaches, and faculty advisors as a system of support. Students met 3 times a week with their mentors and coaches, and once a week with their faculty advisor. The purpose of an academic mentor is to assist with the inclusion of ***Panther LIFE*** students in university courses and accessing course work while helping to foster the students becoming more academically independent and responsible for their own learning. The purpose of a peer coach is to assist with the inclusion of ***Panther LIFE*** students in campus and social life. Faculty advisors provide advisement, guidance, and support by focusing on increasing access and participation for students, and modeling the appropriate communication and interactions that take place between a university professor and a university student.

Objective #3: ***Panther LIFE*** students and families were encouraged to attend a series of seminars sponsored by Parent to Parent of Miami related to postsecondary transition and support (Introduction to Postsecondary Education: All You Need to Know about Education After High School; Enhancing Social Relationships: Fostering Healthy Social and Sexual Relationships in Developmentally Delayed Youth; Social Security: Overview of Services; and Vocational Rehabilitation: Overview of Program and Services).

Objective #4: M-DCPS Project Coordinator worked with ***Panther LIFE*** students in Fall 2012 and Spring 2013 to assist them in developing the skills needed to navigate the entire University main campus and Biscayne Bay campus (BBC) specifically locating their course room locations, Green Library, University Café, Frost Art Museum, Recreation Center, Golden Panther Football Stadium, Shuttle Stops, and Wells Fargo University Branch Bank. All students demonstrated the necessary knowledge and skills to become independent navigating their campus.

Travel training to and from the University main campus using the Miami Metro System was provided by M-DCPS job coach to five (5) students in Fall 2012 while four (4) students requested Special Transportation Services (STS) and the rest arranged their own private transportation. All students demonstrated the necessary knowledge and skills to become independent travelers in their community.

All *Panther LIFE* students participated in scheduled fitness classes or self-directed fitness and meal plans to maintain a healthy lifestyle. Workout routines were completed at the FIU Recreational Center or at home. These routines include body weight exercise (sit ups, push ups, pull ups, jump rope) and weight training. Students used a locker to maintain their belongings in a safe and secure place and used the restroom facilities to maintain good and appropriate hygiene. All students demonstrated the necessary knowledge and skills to perform daily living self-help skills.

To support students' development and generalization of independent skills, *Panther LIFE* students use iPads to assist them in coursework and time management skills. Technology training is provided in the following topics: 1) Email Etiquette; 2) AudioNote app (Notepad and Voice Recorder); 3) Book Creator app (e-book assignment); and 4) WordBook XL app (English Dictionary and Thesaurus).

To support the social/emotional development of students in the program, they participate in a series of one hour workshops (n=3) sponsored by the University's Counseling and Psychological Services. Topics of workshops have included: 1) Time Management Strategies; 2) Improving Study Skills; and 3) Effective Communication Skills: Learning to be Assertive. These workshops engaged students in open discussion with opportunities to ask questions and share stories. The facilitator also shared with students other resources that were available to them on campus and from the Department of Counseling and Psychological Services.

Objective #5: Program meetings with *Panther LIFE* partners are scheduled throughout the academic year. Meetings last approximately two (2) to three (3) hours in length and individual students are regularly discussed and assessment information is shared. Meeting minutes are kept on file. Student monthly meetings are scheduled throughout the academic year with the Director and students engage in conversations related to selected books.

A program website was developed and finalized during Spring 2013. The website includes information regarding the history of the program, eligibility criteria, application process, program of study, systems of support, program calendar, partnership programs, and financial information for parents and students. Additionally, the website showcases the program highlights through photo galleries, videos, and news reports. The website can be accessed through this address: <http://education.fiu.edu/pantherlife>.

Objective #6: Eight (8) students will transition into Year 3 (2013-2014) of the program. Two (2) students completed the program and graduated June 2013, and one was offered employment with the Athletic Department. Five (5) students

have already been interviewed and selected to enter the program beginning Fall 2013. Other applicants are being interviewed for the remaining slots.

Objective #7: All students completed a job shadowing experience during the academic year in the College of Education Dean's office (clerical), University Recreation Center (customer service, equipment maintenance, smoothie/snack bar), Athletic Department (equipment), Division for Human Resources (clerical), Honors College (IT department), Graham Center (event planning), DRC (clerical), and at the Children's Creative Learning Center (early care and education).

Two (2) graduates of the program were offered employment; one as a student assistant equipment manager at the Athletic Department and the other in the Rec Center. Two (2) current *Panther LIFE* students applied and were hired Summer 2013 in the Rec Center.

III. **Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

N/A

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

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**State University System
Education and General
2014-2015 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Issue Title:	FTIC 6-Year Graduation Rates
Priority Number	1 within University Initiatives
Recurring Funds Requested:	\$3,370,039
Non-Recurring Funds Requested:	\$903,862
Total Funds Requested:	\$4,273,901

- I. Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

FIU has piloted several initiatives in order to improve graduation rates. These initiatives focus specifically on the areas where our students have demonstrated the most difficulty in academic progress. Due to the demographics of our student population, mostly Pell eligible, minority students, more investment is needed in order to enhance and expand these high tech, high touch solutions that have proven results:

- a) Expansion of math lab services that supplement the classroom instruction by using self-directed learning modules in state of the art computer labs with on-site learning assistants to facilitate instruction that have successfully improved pass rates of College Algebra (33% to 54%). The existing lab on the Modesto Maidique Campus (MMC) is utilized to full capacity. Funds would be used to expand the lab at MMC and create a new lab at the Biscayne Bay Campus (BBC).
- b) Writing Across the Curriculum places English composition instructors in other colleges to work with discipline faculty on ways to increase writing and critical thinking levels in coursework. It also provides direct coaching and review of writing assignments to students. Additional faculty are needed to provide these services across all disciplines along with more coaches to serve students. Enhanced services are also needed to provide a computerized, language skills teaching program with other interactive approaches to strengthen student writing and reduce difficulties as a result of English being many of our students' second language.

- II. Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on enhancing marine bioscience research, indicate the anticipated outcome*

associated with the research, the accountability metric(s) that could be improved upon, and any expected return on investment to the State.)

Funding to support these initiatives will improve the graduation rate to 55% by 2016-17.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

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**State University System
Education and General
2014-2015 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Issue Title:	Increasing Bachelor Degrees in STEM and Fields Associated with Targeted Gap Analysis Occupations
Priority Number	2 within University Initiatives
Recurring Funds Requested:	\$3,950,569
Non-Recurring Funds Requested:	\$
Total Funds Requested:	\$3,950,569

- I. Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

FIU must work harder and faster to educate enough graduates for the state to sustain the vitality of its local communities and the economy. To meet workforce demands alone, the state will need many more graduates per year in the STEM and high demand areas to be a leader in knowledge-based jobs.

Under the proposed plan, FIU will use these funds to hire additional faculty in the biological sciences, mathematics, chemistry, statistics, physics, computer and information sciences, engineering, accounting, finance, and education to continue to expand programs directly related to undersupplied occupations.

The following initiatives have been very successful:

- a) Faculty across STEM disciplines designed an innovative new program for undergraduates pursuing careers in biological sciences. QBIC (Quantifying Biology in the Classroom) is a program for students interested in a more in-depth approach to the biological sciences. The integrative four-year curriculum emphasizes the study of living systems while providing students the tools to critically evaluate biological concepts. Students completing this program scored in the 83rd percentile on the ETS Major field examination while students not in the program scored at the 32nd percentile.
- b) Physics modeling is a student-centric, constructivist approach whereby students build their physics knowledge by developing models through guided activities in a studio format. Student explicitly experience the process of model development and deployment, fundamental to a wide variety of fields. In so doing, students learn to communicate their ideas,

work within groups, solve problems, use powerful representational tools for doing science, and participate in a science community; all crucial skills in most science careers.

Under the proposed plan, FIU will use these funds to hire additional faculty in computer science, accounting, finance, education, mathematics, statistics, biological sciences, and physics to continue to expand programs directly related to undersupplied occupations. These funds will also provide the needed resources to expand these initiatives that have demonstrated proven results for student success.

II. **Return on Investment** (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on enhancing marine bioscience research, indicate the anticipated outcome associated with the research, the accountability metric(s) that could be improved upon, and any expected return on investment to the State.*)

With this enhanced funding FIU can increase the percentage of bachelor's degrees in STEM and fields associated with targeted gap analysis occupations from 24.6% to 30% by 2015-16.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2014-2015 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Issue Title:	Research Doctoral Degrees Awarded
Priority Number	3 within University Initiatives
Recurring Funds Requested:	\$4,200,000
Non-Recurring Funds Requested:	\$
Total Funds Requested:	\$4,200,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Under the proposed plan, FIU will use these funds in three ways to fulfill the goal of more research doctoral degrees awarded: a) a portion will be used to enhance our successful program of Dissertation Year Fellowships. These fellowships provide support for students during the critical dissertation writing stage. b) a portion of the funds will be used to enhance our successful Data Acquisition Fellowships whereby students can devote full time to obtaining the data needed for their dissertations; and c) adjunct to GTA conversions that will provide the incremental funding needed to convert adjunct positions into additional graduate assistantships for department with productive doctoral programs to both increase the number of courses taught by Graduate Teaching Assistants (GTAs) and to make our programs more competitive nationally. Using these doctoral students to staff labs/recitations would also allow FIU to offer more and larger sections, thus ensuring the departments have greater teaching power to offer sufficient number of required courses and gain additional operational efficiencies.

- II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on enhancing marine bioscience research, indicate the anticipated outcome associated with the research, the accountability metric(s) that could be improved upon, and any expected return on investment to the State.)*

This initiative is to increase the total number of research doctoral degrees awarded to 300 by 2019-2020.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

2014-2015 Legislative Budget Request
EDUCATIONAL AND GENERAL
POSITION AND FISCAL SUMMARY
Operating Budget Form II

University: Florida International University
Issue Title: Research Doctoral Degrees Awarded

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	0.00	0.00	0.00
	-----	-----	-----
Total	0.00	0.00	0.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)		\$0	\$0
	-----	-----	-----
Total	\$0	\$0	\$0
	=====	=====	=====
Salaries and Benefits	\$0	\$0	\$0
Other Personal Services	\$4,200,000	\$0	\$4,200,000
Expenses	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$4,200,000	\$0	\$4,200,000
	=====	=====	=====

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 10, 2013

Subject: Academic Affairs Reports

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The Enrollment Services Report provides an update on University enrollment figures and financial aid. The Graduate Education Report presents trends in enrollment, doctoral degree production, and graduate assistantships, and it summarizes findings for academic year 2012-13. The Undergraduate Education Report focuses on FIU's Graduation Success Initiative (GSI). The Mastery Math Program Special Report focuses on the new teaching and learning model, a high tech and high touch initiative involving computer- and peer-assisted instructional techniques. The Special Report on the Engineering Research Centers Collaboration supplies an overview of how FIU joins forces with other universities to pioneer small health and environment-monitoring devices.

Supporting Documentation:	Enrollment Services Report Graduate Education Report Undergraduate Education Report
Facilitator/Presenter:	Luisa M. Havens Lakshmi N. Reddi Douglas L. Robertson Kieron Thomas Leann Wells Shekhar Bhansali

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
SEPTEMBER 2013**

ENROLLMENT SERVICES REPORT

I. University Enrollment

As of August 29th, 48,078 students have enrolled in courses for the fall 2013 term. This represents an increase of 3.88% when compared to fall 2012 when 46,281 students had enrolled around the same time. In addition, full-time equivalent enrollment (FTE) has increased by 5.73%, from 11,865.7 FTEs in fall 2012 to 12,545.2 in fall 2013.

II. New FTIC and Transfer Enrollment

Point in time comparisons of FTIC enrollment for 2013-14 shows an increase of 4.74% when compared to 2012-13, from 4,405 to 4,614 or 209 students.

Specific to fall FTIC's, an increase of 13.78% or 364 new students have enrolled for fall 2013 at 3,008, when compared to the same time last year for fall 2012 of 2,644.

Point in time comparisons of Transfer enrollment for 2013-14 shows an increase of 10.57% when compared to 2012-13, from 5,523 to 6,107 or 584 students.

Specific to fall Transfer students, an increase of 16.19% or 687 new students have enrolled for fall 2013 at 4,931, when compared to the same time last year for fall 2012 of 4,244.

Combined FTIC and Transfer 2013-14 enrollment has increased by 7.99% or 793 new students when compared to the same time period last year for 2012-13, from 9,928 to 10, 721.

Description	Headcount: Point In Time (Academic Year Date Comparison as of August 28, 2012)	Headcount: Point In Time (Academic Year Date Comparison as of August 29, 2013)	% Change	2012-13	2013-14
	2012-13	2013-14	Point-in-Time	Final	Projected Enrollment
FTICs	4,405	4,614	4.74%	4,632	4,956
Transfers	5,523	6,107	10.57%	8,010	7,876
Total	9,928	10,721	7.99%	12,642	12,832

Source: Admissions Daily Report "Academic Year Date Comparison"

Point-in-Time comparisons of admission offers shows an increase in the number of offers to FTIC's of 6.93% and a decrease of offers to transfers students of -0.90%. Overall admission offers for the 2013-2014 year are higher by 3.07%.

Description	Admission Offers	Admission Offers	% Change
	(Academic Year Date Comparison as of August 28, 2012)	(Academic Year Date Comparison as of August 29, 2013)	
	2012-13	2013-14	Point-in-Time Comparison
FTICs	10,177	10,882	6.93%
Transfers	9,902	9,813	-0.90%
Total	20,079	20,695	3.07%

Source: Admissions Daily Report "Academic Year Date Comparison"

The total number of admissions deposits for the academic year 2013-14 also shows an increase of 6.52% as of August 29th, 2013 compared to the total number received last year at the same point in time. Both FTIC and Transfers cohorts accounted for increases in deposits compared to last year: FTIC at 4.76% and Transfers at 7.79%.

Description	Admission Deposits	Admission Deposits	% Change
	(Academic Year Date Comparison as of August 28, 2012)	(Academic Year Date Comparison as of August 29, 2013)	
	2012-13	2013-14	Point-in-Time Comparison
FTICs	4,982	5,219	4.76%
Transfers	6,929	7,469	7.79%
Total	11,911	12,688	6.52%

Source: Admissions Daily Report "Academic Year Date Comparison"

III. Financial Aid

The Financial Aid Office has disbursed \$426.6 million to 38,081 students as we wrap up 2012-2013 compared to \$400.8 million to 37,372 students over the same time period (as of end of July) for 2011-2012.

As of today we have disbursed \$92.5 million to 14,366 for the 2013-2014 academic year compared to \$77.7 million to 12,012 at the same time last year for 2012-2013.

Our yearly Free Application for Federal Student Aid (FAFSA) Campaign to encourage students to apply early was successful once again. The goal is to increase the number of applications submitted by the March 1st priority deadline.

2012-2013 FAFAs		2013-2014 FAFSAs	
Application date	Applications submitted	Application date	Applications submitted
January	9,054	January	12,613
February	15,674	February	15,093
March 1 st	1,707	March 1 st	1,402
TOTAL	26,435	TOTAL	29,108

The additional 2,673 FAFSA applications received by the deadline represent a 10% increase in on time applicants from the previous year.

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FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
GRADUATE EDUCATION REPORT
SEPTEMBER 2013

I. Introduction

This report summarizes our activities and accomplishments in the 2012-13 Academic Year in the five strategic priority areas identified in Summer 2012: Recruitment, Operational Efficiency, Program Assessment, Funding Allocation and Leveraging, and Communication. The accomplishments in Program Assessment and Communication areas have led to sustained practices, and these areas are not considered to need prioritization in 2013-14. However, the remaining three areas of Recruitment, Operational Efficiency, and Funding Allocation and Leveraging need strategic attention in 2013-14. Our plans for these three areas and our new initiative for 2013-14 – establishment of AGILE (Academy of Graduates for Integrative Learning Experiences) – are described in the second half of this report.

II. 2012-13 Academic Year In Review

Graduate Recruitment

The University Graduate School continues its efforts to grow and strengthen doctoral programs at FIU. The UGS Recruitment Plan for 2012-13 focused on four areas: communication, outreach, support, and diversity.

Communication

Our goal was to facilitate communication between prospective students and the department during the recruitment phase in order to increase the yield rate, i.e., the number of admitted students that actually attend FIU. During Fall 2012, UGS completed the graduate communication plan to be administered through our Customer Relationship Management software, Intelliworks. Communication plans were completed for all of the doctoral programs. A post-application communication plan has also been developed to ensure students get continual information about their transition to UGS.

UGS facilitated Adobe Connect Sessions to India, China and Iran. These sessions were designed to reach out to admitted international students for Fall 2013. The sessions gave students in these countries the opportunity of engaging with UGS staff and asking questions in preparation of their arrival at FIU. Participants' questions focused on Miami and on research and graduate student life at FIU. Sessions were conducted monthly throughout the Spring and Summer semesters.

Outreach

During 2012-13, UGS represented FIU's graduate programs at several large undergraduate research conferences, including the Annual Florida Undergraduate Research Fair, the 27th annual National Conference on Undergraduate Research (NCUR) at the University of Wisconsin-LaCrosse, Annual Biomedical Research Conference for Minority Students (ABRCM) and the National Society for Black Engineers (NSBE). In addition, UGS representatives attended 26 graduate school recruitment fairs. Sixteen of the fairs were in Florida, of which seven were held at SUS institutions. UGS participated in the Alabama Connection Graduate Fair Circuit, the Georgia Graduate Fair Circuit, four McNair Scholars research fairs and the Oak Ridge National Laboratory Summer Research Program graduate fair. The annual FIU Graduate Open House, which is considered our largest recruitment event annually, was held on Saturday, November 10th, 2012 and was attended by nearly 200 individuals.

For the first time, UGS hosted an Open House in May 2013 exclusively for students admitted for Fall 2013 who might or might not have made a decision about attending FIU. The event showcased all the graduate

programs, provided campus tours, and offered roundtable discussions with Graduate Program Directors. More than 100 students attended this event.

UGS participated in its first international recruitment tour hosted by Education USA and the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA). The countries visited were Honduras, Costa Rica and the Dominican Republic. Initial review of data indicates slight increases in applications from these countries and at least two students enrolled as a result of this visit. In addition, Dean Reddi visited three schools in South India with the specific purpose of improving student enrollment in STEM disciplines.

UGS also presented at two conferences, the National Conference for College Women Student Leaders and the SAEOPP/McNair Research Conference 2013, to showcase the UGS Professional Development Program. The goal of participating in these events was to increase the FIU Graduate School presence nationally and internationally and to increase the efforts to reach out to underrepresented students interested in graduate school. At the Annual Meeting of CGS (Council of Graduate Schools) held in Puerto Rico, Dean Reddi co-moderated an open-discussion session on minority success in graduate education.

Support

UGS continues to offer financial support for departmental recruitment activities. Programs are eligible for up to \$5,000 from UGS towards strategic recruitment initiatives with a matching fund commitment from the unit/college. For the 2012-2013 AY, UGS funded eighteen proposals, up from twelve in 2011-2012, for a total of \$82,000. These funds supported academic units in facilitating international recruitment visits, student visits to FIU, and marketing initiatives.

Diversity

The McKnight Doctoral Fellowship Program is designed to address the under-representation of African American and Hispanic faculty at colleges and universities in Florida by increasing the pool of citizens qualified with Ph.D. degrees to teach at the college and university levels. Seven McKnight Doctoral Fellows have been accepted to FIU for Fall 2013.

The Ronald E. McNair Fellows Program encourages low-income, first-generation and underrepresented students from undergraduate McNair Scholars programs to prepare for and pursue doctoral study. The UGS FIU McNair Graduate Fellowship will support five graduate students for Fall 2013.

Three new Fulbright International Fellows were admitted to FIU for Fall 2013. The Fulbright Foreign Student Program enables graduate students, young professionals and artists from abroad to conduct research and study in the United States.

During Fall 2012 and Spring 2013, FIU participated in the CGS (Council for Graduate Schools) Doctoral Initiative on Minority Attrition and Completion project funded by the National Science Foundation. The purpose of the grant was to compile and analyze data on completion and attrition for minority students in Science, Technology, Engineering and Mathematics (STEM) fields. The data collection included surveys to students and faculty and an on-site visit by CGS to meet with students, faculty and staff. Information was collected for 1,095 FIU doctoral minority students who enrolled at FIU since 1997.

A new Recruitment Resources web page was developed for faculty and staff: <http://gradschool.fiu.edu/recruitment-resources.shtml>. It features best practices on diversity recruitment and the UGS recruitment calendar.

Program Assessment

To ensure the quality and progress of our doctoral programs, UGS has implemented two assessment tools: APS (Annual Program Summaries) on an annual cycle, and Carnegie-style reviews on a seven-year cycle. Annual Program Summaries contain statistics on applications, admissions, enrollments, time to degree, degree

production, faculty to student ratios, fellowship and stipend support, attrition and job placement. UGS distributed APS to each doctoral-granting unit during the Summer of 2012. UGS leadership met with the departmental chairs, graduate program directors and college representatives to review and discuss the individual APS in Fall and Spring. The primary objective of the meetings was to assist in developing a plan with specific goals for continued development of the doctoral programs.

The Carnegie style reviews, previously facilitated by UGS, and the seven-year BOG assessments carried out by Academic Planning and Accountability (APA), were hybridized in Fall 2012 for a more sustainable and comprehensive review process. The Carnegie-style review is built on a student-engaged self-study, faculty feedback, and recommendations from an external consultant. The purpose of these self-assessment activities is to improve the doctoral degree experiences for students, re-examine the mission and practices of current doctoral programs at FIU, and determine to what extent the mission is supported by program components. The UGS-APA hybridized review process was initiated and completed for doctoral programs in Global and Sociocultural Studies, Public Health, Spanish, and Dietetics and Nutrition during the 2012-2013 AY. Recommendations by the external consultants and UGS were distributed to these departments for follow-up in early Fall. Doctoral program reviews in Psychology, Geosciences, and Political Sciences are scheduled for the 2013-2014 AY.

Annual Program Summaries (APS) have also been developed for all the Masters programs on campus to assist with forecasting growth, admissions, enrollment, and degree completion.

UGS Funding Allocation and Leveraging

UGS established and implemented two new initiatives in 2012-2013 in an effort to incentivize research faculty to mentor and sponsor graduate students on external funding sources. The first initiative, Research Fellowship, is intended as a recruitment incentive for the purpose of attracting top-quality doctoral students on research projects. Each fellowship carries \$5,000 to be used to supplement the stipend of a new doctoral research assistant. The second initiative, Tuition Waiver Award, provides a free tuition waiver to a research faculty member to be used on a doctoral student for every other doctoral student being fully supported by an external grant. During 2012-2013, UGS awarded one Research Fellowship and three Tuition Waivers.

UGS has also developed a rubric to allocate resources to individual doctoral programs based on various performance parameters that are included in the Annual Program Summaries (APS). UGS will implement this evaluation mechanism in the coming year and the number of stipends that each program will receive directly from UGS in AY 2014-15 will be based on its overall score. This new mode of funding allocation will incentivize units that leverage UGS funds with extramural research support.

The process of selection for the three fellowships awarded by UGS (Presidential Fellowship, Dissertation Year Fellowship, and Dissertation Evidence Acquisition Fellowship) was revised to make it more objective and to accommodate the increase in the number of applicants. A rubric was created that includes several parameters relating to the quality and productivity of the applicant, of the major professor, and of the unit.

Operational Efficiency

UGS has recently implemented two major online systems to make processes more efficient. In Spring 2013, the new online application went live, which has increased the speed at which applications are forwarded after processing to the admissions committee for a decision. The previous applications were processed through a third party vendor, which added an extra day of processing for each application. Current data shows that the decisions are being made at a faster pace than last year; as an example, decisions for doctoral students are up almost 6% over this time last year. In Summer 2013, UGS introduced the E-Petition, which is the electronic version of the "Petition for Exception to Graduate Requirements." With 1,000 petitions submitted annually, the new E-Petition has eliminated the entire paper-based workload and consequently improved the decision turn-around time for students and faculty.

UGS has also established a new policy to allow individual units to admit 10% of their admitted pool of MS applicants that do not meet the minimum admission requirements without submitting petitions. The intent of the policy is to provide more autonomy to the units in the admissions process by giving them the freedom to select a set of their MS applicants that do not meet the minimum requirements but based on other criteria demonstrate the potential of succeeding in the graduate program. It is expected that the amount of time and effort the units and UGS spend on preparing and reviewing petitions will be decreased.

Communication

UGS gave high priority in 2012-13 to ensure effective communication with all its constituencies. In an effort to maximize the impact and quality of every piece of communication leaving UGS, all communications are coordinated by the Associate Director of Academic Services. The number of e-mails sent to faculty and students has been greatly reduced. The e-newsletter, produced tri-weekly, captures all announcements, deadlines, and important news that graduate faculty need to know. Communications with students are handled mostly by our social media coordinator.

During Fall 2012 and Spring 2013, several meetings were held with doctoral program coordinators and college-level administrators to discuss the Annual Program Summaries. These meetings allowed a fruitful exchange of ideas about recruitment, retention, and professional development of graduate students. In an effort to enable graduate programs to track their progress in recruitment and retention, UGS initiated bi-weekly reports on application, admission, and enrollment numbers, which are shared with all college-level administrators via e-mail.

Three meetings were held in 2012-13 with the UGS Faculty Advisory Committee, which consists of fifteen members of graduate faculty representing all colleges on campus. The committee enabled UGS to identify concerns with its policies and procedures and develop solutions. Important initiatives of this year, related to application deadlines and admission processes, are largely due to the contributions from this committee.

The Annual Program Summaries (APS), which were originally developed for doctoral programs, were extended in Spring 2013 to all Masters programs. These summaries, which capture vital statistics in admissions, enrollments, graduations, and student assistantships, allow program administrators to identify trends and make necessary changes in their resource allocation. They have turned out to be one of the most important communication tools ever developed by UGS.

The Annual Report for 2012-2013, published in June, summarized key data and accomplishments for the year. This report is widely disseminated, posted on the web, and distributed to schools throughout the U.S. It is now a part of our communication plan to reach prospective students as well as alumni.

In 2012-2013, UGS alumni were contacted in an effort to establish a *Dean's Academy*. With six founding members, the Academy is now helping UGS with its external relations and networking efforts. Efforts are underway to increase our contacts with alumni. The Graduate Fellows reception in Fall and Provost Award reception in Spring offer two key events to bring all of our constituencies together and celebrate our accomplishments.

III. Strategic Priorities for the 2013-14 Academic Year

Graduate Recruitment

The *Worlds Ahead* 2010-2015 Strategic Plan calls for a total graduate student enrollment of 10,400 by Fall 2015 (total graduate student enrollment in Fall 2012 was 7,481). The Strategic Plan also stipulates the goals for degrees awarded in Fall 2015: 2,874 Master's/Specialist degrees and 177 Research Doctorates. The

number of Master's/Specialist degrees awarded in Fall 2012 (2,996) is greater than our Fall 2015 goal. The number of research doctorates awarded in Fall 2012 is 156, which appears to be in line with the 2015 goal of 177. Meeting the enrollment goal of 10,400 by 2015 requires concerted efforts from all units and UGS. It requires close collaboration between UGS staff and college/unit-level teams. In the absence of additional funds needed to undertake aggressive international and domestic recruiting, UGS realizes the need to be creative in its approach to improve recruiting. The following activities are planned for 2013-14:

Communication

1. Expand communication plans for prospective students to include action steps after admittance to graduate school.
2. Work with Education USA to conduct webinars to prospective students in Latin America.
3. Host an Open House each semester for admitted students.
4. Continue hosting monthly Adobe Connect Sessions for both prospective and admitted international students.

Support

1. Conduct Best Practices Recruitment Workshop for all graduate program directors. This will be instituted as a requirement to obtain UGS recruitment enhancement funds.
2. Partner with research faculty who have international collaborations to better facilitate international recruitment.
3. Create a Graduate Recruitment Advisory Committee, consisting of all recruitment representatives at college levels, to better coordinate and maximize recruitment efforts.

Outreach and Diversity

1. During Fall 2013, UGS will host the GRAD (Getting Ready for Advanced Degree) Lab put together by the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (known as GEM). It is the first time that GEM will hold a GRAD Lab in Florida. GRAD Lab is a comprehensive, hands-on symposium designed to inspire and encourage promising undergraduate engineering and science students to consider masters and doctoral-level technical research programs. The day-long symposium will be sponsored by the University Graduate School, the College of Engineering and the College of Arts & Sciences. Representatives from both GEM and FIU will address an expected 75 underrepresented undergraduate students from across the region and will include a graduate fair that will showcase STEM academic units at FIU.
2. UGS will strategize recruitment travel based on regional locations of graduate applicants and admitted students. The goals will be to measure the ROI by tracking yield on applications, admittance and enrollment from students contacted during the recruitment travel.
3. UGS will continue to cultivate relationships with the Florida Education Fund McKnight Fellowship organization, GEM and Ronald E. McNair Scholars programs to increase FIU's presence in the community and increase interest among underrepresented groups to consider FIU for graduate education.

Operational Efficiency

Efforts are being made in the admissions process to bring FIU in line with other benchmark institutions. UGS has moved the current admissions application deadline for doctoral and all international students to an earlier date, three and a half months earlier than previously. This move will make FIU more competitive in attracting highly qualified graduate students who are receiving early decisions from other universities. The new deadlines will be implemented during the admissions cycle for the 2014-15 Academic Year.

Operational efficiency plans for the 2013-14 Academic Year include the automation of the thesis and dissertation forms by moving the paper process to an online system, revision of the admissions process to streamline the international transcript evaluations, and establishment of a sole point of contact for admissions applicants to provide the most up-to-date and accurate application status information.

Funding Allocation and Leveraging

UGS will continue to evaluate and develop new strategies to allocate the limited resources so that fellowship and tuition funds are used more effectively. We will continue offering the initiatives established last year to provide incentives directly to faculty investigators who can support graduate students with external funding. We will work closely with the Division of Research to promote these efforts and gather data to help us target them appropriately.

We plan to identify more precise metrics to evaluate if the three internal fellowships are accomplishing their stated purposes and, if necessary, modify their scope to leverage extramural funds brought by faculty investigators. Similar to the establishment of a performance-based allocation of assistantship resources to doctoral programs, we will create a priority scheme to distribute tuition waivers to individual units.

One of the key parameters controlling funding allocation to a given program will be the doctoral enrollments in the program relative to the capacity of the program. In an effort to estimate the enrollment capacity of each doctoral program, each unit will be surveyed to learn their enrollment goals for the next five years. In this coming year we will use various data points (e.g. DAS faculty/student ratio) from the Annual Program summaries, to identify those programs that can support further growth in the number of graduate students, and target these programs for specific reviews and assessments.

IV. New Initiatives

AGILE (Academy of Graduates for Integrative Learning Experiences)

AGILE is a newly created Academy within UGS whose goal is to facilitate synergistic development of doctoral scholars by augmenting cognitive skills with interpersonal and intrapersonal skills. The first cohort of AGILE is expected to include about ten to fifteen doctoral students, with a significant representation of African American students, but with Hispanics and other groups also represented to facilitate synergism of ideas, ethnic backgrounds, and cultures. Key features of AGILE are listed below.

1. Seminars and workshops from several centers on campus will be structured and coordinated to serve the cohort team. The centers/offices participating as members of the Academy are:
 - Center for Leadership and Service
 - Center for Excellence in Writing
 - University Wellness Center
 - Office of Research Integrity
 - Office of Community Engagement
 - FIU Career Center
 - Graduate Grant Center
 - Office of Academic Planning and Accountability
2. Representatives from these Centers/Offices will have informal community-style meetings with the cohort twice a semester in an effort to promote integration of their various services and orient the group toward a holistic education.
3. The Academy will facilitate a one-semester long leadership track of events, exclusively for the cohort team, so that students can explore their leadership potential, develop their leadership knowledge, and apply their leadership skills.
4. The Academy is based on the premise that community service/engagement is the legitimate goal of learning. However advanced and scholarly doctoral learning can be, the Academy expects the scholars to identify social connections between their scholarship and the community's well-being.

Students in the cohort will be expected to demonstrate, at their community meetings, service efforts they undertook within their areas of interest/expertise.

5. The Academy recognizes the time demands of scholarly research in doctoral programs. Hence, doctoral students in the cohort will be allowed to fulfill their slate of professional training and community engagement programs at their own pace, with the only stipulation that they are completed within a two-year period.
6. Communication is a crucial element of interpersonal skills. In an effort to forge interdisciplinary communication, the cohort members will be selected to represent diversity in disciplinary interests, ethnic and cultural backgrounds. At the community meetings, cohort members will be expected to relate to each other's areas of interest, and they will acquire training to address groups outside their own areas of interest.
7. The Academy will be an active participant in the integrative learning of the cohort members. Its purpose is not just to make professional development programs available; its purpose is to ensure that the programs are coordinated and tailored in a way that they fulfill students' timely needs to stay engaged and inspired in doctoral programs. Each student of the team will be maintaining an academic diary and a portfolio of professional training modules. The Executive Committee of the Academy (representing each of the Centers listed under 1) will conduct a rubric-style assessment of each student's progress toward synergizing interpersonal and intrapersonal skills with cognitive skills.
8. An essential goal of the community-building exercise of the Academy is to facilitate peer-mentoring among the cohort team. The Academy will make a clear distinction between 'community' and 'classroom.' The community will be formed to facilitate mutual dialogue and synergism, where every cohort member will be a participant in forming a cooperative and dynamic community, and everybody will be a mentor and mentored at the same time.
9. While the disciplinary units provide opportunities for doctoral students to attend professional meetings in their areas of study, AGILE will provide an opportunity for the cohort to interact with leading synergistic and interdisciplinary thinkers of our times by bringing at least one expert to campus every semester. Examples of speakers most relevant for the Academy are Parker Palmer and Henry Petroski, among others.

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**Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee**

**Report on Undergraduate Education
September 2013**

GSI: Providing Actionable Data to Improve Student Success

Recently, FIU's Graduation Success Initiative (GSI) was selected as one of two finalists for the prestigious Opportunity Award of the Association of Public and Land-Grant Universities (APLU) Most Visible Progress (MVP) National Degree Completion Awards. As an MVP Opportunity Award finalist, President Rosenberg and an FIU student will present on the GSI at a plenary session at the APLU Annual Meeting on Monday, November 11, 2013, in Washington, DC. The MVP Opportunity Award winner will be announced at the APLU Awards Breakfast at the Annual Meeting in Washington, DC, on November 12, 2013. As an additional benefit, the winning institution will receive \$20,000.

FIU's Graduation Success Initiative has two interrelated domains: (a) immediate results, developing data-based practices for rapid improvement in on-time graduation; and (b) sustained, long-term results, building a comprehensive, university-wide system that will sustain significantly higher levels of retention and on-time graduation and thereby change the university culture to one in which on-time graduation is the expected norm. In its first year alone, the GSI contributed to a 6% increase (41% to 47%) in the on-time graduation rate for First-Time-In-College students, the largest increase in FIU's history.

National recognition by the higher education community as well as early outcome data seem to indicate that FIU is not only on the right track but on the cutting edge in improving student academic success.

This report introduces one of GSI's innovations: providing academic administrators with relevant, actionable data regarding retention and on-time graduation (two fundamental measures of student academic success) in an accessible and interactive format. The Office of Retention and Graduation Success (ORGS) has created an interactive dashboard that is refreshed weekly and available 24/7 (Figures 1 and 2). These actionable, accessible data provide a basis for intervention and accountability that had not existed previously.

The GSI dashboard data can be accessed quickly through the menu at the top (Figure 1) for any permutation of cohort (AA or FTIC), college, or major. This interactivity allows academic administrators and ORGS researchers to compare academic performance (as measured by retention and on-time graduation) across units (colleges and majors) and time (cohorts).

Dashboard data include the following (Figure 1):

- Graduated On-Time: Percentage of students in a cohort who graduated within 6 years for FTICs and 4 years for AA Transfers.
- Discontinued or Dismissed: Percentage of students in a cohort in the current semester who have stopped out or who no longer attend FIU. Students who are defined as “Discontinued” were in good standing at the time of attrition, while students who were “Dismissed” from FIU had a GPA less than 2.0.
- Career in Progress: Percentage of students in a cohort in the current semester who are enrolled.
- Graduated (Not On-Time): Percentage of students in a cohort who graduated in more than 6 years for FTICs or more than 4 years for AA Transfers.
- Potential Graduation Rate: percentage of students who have applied for graduation, are within their cohort’s graduation timeframe, and who have met certain criteria which indicate a good chance of graduating on-time. While it is not guaranteed that these students will graduate in the current term, departments and their academic advisors are asked to contact proactively each of these students to ensure that all requirements have been met and all holds are resolved.

For each of these various groups (Graduated On-Time, Discontinued or Dismissed, Career in Progress, Potential On-Time, etc.), the user can easily see pertinent academic indicators such as Average Cumulative Units, Average Cumulative GPA, and Average Current Units in Progress. For example, the Average Cumulative Units for Graduated On-Time for the 2007 FTIC Cohort (whose final on-time graduation rate will be calculated after the final commencement, August 6, 2013), is currently at 136 Cumulative Units. Most majors require 120 units. These data show we have work to do in reducing the number of courses students take which do not advance them toward their degrees. We can also see a clear positive correlation between GPA and on-time graduation. So, we need to target courses which are points of high student failure to improve academic performance in those key courses.

The GSI dashboard also includes a table with a bar graph comparison of the Graduated vs. Not Graduated proportions for each college for the students who start in that college (Figure 1). These data not only provide a useful comparison across colleges but also allow dashboard users to tell which colleges and majors serve as feeders to other colleges and majors.

The retention and graduation status graph (Figure 2) displays annual academic performance data for whatever unit and cohort has been selected. The bar graph comprises students who have graduated, have been retained, have discontinued, or have been dismissed.

The retention and graduation table below the stacked bar graph (Figure 2) shows year-by-year performance for all recent cohorts and allows a comparison of academic performance before and after the implementation of various facets of the GSI, as well as a comparison across units and time. Also, the table can help to pinpoint particular cohorts who are under-performing and who need focused support.

In conclusion, this GSI dashboard creates an important new data-based foundation for targeted intervention and unit accountability related to undergraduate academic success.

Figure 1. FIU undergraduate student retention and graduation dashboard.

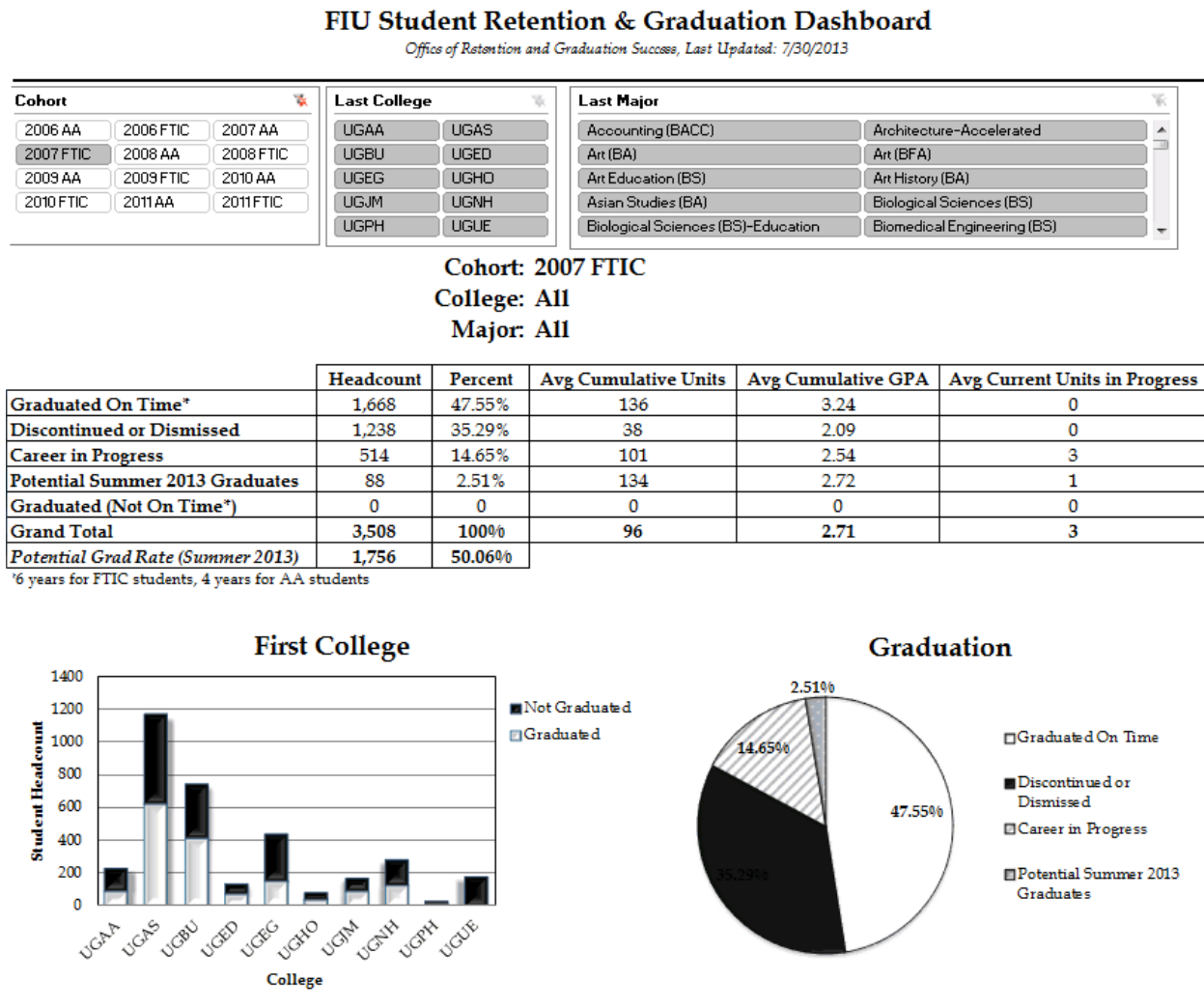
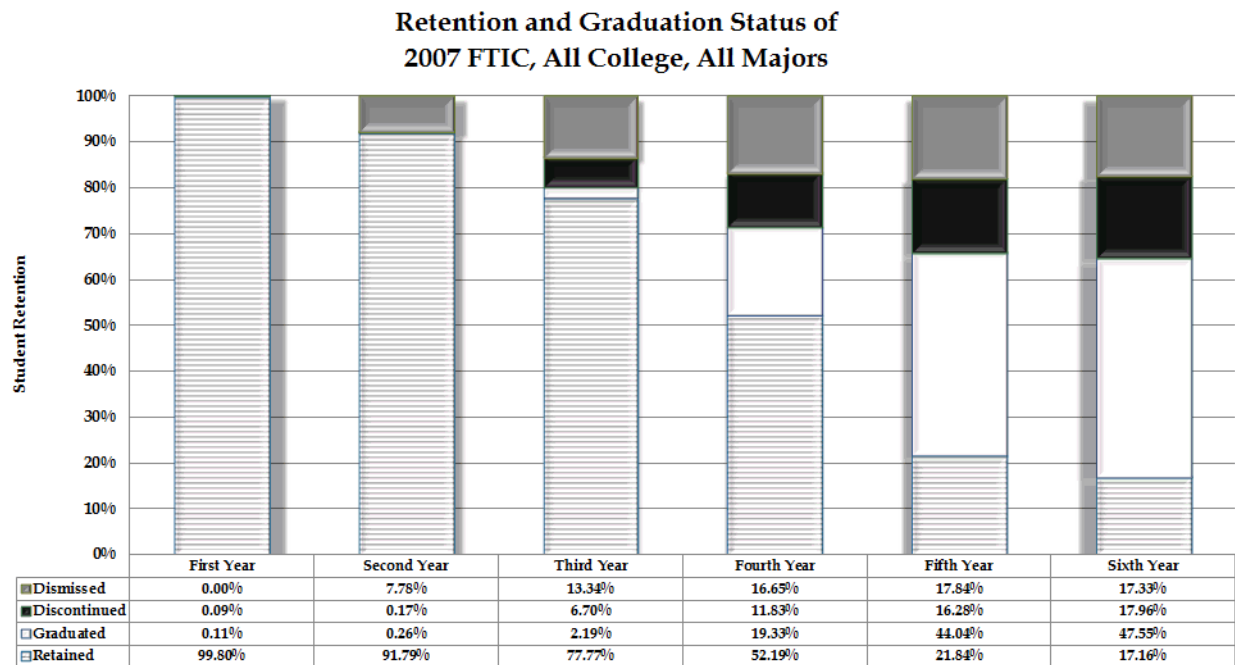


Figure 2. FIU undergraduate student retention and graduation dashboard (continued).



Retention & Graduation of all FIU FTIC Students

Year	2006		2007		2008		2009		2010		2011	
	Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
1	0.02%	99.95%	0.11%	99.91%	0.03%	99.94%	0.13%	99.81%	0.05%	100.00%	0.00%	100.00%
2	0.23%	87.82%	0.26%	92.05%	0.60%	86.97%	0.51%	86.58%	0.35%	85.25%	*0.07%	91.53%
3	1.92%	79.37%	2.19%	79.96%	3.26%	78.97%	3.48%	78.98%	*1.29%	80.59%	-	-
4	17.91%	71.53%	19.33%	71.52%	22.74%	72.36%	*15.50%	74.50%	-	-	-	-
5	37.27%	66.47%	44.04%	65.88%	*38.36%	69.47%	-	-	-	-	-	-
6	47.27%	62.84%	*47.04%	63.54%	-	-	-	-	-	-	-	-

*This is the Graduation Rate as of Spring 2013. The Graduation Rate for the current year will become available at the conclusion of the Summer 2013 Term. The Retention Rate is contingent upon students remaining active throughout the upcoming Fall 2013 semester.

Retention & Graduation of all FIU AA Students

Year	2006		2007		2008		2009		2010		2011	
	Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
1	0.83%	100.00%	0.56%	100.00%	0.86%	100.00%	1.04%	100.00%	1.33%	99.93%	1.10%	100.00%
2	19.94%	82.00%	17.80%	86.29%	20.46%	80.56%	19.85%	79.19%	22.33%	80.05%	*10.43%	87.51%
3	47.81%	79.01%	45.79%	80.51%	48.35%	75.95%	47.87%	74.79%	*42.68%	79.95%	-	-
4	60.95%	76.93%	59.58%	73.62%	61.72%	73.92%	*58.11%	74.79%	-	-	-	-

*This is the Graduation Rate as of Spring 2013. The Graduation Rate for the current year will become available at the conclusion of the Summer 2013 Term. The Retention Rate is contingent upon students remaining active throughout the upcoming Fall 2013 semester.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 10, 2013

Subject: Division of Research Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:
This report provides data and a summary of activities for fiscal year 2012-2013 (FY 2013).

Supporting Documentation: Division of Research Report

Facilitator/Presenter: Andres G. Gil

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

DIVISION OF RESEARCH

FISCAL YEAR 2012-2013 REPORT

I. Introduction

This report provides data and a summary of activities for fiscal year 2012-2013 (FY 2013). [Section II](#) presents data for research awards received and grant applications submitted during the period between July 1, 2012 and June 30, 2013. Tables and graphs illustrate performance as compared to last fiscal year 2011-2012 (FY 2012). [Section III](#) of this report describes a series of initiatives that the Division of Research (DoR) began implementing and will continue through FY 2014. These are focused on increasing the number of faculty receiving external funding to support their research endeavors.

II. Overview of Awards, Applications, F&A and Expenditures

The data presented in [Table 1](#) compares awards received during FY 2013 with those received during FY 2012. Overall, awards reflect a modest increase of 1.2% when compared with last year, exceeding once again the \$100M threshold. However, it is important to note that gifts for research declined significantly (-72.9%), and excluding gifts for research, overall awards increased by 5.2% during FY 2013.

[Figure 1](#) shows the changes in new awards for each of the colleges. Notable increases include the College of Architecture + The Arts (CARTA) with 358.5% increase; the College of Nursing and Health Sciences (CNHS) with 67% increase; the College of Business (CoB) with 44.4% increase; the Herbert Wertheim College of Medicine (HWCoM) with 42.4% increase, and the College of Arts & Sciences (CAS) reflecting a 34.8% increase. Growth was due to increased number of awards received and/or increased value in awards received. For instance, CNHS received 23 awards this fiscal year with an average value of \$171,820, whereas last fiscal year the college received 15 awards with an average value of \$157,733. For CARTA, while the average value of awards was similar during both fiscal years, the college received 15 awards during FY 2013, an increase of 12 from FY 2012.

The average facilities and administrative (F&A) rate by college is presented in [Figure 2](#). Overall, the F&A rate declined from 21.6% last fiscal year, to 20.5% during FY 2013. While the average value of F&A rate for awards declined slightly (-1.24%), the percentage of awards without an F&A rate increased from 31% in FY 2012 to 35% in FY 2013.

Awards received by centers, institutes and museums (CIMs) are presented by unit in [Table 2](#). When compared with last fiscal year, awards for CIMs declined by 19%, as did the F&A rate associated with those awards. The latter declined from 27.6% to 26.1% during FY 2013. Nevertheless, the Center for Children and Families received \$7.36M in awards during FY 2013,

reflecting a 158.4% increase from last fiscal year. The Center for Diversity in Engineering and Computing also increased awards during FY 2013—\$1.265M, reflecting a 79.8% increase.

[Table 3](#) shows the distribution of new research awards received during FY 2013 by funding source: federal, state, and private/other. As previously noted, gifts for research decreased significantly during FY 2013. Excluding gifts for research from the total, the percentage distribution by funding source remained practically the same during both fiscal years.

The value of grant applications submitted by colleges, schools and divisions is presented in [Table 4](#). When compared with last fiscal year, the total value of applications submitted declined by 21.4%. During FY 2013, the number of applications submitted increased by 2% (from 802 to 818). However, 21.9% of applications submitted did not include an F&A rate.

[Table 5](#) presents grant applications data by centers, institutes and museums. During FY 2013, the number of applications submitted by CIMs increased by 14.8%, from 88 to 101. However, the average value of applications decreased by 65.9%, while the percentage of applications submitted without an F&A rate increased by 28.6%, from 21 to 27.

III. Initiatives Update

The Division of Research (DoR) performs annual customer satisfaction surveys, which provide valuable feedback to improve and expand the services we provide to the FIU research community. In order to develop further our Worlds Ahead services, we began a restructuring process during FY 2013.

The Research Development Unit at DoR was reorganized in order to strengthen research and scholarship activities, and to provide an array of support services tailored to the identified needs of research faculty. Services available to faculty include nontechnical grant writing, project management, budget preparation, and resubmission response services. Additionally, internal scientific reviews are facilitated for interested faculty and external scientific reviews may be organized for investigators on grant proposals.

For faculty interested in securing external funding, the unit identifies grant opportunities and assists with proposal preparation. To foster multidisciplinary collaboration and team science, DoR stimulates the creation of professional interest areas and networking groups. A robust professional development program, offered in partnership with senior leadership from FIU's colleges, provides faculty with guidance that aligns their research efforts with their departments' requirements for tenure and promotion, and the tools needed to hone their skills as researchers. Enhanced on-line resources are available to provide assistance to investigators at all stages of their research careers. Some of these tools include:

- A research calendar on the DoR website to advise faculty of research seminars, visits from funding agency officials, and other notable research-oriented events
- A monthly newsletter to inform the research community of new awards, funding opportunities, and updates from funding agencies
- A quarterly newsletter that provides in-depth coverage of research programs

- Weekly funding announcements on the DoR website
- Announcements to investigators with specific research interests and expertise
- Search engines to help find the right funding opportunities
- A collection of successful proposals to help junior and midlevel faculty interested in applying for funding

Furthermore, the unit works with the research community to establish interdisciplinary opportunities, and facilitates the establishment of professional interest areas (PIAs). PIAs are special interest groups created to unite faculty around a common research area, which allows them to share and exchange information and ideas, and eventually apply for multidisciplinary funding. During the past year, one PIA was formed in the Radiological Sciences area. This PIA group has successfully secured funding on two research proposals and is currently awaiting a decision on several other proposals. We are in the process of working with faculty on developing a second PIA in the area of climate change. Other groups are also planned.

Restructuring also included the creation of the Research Operations and External Partnerships Unit to assist investigators and research centers in obtaining the resources and collaborations necessary to successfully maintain and expand their research operations. The unit focuses on several key areas of research support to FIU faculty, listed below:

- Physical Resource Optimization - Assists researchers in identifying required resources to facilitate their research. The unit maintains an inventory of existing FIU research laboratories, high-end equipment and core facilities. The unit also works with Facilities Management to help coordinate renovations and other modifications to research space. During FY 2012, FIU renovated more than 20,000 square feet (at MMC, BBC, and Engineering Center), at a cost of over \$3.33M. We currently have over 9,000 square feet of renovations in progress, with an estimated total cost of \$3.11M. Recently, the group has been actively involved with the administrative/operational aspects of off-site facilities, such as acquiring leased space for specific grants.
- Research Administration – Provides administrative assistance to faculty and research centers with time sensitive projects. The unit's VIP Service assists FIU researchers who are responsible for large research operations by directly assisting in the execution of grants and contracts in areas pertaining to Human Resources, Purchasing, Travel and other grant-related activities that require interaction and support from other FIU service units. The goal of this service is to work with the PIs, departments and colleges to assure that project timelines are not jeopardized by unnecessary and avoidable delays.
- External Partnerships' Networking - The unit maintains broad interactions with federal, state and other funding agencies to facilitate access to program officers and to keep the FIU research community abreast of agency initiatives and funding opportunities as soon as they become available. Additionally, the unit fosters communication with industry and business partners to identify opportunities for collaboration and to further faculty research endeavors. In these endeavors, we coordinate with the Office of Governmental Relations with an emphasis on communication and interaction with federal research funding agencies.

Another unit recently created is the Training and International Research Initiatives Unit, which primarily assists with management and administration of research training grants and international sponsored projects. Specific activities include:

- Interacting with federal, state, and private funding sources to assist with the development of future programs
- Working with multiple community, organizational, and academic partners in support of the goals of the programs
- Assisting with the coordination and development of trainings and events for the programs
- Developing and implementing special activities that meet programming needs
- Providing management, administration and coordination assistance for large or complex research or sponsored projects aimed at training students, university fellows, or faculty
- Providing supporting capabilities in key areas such as compliance and reporting requirements, as well as assessment of funding opportunities for continuation and enhancement of existing projects

This unit has specific management responsibilities for the following:

- *Minority Biomedical Research Support (MBRS) Programs*: MBRS programs are federally funded (NIH) programs aimed to increase the number of underrepresented faculty, students, and investigators performing research in the biomedical sciences.
- *Bridge to the Doctorate Program (BDP)*: The BDP is an NSF initiative to provide eligible baccalaureate degree graduates with funding support for graduate studies. The ultimate goal is to increase the number of underrepresented students that obtain PhD degrees in a STEM field.

Table 1: Comparison of Awards Received

College/Division	July 2011 - June 2012			July 2012 - June 2013			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs	\$12,132,818	\$3,681,532	\$15,814,350	\$5,193,344	\$1,044,866	\$6,238,210	-60.55%
Chaplin School of Hospitality & Tourism Management (CSHTM)	\$71,743	\$0	\$71,743	\$13,665	\$0	\$13,665	-80.95%
College of Architecture & the Arts (CARTA)	\$55,829	\$0	\$55,829	\$252,758	\$3,200	\$255,958	358.47%
College of Arts & Sciences (CAS) *	\$36,192,611	\$8,457,215	\$44,649,827	\$48,958,992	\$11,231,227	\$60,190,220	34.81%
College of Business (CoB) *	\$825,802	\$78,978	\$904,780	\$1,136,271	\$169,967	\$1,306,238	44.37%
College of Education (CoE)	\$3,617,661	\$280,801	\$3,898,462	\$3,811,351	\$305,866	\$4,117,217	5.61%
College of Engineering & Computing (CEC)*	\$14,791,778	\$3,646,793	\$18,438,571	\$13,363,931	\$2,758,591	\$16,122,521	-12.56%
College of Law (CoL)	\$79,363	\$0	\$79,363	\$49,470	\$0	\$49,470	-37.67%
College of Nursing & Health Sciences (CNHS)	\$2,052,276	\$313,723	\$2,366,000	\$3,666,925	\$284,933	\$3,951,858	67.03%
Division of Finance	\$199,837	\$53,956	\$253,793	\$219,721	\$32,418	\$252,138	-0.65%
Division of IT/CIARA	\$3,176,256	\$281,149	\$3,457,405	\$1,612,084	\$123,200	\$1,735,284	-49.81%
Division of Student Affairs	\$1,778,454	\$125,026	\$1,903,480	\$1,580,876	\$101,227	\$1,682,103	-11.63%
Herbert Wertheim College of Medicine (HWC CoM)*	\$2,097,216	\$795,271	\$2,892,486	\$3,046,223	\$1,073,127	\$4,119,350	42.42%
Office of the President	\$102,250	\$0	\$102,250	\$154,624	\$0	\$154,624	51.22%
Robert Stempel College of Public Health & Social Work (RSCPHSW) *	\$6,537,595	\$1,956,333	\$8,493,928	\$3,154,020	\$762,071	\$3,916,091	-53.90%
School of Journalism & Mass Communication (SJMC)	\$360,499	\$78,130	\$438,629	\$375,200	\$92,839	\$468,039	6.70%
Gifts for Research	\$5,132,946	\$0	\$5,132,946	\$1,388,758	\$0	\$1,388,758	-72.94%
TOTAL	\$82,928,233	\$17,929,278	\$100,857,511	\$84,730,817	\$17,340,589	\$102,071,405	1.20%
Effective F&A rate of grants & contracts	21.62%			20.47%			

* The following are **NOT** reflected in the “TOTAL” above, but are included in the respective colleges, thus “double counted.”

	FY 2011-2012 Total	FY 2012-2013 Total
Included in AA (IHRC & FRSTA) and CAS	\$2,387,629	\$1,587,153
Included in AA (IHRC) and CoB	\$677,889	\$579,204
Included in AA (IHRC) and CEC	\$1,012,560	\$533,543
Included in AA (CRUSADA) and RSCPHSW	\$3,684,321	\$437,498
Included in AA (FRSTA) and HWC CoM	\$333,932	\$0
Included in CAS (CCF) and HWC CoM	\$0	\$752,940

Figure 1: Comparison of Awards Received by College/School

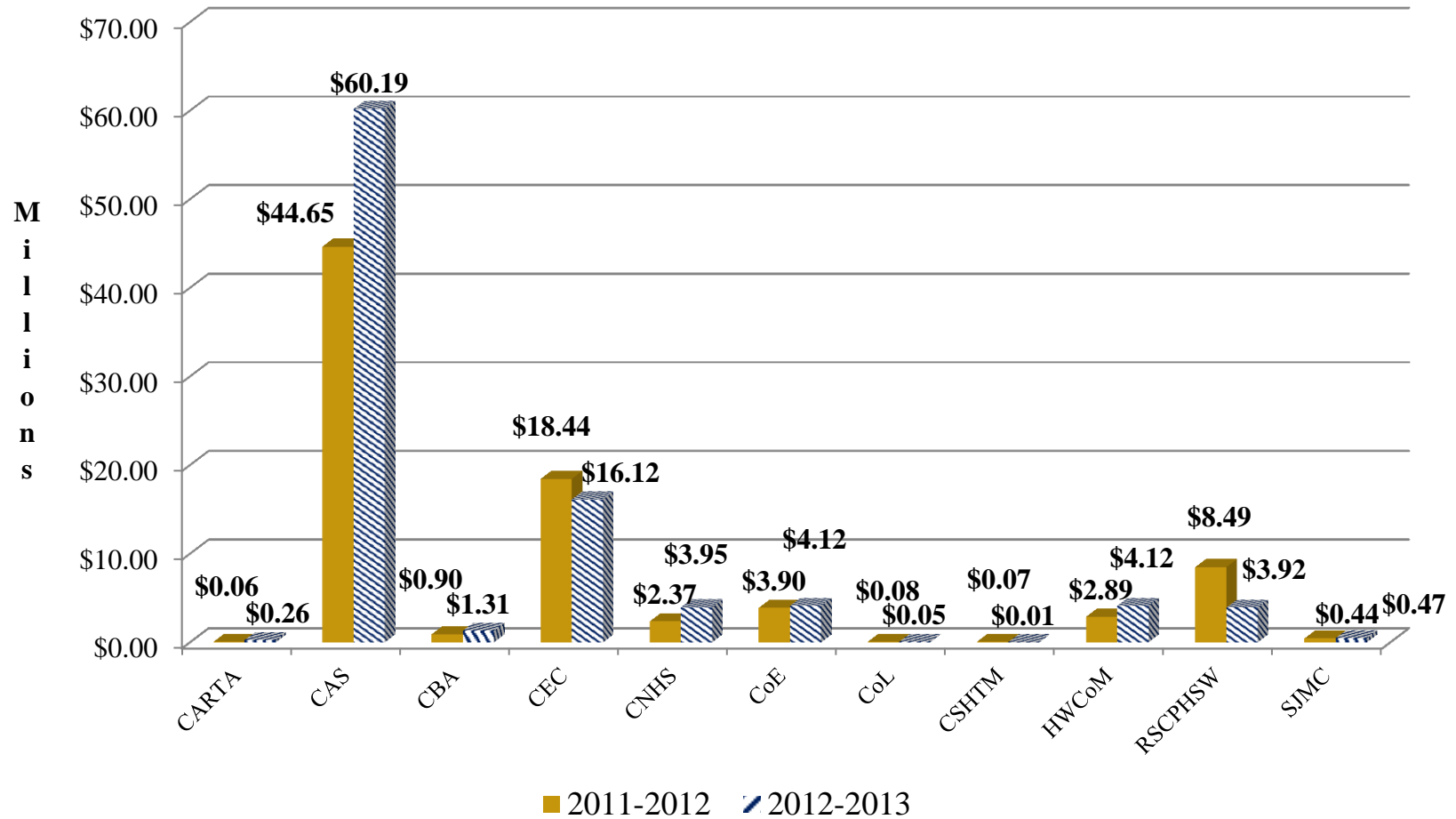


Figure 2: Average Award F&A Rate by College/School

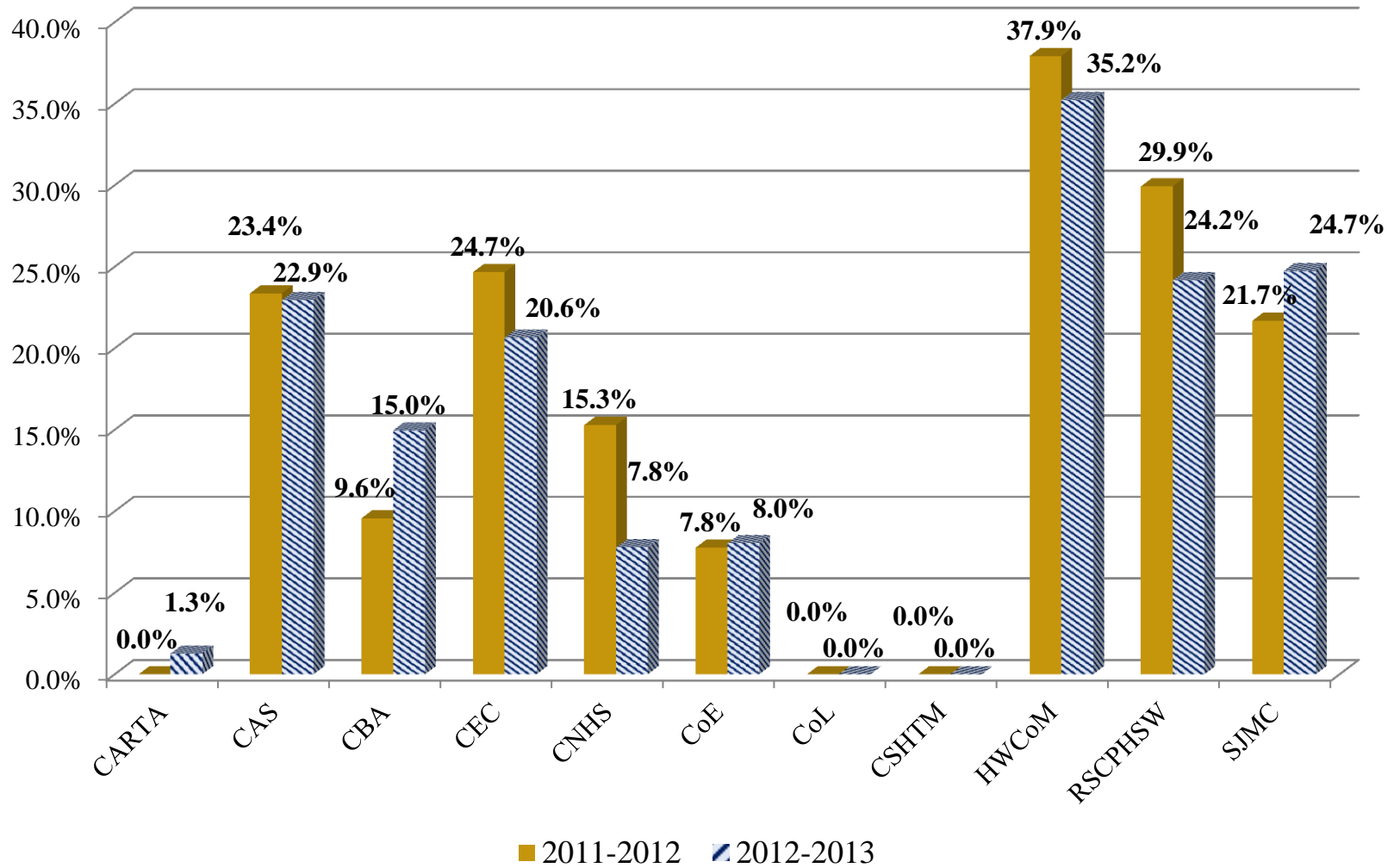


Table 2: Comparison of Awards Received by Centers, Institutes, Museums

College/Division	July 2011 - June 2012			July 2012 - June 2013			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs							
Applied Research Center (ARC)	\$4,324,481	\$1,825,074	\$6,149,556	\$1,301,449	\$540,831	\$1,842,281	-70.0%
CRUSADA	\$2,200,709	\$788,336	\$2,989,045	\$230,072	\$103,532	\$333,604	-88.8%
Frost Art Museum	\$148,925	\$0	\$148,925	\$281,134	\$0	\$281,134	88.8%
Int’l Hurricane Research Center (IHRC)	\$1,348,467	\$178,251	\$1,526,718	\$1,160,405	\$170,336	\$1,330,741	-12.8%
Wolfsonian	\$913,393	\$0	\$913,393	\$480,664	\$0	\$480,664	-47.4%
College of Arts & Sciences							
Center for Administration of Justice (CAJ)	\$1,349,961	\$230,609	\$1,580,570	\$8,780	\$2,371	\$11,151	-99.3%
Center for Children and Families (CCF)	\$2,179,673	\$669,948	\$2,849,621	\$5,548,025	\$1,814,361	\$7,362,386	158.4%
Center for Labor Research and Studies (CLRS)	\$90,720	\$1,905	\$92,625	\$128,564	\$3,438	\$132,001	42.5%
ICHAD	\$121,451	\$54,653	\$176,104	\$126,230	\$56,803	\$183,033	3.9%
Institute for Public Management and Community Service	\$79,401	\$12,062	\$91,463	\$67,011	\$10,052	\$77,063	-15.7%
International Forensic Research Institute (IFRI)	\$1,071,997	\$319,427	\$1,391,424	\$872,256	\$176,829	\$1,049,084	-24.6%
Jack D. Gordon Institute for Public Policy & Citizenship Studies	\$175,273	\$6,807	\$182,080	\$97,939	\$26,443	\$124,383	-31.7%
Jewish Museum of Florida—FIU	\$0	\$0	\$0	\$317,014	\$0	\$317,014	n/a
Latin American and Caribbean Center (LACC)	\$1,004,905	\$310,737	\$1,315,643	\$768,811	\$251,123	\$1,019,934	-22.5%
Metropolitan Center	\$114,632	\$20,368	\$135,000	\$236,351	\$37,852	\$274,203	103.1%
Southeast Environmental Research Center (SERC)	\$8,255,669	\$2,816,590	\$11,072,259	\$7,669,510	\$2,488,150	\$10,157,661	-8.3%
Women's Studies Center	\$629,200	\$176,465	\$805,665	\$558,467	\$55,846	\$614,313	-23.8%
College of Engineering & Computing							
Center for Diversity in Engineering & Computing	\$644,211	\$59,336	\$703,546	\$1,157,251	\$107,766	\$1,265,016	79.8%

Table 2: Comparison of Awards Received by Centers, Institutes, Museums							
College/Division	July 2011 - June 2012			July 2012 - June 2013			% change
	Direct	F&A	Total	Direct	F&A	Total	
Division of Student Affairs							
Children's Creative Learning Center (CCLC)	\$272,981	\$21,839	\$294,820	\$272,211	\$21,777	\$293,988	-0.3%
School of Journalism & Mass Communication							
International Media Center (IMC)	\$300,499	\$78,130	\$378,629	\$375,200	\$92,839	\$468,039	23.6%
Division of Information Technology							
CIARA: Center for Internet Augmented Research	\$3,176,256	\$281,149	\$3,457,405	\$1,612,084	\$123,200	\$1,735,284	-49.8%
Total	\$28,402,804	\$7,851,686	\$36,254,491	\$23,269,428	\$6,083,549	\$29,352,977	-19.0%
Effective F&A rate	27.6%			26.1%			

Table 3: Awards by Sponsor Type				
July 2011 - June 2012				
Funding Source	Awarded Direct Costs	Awarded F&A	Awarded Total	Percent
Federal Government	\$59,401,583	\$14,966,917	\$74,368,501	73.7%
State & Local Government	\$7,732,660	\$857,846	\$8,590,507	8.5%
Private / Other Sources*	\$15,793,990	\$2,104,514	\$17,898,504	17.7%
TOTAL	\$82,928,233	\$17,929,278	\$100,857,511	100.0%
July 2012 – June 2013				
Funding Source	Awarded Direct Costs	Awarded F&A	Awarded Total	Percent
Federal Government	\$64,291,135	\$14,398,343	\$78,689,478	77.1%
State & Local Government	\$7,795,794	\$900,305	\$8,696,100	8.5%
Private / Other Sources*	\$12,643,887	\$2,041,940	\$14,685,827	14.4%
TOTAL	\$84,730,817	\$17,340,589	\$102,071,405	100.0%

*Includes gifts for research

Table 4: Comparison of Applications Submitted by Colleges

College/School/Center/Division	July 2011 - June 2012			July 2012 - June 2013			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs	\$10,730,062	\$2,893,953	\$13,624,015	\$20,410,848	\$5,451,201	\$25,862,049	89.8%
Chaplin School of Hospitality & Tourism Management	\$202,250	\$0	\$202,250	\$419,596	\$72,083	\$491,679	143.1%
College of Architecture & the Arts	\$837,799	\$165,057	\$1,002,856	\$3,110,440	\$570,780	\$3,681,220	267.1%
College of Arts & Sciences	\$193,674,114	\$43,623,157	\$237,297,271	\$112,706,488	\$30,346,812	\$143,053,300	-39.7%
College of Business	\$1,333,097	\$261,976	\$1,595,073	\$1,231,541	\$121,492	\$1,353,033	-15.2%
College of Education	\$7,844,060	\$778,751	\$8,622,811	\$9,218,406	\$1,328,011	\$10,546,417	22.3%
College of Engineering & Computing	\$104,848,590	\$24,116,227	\$128,964,817	\$90,979,269	\$21,722,823	\$112,702,092	-12.6%
College of Nursing & Health Sciences	\$11,987,982	\$1,009,697	\$12,997,679	\$11,776,582	\$1,167,557	\$12,944,139	-0.4%
Division of Finance & Administration	\$19,570,983	\$863,460	\$20,434,443	\$10,000	\$0	\$10,000	-100.0%
Division of IT/CIARA	\$123,175	\$26,825	\$150,000	\$3,660,766	\$221,463	\$3,882,229	2488.2%
Division of Student Affairs	\$1,080,537	\$74,445	\$1,154,982	\$3,834,622	\$283,400	\$4,118,022	256.5%
Herbert Wertheim College of Medicine	\$19,086,744	\$7,801,736	\$26,888,480	\$19,018,309	\$6,914,636	\$25,932,945	-3.6%
Robert Stempel College of Public Health & Social Work	\$34,818,494	\$9,551,922	\$44,370,416	\$35,459,250	\$11,408,488	\$46,867,738	5.6%
School of Journalism & Mass Communication	\$899,170	\$193,479	\$1,092,649	\$314,317	\$81,722	\$396,039	-63.8%
TOTAL	\$407,037,057	\$91,360,685	\$498,397,742	\$312,150,434	\$79,690,468	\$391,840,902	-21.4%
Effective/average F&A rate	22.4%			25.5%			

Table 5: Comparison of Applications Submitted by Centers, Institutes, Museums

College/Division	July 2011 - June 2012			July 2012 - June 2013			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs							
Applied Research Center (ARC)	\$6,538,400	\$2,372,904	\$8,911,304	\$11,761,393	\$3,015,848	\$14,777,241	65.8%
CRUSADA: Center for Research on US Latino AIDS/HIV/Drug Abuse	\$2,354,302	\$853,387	\$3,207,689	\$601,124	\$264,038	\$865,162	-73.0%
Frost Museum	\$262,725	\$0	\$262,725	\$314,514	\$0	\$314,514	19.7%
International Hurricane Research Center (IHRC)	\$688,046	\$110,308	\$798,354	\$5,571,418	\$1,687,209	\$7,258,627	809.2%
The Wolfsonian	\$1,064,235	\$7,117	\$1,071,352	\$995,393	\$105,244	\$1,100,637	2.7%
College of Arts & Sciences							
Center for Administration of Justice	\$63,009,456	\$11,447,840	\$74,457,296	\$3,774,582	\$698,081	\$4,472,663	-94.0%
Center for Children and Families (CCF)	\$2,563,013	\$1,095,486	\$3,658,499	\$3,546,327	\$1,515,116	\$5,061,443	38.3%
Center for Labor Research and Studies (CLRS)	\$21,333	\$0	\$21,333	\$36,578	\$1,533	\$38,111	78.6%
International Forensic Research Institute (IFRI)	\$6,969,414	\$1,815,113	\$8,784,527	\$1,583,272	\$564,623	\$2,147,895	-75.5%
Jack D. Gordon Institute for Public Policy & Citizenship Studies	\$631,891	\$131,843	\$763,734	\$0	\$0	\$0	n/a
Jewish Museum of Florida	\$0	\$0	\$0	\$143,017	\$0	\$143,017	n/a
Latin American and Caribbean Center (LACC)	\$103,273	\$6,725	\$109,998	\$0	\$0	\$0	n/a
Metropolitan Center	\$212,931	\$37,069	\$250,000	\$202,377	\$37,758	\$240,135	-3.9%
Southeast Environmental Research Center (SERC)	\$938,362	\$221,002	\$1,159,364	\$671,955	\$198,368	\$870,323	-24.9%
Women’s Study Center	\$0	\$0	\$0	\$583,156	\$212,793	\$795,949	n/a
College of Engineering & Computing							
Center for Diversity in Engineering & Computing	\$10,383,608	\$837,233	\$11,220,841	\$1,815,479	\$256,310	\$2,071,789	-81.5%

Table 5: Comparison of Applications Submitted by Centers, Institutes, Museums

College/Division	July 2011 - June 2012			July 2012 - June 2013			% change
	Direct	F&A	Total	Direct	F&A	Total	
Division of Information Technology							
CIARA: Center for Internet Augmented Research	\$123,175	\$26,825	\$150,000	\$2,440,859	\$200,808	\$2,641,667	1661.1%
Division of Student Affairs							
Children’s Creative Learning Center	\$0	\$0	\$0	\$1,947,872	\$155,828	\$2,103,700	n/a
School of Journalism & Mass Communication							
International Media Center	\$809,170	\$193,479	\$1,002,649	\$314,317	\$81,722	\$396,039	-60.5%
Total	\$96,673,334	\$19,156,331	\$115,829,665	\$36,303,633	\$8,995,279	\$45,298,912	-60.9%
Effective F&A rate	19.8%			24.8%			

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 10, 2013

Subject: Student Affairs Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:
The Student Affairs Report presents an overview of various updates and appointments provided by the Division of Student Affairs since the Committee last met.

Supporting Documentation: Student Affairs Report

Facilitator/Presenter: Larry Lunsford

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**Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee**

**Division of Student Affairs
September 2013**

Facilities Updates

The Summer semester was highlighted by the dedication of the new Parkview residence hall at MMC. The state-of-the art facility houses 620 students and features a student lounge that has a full view of FIU Stadium. The facility was completed on schedule and on budget.

The Graham Center has completed a renovation of the GC Gallery/Piano Lounge. New carpeting and furniture have been added to the hallway of GC. Another new addition provided by SGA are phone charging stations that have been added throughout the building.

Students

Career Services had 460 students, 37 agencies, and five colleges/universities participate in the Federal Career Conference held at MMC.

This year the Pre-Collegiate Programs (FIU-Upward Bound, FIU- Math and Science, Educational Talent Search, Partners in Progress, National Achiever Society Center of Excellence, and College Reach-Out Program) have a total of 41 students admitted to FIU, the highest number that the programs have achieved.

Seventy-five FIU students attended the Statewide Job Fair held at University of Central Florida (UCF) in May. It was the second largest student contingency, next to host UCF.

The Counseling and Psychological Services Center screened over 100 applicants for positions in its graduate training program and selected graduates from Arizona State, Missouri-Kansas City, Wright State, Florida State, Illinois School of Professional Psychology, Indiana State, and the University of Miami.

The Division of Student Affairs, in partnership with the College of Education, recruited and placed over 40 students into graduate assistantships in the Division.

Appointments

Jose Toscano has been promoted to Director of Campus Life at MMC.

Eric Arneson, assistant vice president, has been named Florida state director for the National Association of Student Personnel Administrators.

Notables

The MMC Recreation Center had a record 400,000 users for the 2012-13 academic year. It is beginning a \$5 million renovation from Capital Improvement Trust Fund (CITF) funds.

The Residence Halls completed their first year of a successful intramural sports program. In previous years, students in the residence halls competed on other intramural teams, but last Fall, students in each residence hall formed teams in the various intramural sports and competed against other teams from Greek organizations and independent groups.

The FIU Bike Shop has been a success. In its first year of operation, the office serviced over 500 bicycles.

FIU Student Health Services (SHS) is proud to be accredited by the Accreditation Association for Ambulatory Health Care (AAAHC), the nation's leading accrediting organization for outpatient facilities. Only 10 percent of student health centers in the nation are accredited by AAAHC.

Being accredited means SHS has undergone rigorous professional scrutiny by highly qualified AAAHC professionals and found to provide high quality care. SHS has been measured against national standards and demonstrated to have a strong commitment to providing excellent service to our patients. Our comprehensive primary care and prevention services help to enhance our students' wellbeing and thereby academic performance.

SHS is one of 15 student health centers in the nation and the only one in Florida to receive accreditation as a "Medical Home." The Patient-Centered Medical Home focuses on achieving positive outcomes through a structured, creative and individualized team planning process that compared to traditional medical treatments, results in a plan of care that is more effective and more relevant to the patient. The team consists of medical professionals, health educators, and mental health professionals, massage therapists, etc. The Medical Home is more holistic than

traditional medical care as it is designed to meet the identified needs of the patient while also addressing his/her lifestyle needs.

Housing and Residential Life kept 56,500 pounds of waste from going into a landfill this Summer. The office worked with local non-profits to donate over 450 beds that were replaced in a residence hall. The project of removing the beds cost the university no money. Another 1,000 to 2,000 pounds of furniture donations will be made soon.

Dance Marathon has received recognition from the national dance marathon organization as having the best web site in the nation.

Vice President Larry Lunsford served as keynote speaker for Striving to Enhance Personal Performance (S.T.E.P.P.), a development program sponsored by Human Resources. His topic was "Contributing to Student Success." He stressed the value in providing students with excellent customer service. Ultimately the goal is increased student retention and graduation rates.

The Disability Resource Center (DRC) served over 1,629 students in 2012-13. They proctored 5,027 exams for students with disabilities. The DRC also launched two Ignite Campaign projects which provide scholarship funds for students. The two projects raised \$5,000 through active engagement and marketing efforts. The DRC successfully recruited and trained 53 student volunteers who partnered with the department to support the provision of accommodations to their DRC registered student peers. They logged over 132 volunteer hours in 2012-13.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 10, 2013

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 the Administrative Software Unit (PantherSoft), Enterprise System Operations, and Media Technology Services.

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

SEPTEMBER 2013

I. Administrative Software Unit (PantherSoft)

- a. The FIU Mobile Team has completed the May FIU Mobile release. The new release contains several key enhancements to FIU Mobile. It provides students with access to their Degree Audit Summary and My_eAdvisor functionality in MyFIU. As part of the My_eAdvisor functionality, students now have the ability to quickly find their advisor contact information and review their term-by-term degree requirements through the MyMajor Map. Students are also able to enroll directly from their mobile MyMajor Map. Additional enhancements have been delivered for faculty and staff, including HR Benefits Summary information, FIU Holiday Schedules and the FIU Phonebook/Directory. This release is delivered through both web and native FIU Mobile apps.
- b. The PantherSoft ImageNow and Financials Teams are working with the Controller's Office to implement new processes and applications that will help streamline the imaging, workflow and approval of invoices. The Controller's Office currently manages manually over 45,000 invoices per year. The project is in the planning phase.
- c. The PantherSoft Campus Solutions Team is in the development and testing phase of a project to implement credit card payments for tuition and fees with Visa. Although FIU provides the ability for students to pay their tuition and fees with credit cards, the ability to pay with Visa will be new and welcomed by the students. This project is projected to go live in Spring 2014.
- d. The PantherSoft Reporting Team is working with the Office of Planning and Institutional Research (OPIR) to transition historical student data from FIU's legacy systems to a PeopleSoft-supported environment. This process will ultimately allow OPIR to efficiently and effectively query pre-PantherSoft converted data of students and enrollments for university-wide reporting. This project is project to go live in Fall 2013.
- e. The PantherSoft Human Resources Team is in the testing phase of converting most major personnel action forms (ePAF) used by the Division of HR into online, workflow-based forms. The ePAF project is expected to go live in Spring 2014.
- f. The PantherSoft Human Resources Team has completed the project with the Division of Human Resources to implement the ePerformance module with PeopleSoft Human Capital Management. This module will streamline the Performance Excellence Process

used by employees and managers on a yearly basis. The functionality will also streamline the process of reporting and auditing employee performance. This project is now live.

- g. The PantherSoft Campus Solutions Team is working with Academic Affairs, Enrollment Services and the Office of General Counsel to deploy a Parent Login solution. This solution will allow students to selectively give access to their parent(s) to be able to view grades, review account information, and pay for tuition and other fees. This functionality will go live in Summer 2014.
- h. The PantherSoft Campus Solutions Team, along with several members from Enrollment Services, are in the planning and research stage of a project to increase the number of terms/sessions for online courses. This will provide both fully online and onsite programs with greater flexibility to offer courses with multiple start options and greater flexibility in order to keep students on track towards their degree.
- i. The PantherSoft Portal and Database Administration Teams are currently in the process of upgrading from PeopleTools 8.51 to 8.53. This upgrade will go live in mid-Fall of 2013. This allows FIU's core administrative systems to stay current with technology and application releases. Subsequent upgrades for Human Resources, Financials and Campus Solutions are schedule to be completed in early Spring 2014.
- j. The team continues to update PantherSoft according to the latest financial aid regulations and tax updates and with application development tools for our Enterprise Portal, Campus Solutions, Human Resources and Financial Management Systems.

II. Enterprise System Operations

a. Instructional and Research Computing Center (IRCC)

FIU's IRCC, in collaboration with the Sunshine State Educational & Research Computing Alliance (SSERCA) turned in a national storage proposal to foster data collaboration and sharing across the nation for researchers. We are awaiting Feedback from the NSF if this grant proposal will be funded is pending

There have been some discussions with Miami-Dade Public Schools to see if IRCC resources such as High Performance Computing and Virtual Computing Labs can be made available to faculty and students in the Miami-Dade Public School System to give students access to elastic and advanced computing technologies earlier in their academic learning experience. This initiative will help exposing young students to STEM (Science, Technology, Engineering, and Mathematics) areas.

b. Private Cloud Software

CLOPUIA software is being piloted for the division. This software will give the ability to expand or contract our computing, network and storage capabilities in seconds as required by user load. This elastic nature makes utilization of system resources more efficient and allows the Division of Information Technology (DoIT) to respond

dynamically to the needs of the University. DoIT will be offering this capability to all University departments as of Fall 2013.

c. **Enhancements to ELabs**

DoIT finished its evaluation of Citrix as a possible replacement for Microsoft software for the ELab environment. Citrix was proven to give our students and faculty a much faster and seamless user experience. Citrix was purchased and is in the process of being installed.

d. **Community Outreach and Education**

DoIT in partnership with South Florida Digital Alliance, Miami-Dade Broadband Coalition, Microsoft & Miami-Dade Public Schools (MDCPS) will be hosting at FIU a training session for Miami-Dade Public School students classes to teach how to program for Windows 8 and mobile devices. This event occurred the week of August 5th. MDCPS students from Miami Jackson, Miami Central, and Booker T. Washington attended this training.

III. Media Technology Support (MTS)

a. **Academic Imaging Digitization Lab**

All of the components for the academic imaging digitization lab are now in place and the group is actively scanning media. This new technology fee awarded the Library and DoIT the ability to digitize many rare collections currently maintained in museums, libraries and centers. FIU now owns the most technologically advanced scanning equipment in the state of Florida.

b. **Course Capture Committee**

The classroom course capture committee, which includes college IT professionals, faculty and ITA members, has reviewed presentations from invited vendors that provide course capture solutions to enhance faculty and student experiences in the classroom. At the time this report was submitted the committee was finalizing its selection to standardize this platform across the institution.

c. **University Studio**

Renovations have begun for the new University Studio located in the Green Library. Once complete, the new studio will be fully equipped for the production of broadcast quality content for the FIU community and beyond. This includes television production, photography, and any video and sound production.

IV. Network Engineering and Telecommunications (NET)

- a. NET has successfully migrated to a new form of authentication for the wireless network. The division transitioned to a more secure 802.1x authentication method which enhances the user experience on the FIU wireless network. Users now enter credentials

only once and do not have to authenticate every time they join the FIU wireless network. Re-authentication will be required if a user changes his/her password.

- b. NET continues to collaboratively work with Aquarius Faculty and Staff to ensure that the facilities, land, buoy and underwater laboratory, are mission ready. This entails restoring data, voice, video and wireless services at all three structures. Currently in progress is work to restore the WiMax bridge between the land base and buoy as well as upgrading bandwidth capacity to the land base. Once deployed, this infrastructure will facilitate the NASA and Fabien Cousteau missions.
- c. NET is working with several cellular carriers (AT&T, Verizon, T-Mobile and others) to have the ability to repeat their signal in the new Parkview Housing buildings. FIU has purchased and installed equipment that will repeat the signal once authorized by the carriers. We are also working with them to improve cellular coverage university wide.
- d. NET is completing the physical, network, WiFi and telephony infrastructure for the new Parkview Housing buildings. We have completed similar work for the following: Academic Health Center 4, Satellite Chiller Plant, Brickell 19th floor, and the new Hospitality Management Teaching Kitchen and Restaurant.

V. Information Technology Security Office (ITSO)

- a. ITSO continues to offer the Security Awareness Training Course online to all Faculty and Staff. Red Flag and HIPAA training are provided on an as needed basis. As of July 2013, 1161 users had completed the Security Awareness Training Course.
- b. During the second phase of the Data Loss Prevention project the Desktop product was rolled out campus wide. Rules are continuously being fine-tuned to eliminate false positive results. Phase II of the project was rolled out to DoIT which enables the ability to identify sensitive data in motion with notification and justification.
- c. During the months of April 2013 through July 2013, the ITSO handled 10 copyright infringements, 1 notable security incident and 3 defaced/compromised websites. In addition, the ITSO sanitized a total of 1,148 hard drives.

VI. Support Center

- a. DoIT will open a premier, on-campus computer store in the Graham Center by Spring 2014. The store will showcase the Division's ability to provide FIU students, faculty and staff with easy access to excellent computer technology products and services at competitive pricing. We plan to partner with several established technology vendors to leverage marketing strength, brand recognition, and volume pricing, in order to provide the FIU community with the best technology products and services available.
- b. The new Interactive Voice Response system (IVR) was made available to the University on June 10. This service allows faculty, staff and students to personally reset their

MyAccounts password and obtain ticket status inquiries. Both the password reset and ticket status inquiry features will be available 24/7, 365 days of the year.

- c. The Support Center reports that during the months of April through June, field team engineers were assigned 549 service requests for MMC and resolved 531 service requests. In BBC there were 165 cases of which 159 were resolved. The tickets which remain open are due to field team members awaiting a response from the end user or hardware parts being ordered and the team is waiting for delivery.

VII. Center for Internet Augmented Research (CIARA)

CIARA continues to strive for a self-sustaining enterprise to enhance the University's research, education and outreach goals through the promotion and use of advanced technologies.

- a. Partnerships between the DoIT and FIU academic units.
 - 1. FlowSurge Project Deployment on Target: NSF Award Campus Cyberinfrastructure - Network Infrastructure and Engineering is a multi-disciplinary project involving Computer Science, Physics, Astronomy and Earth Sciences working with the DoIT to enhance the flow of science data across the campus computing network – FIUnet.
 - 2. CIARA is working with the School of Computer Science in developing a proposal to the NSF for support for implementing a doctoral consortium program between the U.S. and Brazil for the development of Future Internet technologies.
 - 3. CIARA programs embody qualities of excellent learning and scholarship activities in collaboration with FIU's School of Computer Science to the Colleges of Arts & Sciences and Engineering. Students engage with faculty and technology experts to create and share new knowledge in the application of cyberinfrastructure to research problems.
- b. Enhance FIU student research and education experiences through maintained participation in CIARA programs.
 - 1. CIARA, on average, supports two to four undergraduate students on its grants through the NSF Research Experiences for Undergraduates program.
 - 2. The NSF Partnership for International Research and Education (PIRE) Open Science Data Cloud is a 5-year \$3.5M grant. This award was made to the University of Chicago and CIARA on behalf of FIU. Eleven fellows attended the Edinburgh Workshop June 17-22, 2013 and have been studying for six weeks abroad at international partner locations in the U.K., The Netherlands, Japan, China, and Brazil.

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