



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

Thursday, January 9, 2014  
11:00 am *approximate start time*  
Florida International University  
Modesto A. Maidique Campus  
Graham Center Ballrooms

**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 Items   |                  |
| AP1. Tenure as a Condition of Employment Nominations  | Douglas Wartzok  |
| AP2. Florida International University 2012-13 Annual<br>Accountability Report to the Florida Board of Governors | Douglas Wartzok  |
| AP3. Wolfsonian-FIU Education Site Proposal   | Douglas Wartzok  |
| AP4. Professional Science Master in Forensic Science New<br>Program Proposal                                    | Douglas Wartzok  |
| AP5. Professional Science Master in Environmental Policy and<br>Management New Program Proposal                 | Douglas Wartzok  |
| AP6. Ph.D. in Linguistics New Program Proposal  | Douglas Wartzok  |

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

**4.1 Academic Affairs Regular Reports**

- |                           |                        |
|---------------------------|------------------------|
| ▪ Undergraduate Education | Douglas L. Robertson   |
| ▪ Graduate Education      | Lakshmi N. Reddi       |
| ▪ Engagement              | Irma Becerra-Fernandez |
| ▪ Enrollment Services     | Luisa M. Havens        |
| ▪ Information Technology  | Robert Grillo          |
| ▪ Research                | Andres G. Gil          |
| ▪ Student Affairs         | Larry Lunsford         |

**4.2 Academic Affairs Special Reports**

- |   |                      |
|---|----------------------|
| ▪ Graduation Success Initiative (GSI)                               | Douglas L. Robertson |
| ▪ Academy of Graduates for Integrative Learning Experiences (AGILE) | Lakshmi N. Reddi     |

**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, March 27, 2014*

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
January 9, 2014

**Subject: Approval of Minutes of Meeting held September 10, 2013**

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**Proposed Committee Action:**

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Tuesday, September 10, 2013 at the Biscayne Bay Campus, Kovens Conference Center, Bayview Ballrooms.

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**Background Information:**

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs meeting held on Tuesday, September 10, 2013 at the Biscayne Bay Campus, Kovens Conference Center, Bayview Ballrooms.

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**Supporting Documentation:** Academic Policy and Student Affairs Committee  
Meeting Minutes: September 10, 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  
SEPTEMBER 10, 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 Vice Chair Claudia Puig at 12:18 p.m. on Tuesday, September 10th, 2013, at the Kovens Conference Center, Biscayne Bay Campus.

The following attendance was recorded:

***Present***

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

***Excused***

Cesar L. Alvarez, *Chair*

Committee Vice Chair Claudia Puig welcomed all Trustees, University faculty, and staff. She excused Committee Chair Cesar Alvarez. She also welcomed newly appointed student Trustee Liane M. Sippin, who was recently elected Student Government President for the Modesto A. Maidique Campus. She also mentioned the academic achievements of Trustee Sippin, noting her previous study abroad trip in Germany this past summer.

Committee Vice Chair Puig recognized and welcomed audience member Dr. Anne Prestamo who, after a successful national search, accepted the position of Dean of University Libraries effective July 29, 2013. She noted that Dr. Prestamo had served at the Oklahoma State University Libraries since 1996, advancing through the ranks from Assistant Professor to Professor and held the endowed Claud D. Kniffin Professorship of Library Service and Education.

**2. Approval of Minutes**

Committee Vice Chair Puig asked that the Committee approve the minutes of the meeting held on June 5, 2013. A motion was made and passed to 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.

### **3. Action Items**

#### **AP1. Tenure as a Condition of Employment Nominations**

Provost and Executive Vice President Douglas Wartzok presented the Tenure as a Condition of Employment (TACOE) Nominations for Committee review, noting that these faculty are new hires who qualify for tenure at FIU based on their caliber of work and their tenure appointment held at their previous institutions; or were fully evaluated for tenure by the FIU faculty.

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 seven (7) candidates for Tenure as a Condition of Employment, as specified in the Board materials.

#### **AP2. Proposed Regulation – FIU-116 Educational Sites**

Provost and Executive Vice President Douglas Wartzok presented the Educational Sites regulation – FIU-116 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 was created pursuant to Board of Governors Regulations 1.001 and 8.009.

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 Proposed Regulation – FIU-116 Educational Sites.

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

Committee Vice Chair Puig mentioned that since Educational Sites Regulation FIU-116 required by the Board of Governors had not been formally adopted by the Board of Trustees, the Committee needed to re-submit this item to the Full Board for confirmation of its approval in accordance with the new regulation.

Provost Wartzok presented the request to re-authorize the establishment of The Wolfsonian-FIU facility in downtown Miami, Florida as a "special purpose center" of FIU. The 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."

He noted that the new Board of Governors (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.” As requested by the BOG, this item was to be re-authorized and re-submitted for approval consistent with the proposed regulation FIU-116 Educational Sites.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Board of Trustees’ the reauthorization of The Wolfsonian-FIU facility in downtown Miami, Florida as a “special purpose center” of Florida International University.

#### **AP4. 2014-2015 Legislative Budget Request**

Provost Wartzok presented seven critical initiatives that FIU identified to be considered by the legislature for funding. The Provost noted that three of the requests were Shared System Resources, one request was a Continuation of a Non-recurring Initiative, and the final three were New Recurring Legislative Budget Requests.

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.

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 2014-2015 Legislative Budget Requests.

#### **4. Information/Discussion Items** *(No Action Required)*

##### **4.1 Academic Affairs Reports**

The Academic Affairs reports included in-person presentations on unique initiatives that directly respond to contemporary changes in higher education.

The Mastery Math Program Special Report focused on the new teaching and learning model, a high-tech and high-touch initiative involving computer- and peer-assisted instruction, improving College Algebra pass rates. Committee Vice Chair Puig welcomed the presenters, Kieron Thomas and Leanne Wells. She noted the Kieron, originally from Trinidad, joined FIU in 2009. He is expected to graduate with a B.S. in Marine Biology this fall. He has been working as a Learning Assistant and for the past year has served as a tutor in the Math Mastery Lab. Leanne Wells is the Director of the Mastery Math Program and Director of the FIU Learning Assistant Program. She is also currently a doctoral candidate pursuing a Ph.D. in Mathematics Education.

The Special Report on the Engineering Research Centers Collaboration supplied an overview of how FIU joins forces with other universities to pioneer small health and environment-monitoring devices. Committee Vice Chair Puig recognized the presenter, Dr. Shekhar Bhansali, professor and chair of the Department of Electrical and Computing, who provided an overview of the collaborative work done by the ASSIST Research Center.

During this time, Committee Vice Chair Claudia Puig also recognized guest audience member and newly-elected North Miami Mayor, Lucie Tondreau.

### **Reports**

Committee Vice Chair Puig asked if any committee members had questions on the remaining information items: Enrollment Services, University Graduate School, Undergraduate Education, Division of Research, Student Affairs and Division of Information Technology Reports. There were none.

### **6. New Business**

*No new business was raised.*

### **7. Concluding Remarks and Adjournment**

With no other business, Vice Chair Claudia Puig adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Tuesday, September 10, 2013 at 1:11 pm.

<b><i>Trustee Request</i></b>	<b><i>Follow-up</i></b>	<b><i>Completion Date</i></b>
<i>At the June 5, 2013 Academic Policy and Student Affairs Committee meeting, Chair Alvarez requested a follow-up to Trustee Mayi de la Vega's inquiry on the existence of a policy that delineates established minimum contributions for the naming of an FIU building. A comprehensive University naming policy is currently still in the process of being developed.</i>	<i>Sr. VP, University Advancement/President and CEO, FIU Foundation Howard R. Lipman</i>	<i>TBD</i>

CS  
09.19.13



**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
January 9, 2014

**Subject: Tenure as a Condition of Employment Nominations**

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**Proposed Committee Action:**

Recommend to the Florida International University Board of Trustees the approval of three (3) candidates for Tenure as a Condition of Employment (TACOE).

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**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 employees of the university, including, but not limited to, tenure.

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

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**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**

<b>NAME</b>	<b>DEPARTMENT</b>	<b>PROPOSED RANK</b>
<b>College of Architecture + The Arts</b>		
Lynne M. Webb	Communication Arts	Professor
<b>College of Arts and Sciences</b>		
Jonathan S. Comer	Psychology	Associate Professor
<b>Robert Stempel College of Public Health and Social Work</b>		
Benjamin C. Amick III	Health Policy and Management	Professor

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**Lynne M. Webb**  
Department of Communication Arts

Lynne M. Webb earned her Ph.D. and M.S. in Communication Theory from the University of Oregon, as well as a B.S. in Communication Development from Pennsylvania State University. Her previous appointment was tenured full Professor of Communication and J. William Fulbright Master Researcher at the University of Arkansas with preceding tenure appointments at the University of Florida and the University of Memphis. Dr. Webb is an applied scholar and ground-breaking researcher in three areas: social media, family communication, as well as communication and aging.

Dr. Webb has published over 70 essays including multiple theories, research reports, methodological essays, and pedagogical essays. Her work has appeared in numerous prestigious journals at the national and international levels including the Journal of Family Communication, Journal of Applied Communication, Health Communication, Computers in Human Behavior, and the International Journal of Social Research and Methodology as well as in prestigious edited volumes including Advancing Research Methods with New Technologies and Producing Theory: The Intersection of Audiences and Production in a Digital World. Her co-edited readers include Computer-Mediated Communication in Personal Relationships and Communication for Families in Crisis. Dr. Webb has received numerous research, service, and teaching awards. She is a past president of the Southern States Communication Association and has served on the governing board of the National Communication Association.

**Jonathan S. Comer**  
Department of Psychology

Jonathan S. Comer received his B.A. from the University of Rochester, and went on to receive his M.A. and Ph.D. in Clinical Psychology with a Concentration in Developmental Psychopathology from Temple University. Dr. Comer completed his clinical psychology internship training in the Child and Adolescent Track of the NYU-Bellevue Clinical Psychology Internship Program and the NYU Child Study Center, after which he completed an NIH-funded Postdoctoral Research Fellowship in Child Psychiatry at Columbia University, where he also served as Chief Research Fellow in the Division of Child and Adolescent Psychiatry. Dr. Comer is currently Principal Investigator on several federally funded and foundation-supported clinical trials evaluating new technologies and their potential for expanding the scope of children's mental health care.

Prior to joining Florida International University, Dr. Comer was Research Assistant Professor at Boston University and Director of the Early Childhood Interventions Program at the Center for Anxiety and Related Disorders. His program of research examines five areas of overlapping inquiry (1) The assessment, phenomenology, and course of child anxiety disorder; (2) the development and evaluation of evidence-based treatments for childhood psychopathology, with particular focus on the development of innovative methods to reduce systematic barriers to effective mental health care in the community; (3) the psychological impact of disasters and terrorism on youth; (4) national patterns and trends in the utilization of mental health services and quality of care; and (5) psychosocial treatment options for mood, anxiety, and disruptive behavior problems presenting in early childhood. His work has received current and past funding from the National Institute of Mental Health, the International Obsessive Compulsive Disorder Foundation, APA Division 53 (Society of Clinical Child and Adolescent Psychology), the Anxiety Disorders Association of America, the Mental Health Initiative, and the Charles H. Hood Foundation. Dr. Comer's work has been recognized through receipt of early career awards from the Association of Psychological Science, the American Psychological Association, the Anxiety and Depression Association of America, and the Association for Behavioral and Cognitive Therapies.

**Benjamin C. Amick III**  
Department of Health Policy and Management

Benjamin C. Amick III received a B.S. in Chemistry and B.A. in Anthropology from the University of Maryland and his Ph.D. in Social Epidemiology from the Johns Hopkins School of Hygiene and Public Health. He worked in the US Congress Office of Technology Assessment as a Policy Analyst while pursuing his Ph.D. and later completed a Postdoctoral Fellowship at Yale School of Medicine in Psychosocial Epidemiology. For the first 7 years of his academic career he worked at The Health Institute at New England Medical Center with appointments at both Harvard in the School of Public Health and Tufts School of Medicine. He co-developed the Society and Health Program at Harvard. He subsequently moved to Texas and was instrumental in founding the Texas Program in Society and Health at Rice University and the University of Texas School of Public Health, where he remained as tenured Professor of Behavioral Sciences and Epidemiology. Dr. Amick also spent two years at the Institute for Work & Health in Toronto Canada as its Scientific Director and remains actively engaged in research and translating research to practice in Canada as a Senior Scientist. At FIU, Dr. Amick has been appointed Chair of the Department of Health Policy and Management.

Dr. Amick's research interests focus on health services and particularly musculoskeletal disorders as well as social inequalities, health disparities and social change. He has published close to 130 peer-reviewed journal articles, 19 book chapters, 8 books and monographs, and has been a presenter and invited lecturer all over the world. His current research projects are funded by the US Department of Labor, the National Institute for Occupational Safety and Health (NIOSH), the Ontario Workplace Safety and Insurance Board, among others. Dr. Amick has served as chair or member on various professional committees and national advisory boards. He has been an active manuscript reviewer for myriad public health journals and is currently serving on the editorial board of the Journal of Occupational Rehabilitation.

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**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES**

**Academic Policy and Student Affairs Committee**

January 9, 2014

**Subject: Florida International University 2012-13 Annual Accountability Report to the Florida Board of Governors**

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**Proposed Committee Action:**

Recommend that the Florida International University Board of Trustees approve Florida International University's 2012-13 Annual Accountability Report to the Florida Board of Governors (the BOG) as provided in the Board materials and delegate authority to the University President to edit as needed and to amend consistent with comments received from the BOG.

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**Background Information:**

Pursuant to the Florida Board of Governors Regulation 2.002 University Work Plans and Annual Reports, each university's work plans and annual reports shall reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. Each board of trustees shall submit to the Board of Governors a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable. This document may require finish editing or necessary updates. Additionally, the BOG may require changes to the annual report. Therefore, a delegation of authority to the University President to make changes as necessary is being requested.

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**Supporting Documentation:**

Florida International University 2012-13 Annual Accountability Report

**Facilitator/Presenter:**

Douglas Wartzok

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**2012-13**  
**Annual Accountability Report**

# FLORIDA INTERNATIONAL UNIVERSITY



STATE UNIVERSITY SYSTEM *of* FLORIDA  
**Board of Governors**



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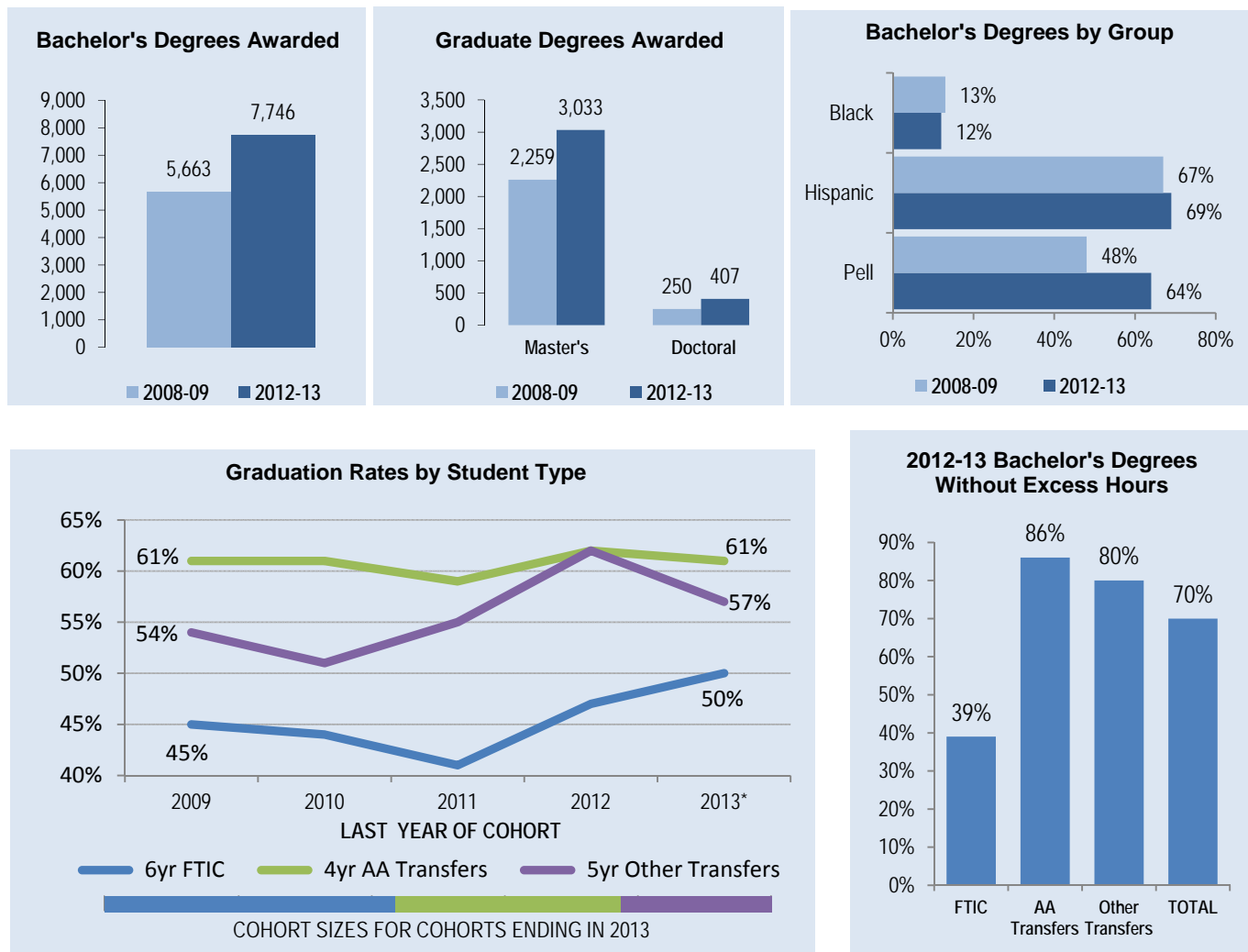
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## Dashboard

Headcount Enrollments	Fall 2012	% Total	2007-2012 % Change	Degree Programs Offered			2012 Carnegie Classifications	
TOTAL	50,394	100%	31%	TOTAL (as of Spring 2013)		178	Basic:	Research Universities (high research activity)
White	6,259	12%	-5%	Baccalaureate		63		
Hispanic	31,037	62%	36%	Master's		81	Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate
Black	6,639	13%	37%	Research Doctorate		30		
Other	6,459	13%	50%	Professional Doctorate		4	Graduate Instructional Program:	Comprehensive doctoral (no medical/veterinary)
Full-Time	30,094	60%	31%	Faculty (Fall 2012)	Full-Time	Part-Time		
Part-Time	20,300	40%	30%					
Undergraduate	36,217	72%	22%	TOTAL	1,116	34	Size and Setting:	Large four-year, primarily nonresidential
Graduate	8,414	17%	35%	Tenure & Ten. Track	687	6		
Unclassified	5,763	11%	114%	Non-Tenured Faculty	429	28	Community Engagement:	Curricular Engagement and Outreach and Partnerships

### DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

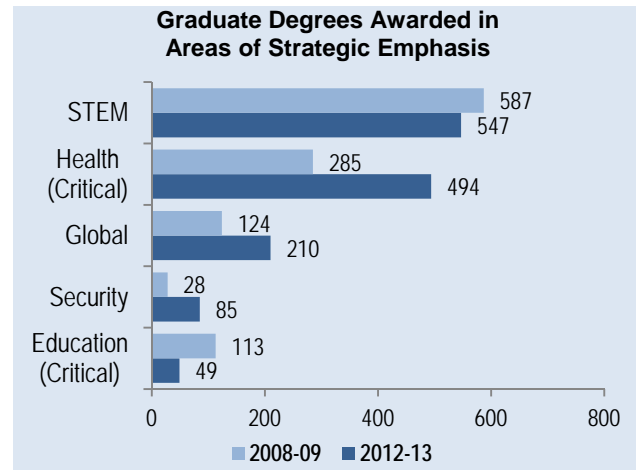
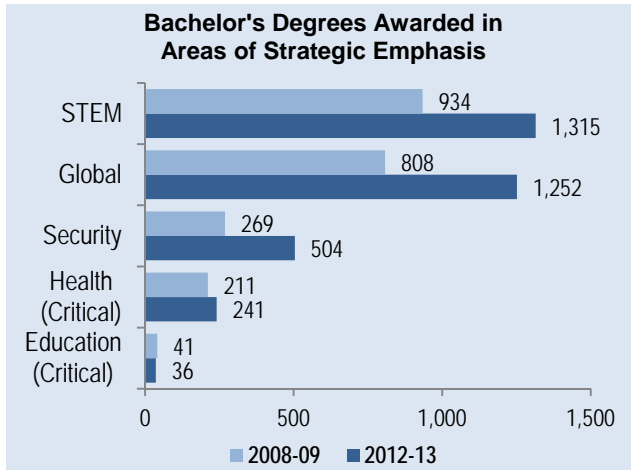


\* Based on 2013 preliminary data

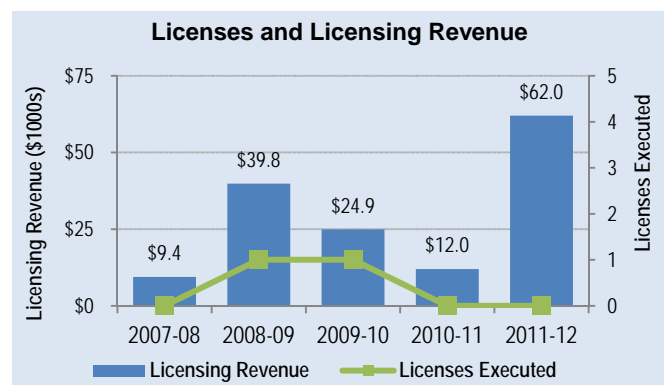
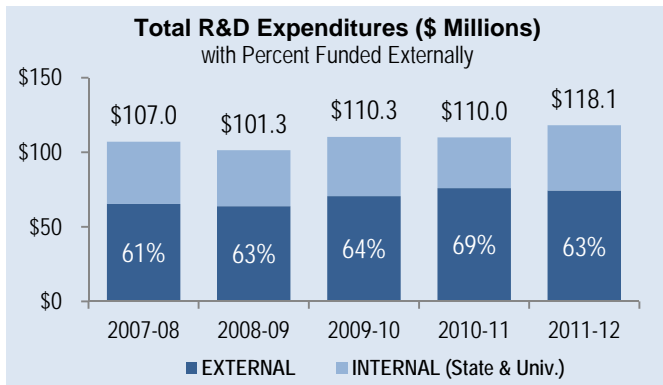


# Dashboard

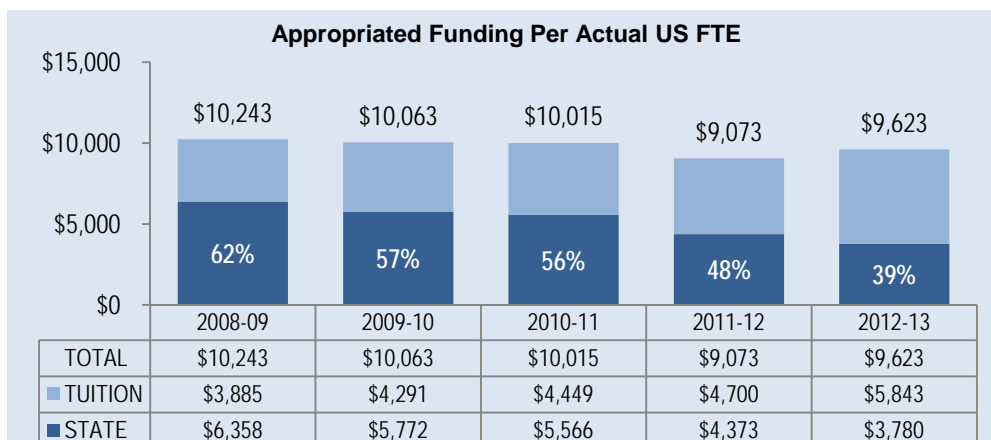
## DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



## RESEARCH AND COMMERCIALIZATION ACTIVITY



## RESOURCES



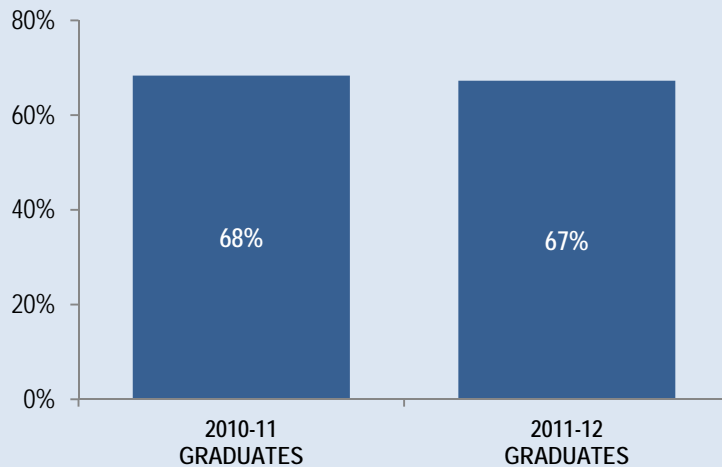
Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). State funded financial aid programs that follow the student are included in tuition data. Student FTE are actual (not funded) and based on the national definition.



# Dashboard

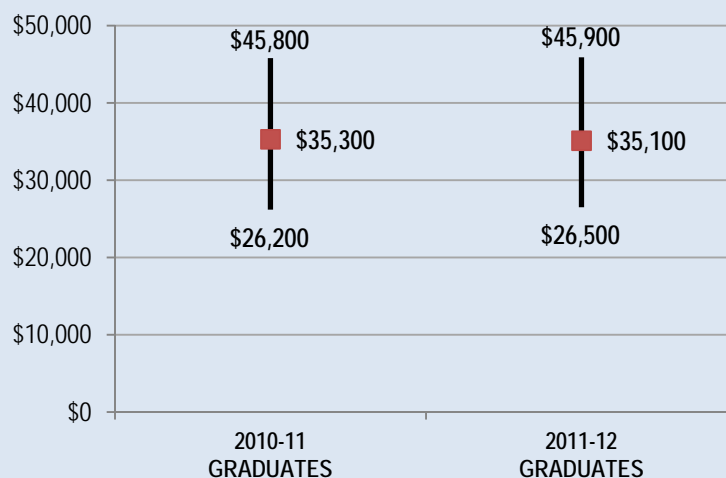
## POST-GRADUATION METRICS

**Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation**



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 87% and 85% of the total graduating class for 2010-11 and 2011-12, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.

**Wages of Full-time Employed in Florida Baccalaureates One Year After Graduation**  
*25th, 50th and 75th Percentiles*



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data includes graduates who were both employed and enrolled. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 51% and 49% of the total graduating class for 2010-11 and 2011-12, respectively. Wages rounded to nearest hundreds.



## Key Achievements (2012 -2013)

### STUDENT AWARDS/ACHIEVEMENTS

1. The FIU Model United Nations team earned the Outstanding Delegation award (1st place) for the eighth straight year at the National Model United Nations Conference. FIU's team is the top performer among all public universities in the country.
2. FIU's Law Trial Team won first place at White Collar Crime Invitational mock trial competition.
3. An FIU Student Team was a semi-finalist at the 2013 Global Social Entrepreneurship Competition for its *FreedomLens*, a prototype for a pair of eyeglasses that could read to the blind.

### FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Ranu Jung, chair of FIU's Department of Biomedical Engineering, was named a fellow of the American Institute for Medical and Biological Engineering (AIMBE).
2. Dr. Sakhrat Khizroev, professor of FIU's Department of Electrical and Computer Engineering, was named a Charter Fellow by the National Academy of Inventors.
3. Dr. Mario De La Rosa, professor of social work at FIU's Robert Stempel College of Public Health & Social Work, received the "National Award of Excellence in Research by a Senior Investigator" from the National Hispanic Science Network on Drug Abuse.

### PROGRAM AWARDS/ACHIEVEMENTS

1. FIU continues to lead the nation in granting bachelor's degrees to underrepresented minorities, including in STEM fields.
2. FIU's College of Law was ranked 105 in the U.S. News and World Report's 2014 edition of Best Law Schools.
3. FIU's Undergraduate International Business program ranked 11<sup>th</sup> in the nation in the U.S. News and World Report's 2013 edition of Best Colleges.

### RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. Raul Gonzalez, professor of FIU's Department of Psychology, was awarded the Outstanding Early Career Investigator Award for 2013 by the National Institute on Drug Abuse.
2. Dr. Carolyn Runowicz, professor of FIU's Herbert Wertheim College of Medicine, and Dr. Sakhrat Khizroev published results of in vitro experiments describing what could be a breakthrough in the treatment of ovarian cancer.
3. Dr. Madhavan Nair, professor of FIU's Herbert Wertheim College of Medicine, and Dr. Sakhrat Khizroev developed a revolutionary technique that can deliver and fully release the anti-HIV drug AZTTP into the brain.

### INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FIU was again named one of the world's best new universities according to Times Higher Education (THE) magazine 2013 rankings of top 100 universities under 50 years old. FIU is one of only eight U.S. universities, and the only university in Florida, to make the list.





# Narrative

## INTRODUCTION

FIU continues to work toward the goals outlined in the 2010-2015 Worlds Ahead Strategic Plan. FIU is the only public research university in South Florida and is dedicated to the social and economic welfare of our community. We see ourselves as a solutions center for our communities. FIU is committed to increasing access to higher education and successful degree completion for our students who are typically underrepresented in degrees at all levels of higher education. Enrollment at FIU accounts for 15 percent of the total enrollment in the State University System (SUS).

FIU is the national leader in awarding STEM bachelor's degrees to underrepresented minorities. Seventy-nine percent of our students are from minority backgrounds, giving FIU a unique position as a national laboratory for the development of creative teaching and learning programs targeting student academic success. Our research initiatives continue to provide both social and economic impact to South Florida and the Nation.

The University is focused on driving business and cost efficiencies through expanded use of on- and off-campus weekend classes (FIU has the highest classroom space utilization rate in the SUS at 161 percent of statutory requirements), reduced energy costs (FIU led the SUS in energy conservation for five consecutive years, 2007-2012), and new revenue sources.

### Mission Statement

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

### Vision Statement

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

## Teaching and Learning

### STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

FIU continues to maintain its commitment to access and diversity. According to the [Diverse Issues of Higher Education](#)'s report "Top Producers of Minorities Degrees 2013", FIU is the leader in the State of Florida and the nation in awarding bachelor's and master's degrees to Hispanics and is ranked second in total minority bachelor's degree producers for all disciplines combined. Also, in the latest [Engineering College Profile and Statistics](#) report, using 2011-12 data, the American Society for Engineering Education (ASEE) ranked FIU's College of Engineering and Computing (CEC) first in awarding bachelor's degrees to Hispanics in the Continental US. ASEE also ranked CEC eighth in awarding bachelor's degrees to African American students.

As a result of FIU's national leadership in minority STEM education, President Mark B. Rosenberg has a number of opportunities to influence the national discussion on this topic. Most prominently, he is a member of the National Academy of Sciences National Research Council Committee on *Barriers and Opportunities in Completing Two- and Four-Year STEM Degrees*. He was the only university leader asked to address the President's Council of Advisors on Science and Technology (PCAST) on the topic



*Science, Technology, Engineering, and Math (STEM) Education.* He also serves on the Executive Committee of the APLU Science and Mathematics Teachers Imperative.

Our undergraduate International Business program continues to be ranked in the top 15 programs (#11) in the nation by *U.S. News and World Report*. FIU's College of Law jumped from 113 to 105 in the *U.S. News and World Report's* 2014 edition of Best Law Schools. In addition, our master's program in Architecture was ranked #11 and our Department of Interior Design was ranked #4 by [graduateschools.com](http://graduateschools.com).

In February 2013, FIU's Herbert Wertheim College of Medicine was granted full accreditation. In spring 2013, 33 students made history as the Herbert Wertheim College of Medicine graduated its inaugural class. And, in another validation of our medical degree program and the quality of its faculty and students, all 33 graduating students were matched to a residency program where they continue their medical education.

### INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

During the academic year 2012-13, FIU awarded almost 12,000 total degrees, a 6 percent increase over 2011-12. Of those, 71 percent were at the baccalaureate level and 85 percent of those were awarded to residents of the state of Florida. Seventy-four percent of our total degrees were awarded to minority students.

#### Graduation Success Initiative

FIU's Graduation Success Initiative (GSI) remains the centerpiece of student-centered initiatives to improve time to degree and retention. As part of this initiative, FIU had built an in-house degree audit system; launched MyMajorMatch, a career selection tool; and established Major Maps for each undergraduate major. And, in fall 2012, FIU launched *My eAdvisor*. *My eAdvisor* is an automated tracking tool that provides students and advisors with feedback regarding students' progress on their Major Maps. The tool includes an interactive MajorMap, an online system to request advising appointments, automatic alerts to both students and advisors when a student's academic progress is off track, and other resources.

These investments are helping us to reach our goal of earlier graduation and better job placement. For the second consecutive year, we are pleased to report that FIU's continuous efforts to improve the graduation rate for our first-time-in-college students have been successful. The 6-year graduation rate for our FTICs had increased from 41% (2005 cohort) to 47% (2006 cohort), and for the latest cohort (2007) the graduation rate increased to 50%.

#### Golden Scholars Program

In summer 2012, FIU launched the Golden Scholars Program. The program is designed to assist eligible first-time college students with a seamless transition into FIU. The program aims to create a strong academic foundation that will lead to academic success, retention, and graduation in a timely manner with academic support, advising, and campus resource workshops in a six-week intensive summer program. Thirty-nine students made up the first class of Golden Scholars. They took summer classes as they prepared for the fall semester and exceeded all expectations. At the end of the summer 2012, 36 of the students were in good academic standing with 14 of them achieving a cumulative GPA of 3.0 and above.



## INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

### Degrees Production in STEM

FIU continues its efforts to increase production of STEM degrees and to improve recruitment efforts to attract students who are usually underrepresented in these fields. In 2012-13, FIU awarded 1,315 STEM bachelor's degrees, an 8 percent increase over the previous year. Of those, 83 percent were earned by underrepresented minorities. At the graduate level, 48 percent of the 547 STEM degrees were awarded to underrepresented minorities. Furthermore, based on the most recent IPEDS degrees data for 2011-12, FIU continues to lead the nation in granting STEM degrees to underrepresented minorities.

### STEM Transformation Institute

In January 2013, FIU established the STEM Transformation Institute. The STEM Transformation Institute is a multidisciplinary collaboration across FIU's Colleges of Arts and Sciences, Education, and Engineering and Computing for the research and development of effective educational practices that lead to substantial increases in the number of well-prepared STEM professionals, including teachers, graduating from FIU. FIU has partnered with local K-12 systems and colleges, businesses and industry, foundations, and national education leaders in order to create an educational landscape that supports all students, coming through multiple pathways, and leads to a productive workforce. The STEM Transformation Institute is FIU's response to the national calls for 100,000 new STEM teachers and an additional 1,000,000 STEM professionals over the next 10 years. The Institute will serve as a laboratory that disseminates practices, policies, and STEM professionals across the nation.

### Aquarius Reef Base

FIU students and faculty go to great depths for their research. Aligned with our strategic commitment to environmental studies, FIU assumed operations of the Aquarius Reef Base, the world's only operational underwater research center. Owned by the National Oceanic and Atmospheric Administration (NOAA), Aquarius is situated 60 feet below the surface, a few miles south of the Florida Keys. This unique facility offers unparalleled research opportunities to study coral reefs and the ocean; test state-of-the-art undersea technology; train astronauts and specialized divers; and to engage the imagination of students and the public across the globe in ocean science, coral reefs, conservation, and underwater technology.

### Mastery Mathematics Lab

In the past year, FIU made great strides in the state's high priority STEM disciplines. The establishment of the Mastery Math Laboratory, aimed at improving student performance in college algebra, has had encouraging results. The pass rate for fall 2012 for College Algebra was 54 percent with a final cumulative exam average of 68 percent. For Intermediate Algebra, the pass rate was 55 percent and the final cumulative exam average was 60 percent.

### Bridge to Success

The Bridge to Success program at FIU is providing valuable resources for first-year STEM students as they embark on their college careers. Funded by the Office of Naval Research, the program is designed for incoming engineering, computer science, and physics students to collectively participate in the investigation, building, and demonstration of a science and engineering project. Twenty-seven students formed three research groups to construct and operate an underwater remotely operated vehicle (ROV) as part of SeaPerch – an innovative underwater robotics program. During the next four years, FIU will



track the progress of the students who have been through the Bridge to Success program to help quantify its impact on retention for STEM majors.

### Degrees Production in other Areas of Strategic Emphasis

FIU has also increased the degree production in other disciplines designated as areas of strategic emphasis. In the area of "Security and Emergency Services," the University awarded 589 degrees in the academic year 2012-13, an increase of 9 percent from the previous year. An increase of 15 percent was achieved in the area of "Globalization" wherein FIU awarded 1,462 degrees in 2012-13. Finally, in the area of "Health Professions", FIU awarded 735 degrees which represents a 4 percent increase from the previous year.

## Scholarship, Research and Innovation

### STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

FIU faculty continue to engage in *Worlds Ahead* research and scholarship that expands the frontiers of science and impacts the social and economic wellbeing of our society through fundamental and applied research. Below are some highlights of accomplishments in this area.

As reported in Nature's *Scientific Reports*, Drs. **Carolyn Runowicz** (Herbert Wertheim College of Medicine) and **Sakhrat Khizroev** (Department of Electrical and Computer Engineering) published results of in vitro experiments describing what could be a breakthrough in the treatment of ovarian cancer: a novel way to deliver cancer-killing drugs using nanotechnology. Their experiments capitalized on the difference in electrical characteristics of tumor cell membranes compared to normal ovarian cells. They used a magneto-electric nanoparticle to carry medications to penetrate only the tumor cells, with results of completely destroying the tumor within 24 hours, while sparing normal ovarian cells.

An international team of researchers, led by FIU Chemistry professor Dr. **Rudolf Jaffé** and Thorsten Dittmar of the German Max Planck Society, uncovered one of nature's long-kept secrets — the true fate of charcoal in the world's soils. Charcoal, or black carbon, is a residue generated by combustion including wild fires and burning of fossil fuels, and it is typically deposited into the soil—where scientists believed it remained! Knowing the fate of charcoal is critical in helping scientists balance the global carbon budget, which can help understand and mitigate climate change. The discovery, published in the prestigious journal *Science* shows that as charcoal dissolves it is exported into wetlands and rivers and eventually into the world's oceans.

In a study published in the April 16 issue of *Nature Communications*, Drs. **Madhavan Nair** (Herbert Wertheim College of Medicine) and **Sakhrat Khizroev** (Department of Electrical and Computer Engineering) reported a revolutionary technique that can deliver and fully release the anti-HIV drug AZTTP into the brain. They used magneto-electric nanoparticles (MENs) to cross the blood-brain barrier and send a significantly increased level of AZTTP—up to 97 percent more—to HIV-infected cells.

**Dr. Ranu Jung**, professor and chair of FIU's Department of Biomedical Engineering, was named a fellow of the American Institute for Medical and Biological Engineering (AIMBE). The AIMBE citation recognized Jung "for her outstanding contributions to developing novel physiology-based orthopedic devices, and for fostering academic and industrial interactions to advance neuro-engineering." Jung is one of 70 individuals selected to be a member of the 2013 AIMBE College of Fellows, a group that represents the top 2 percent of the most accomplished medical and biological engineers.



**Dr. Sakhrat Khizroev**, professor of FIU's Department of Electrical and Computer Engineering, is a leading inventor in the area of nanotechnology. He is one of 98 innovators recently named a Charter Fellow by the National Academy of Inventors (NAI). The holder of 30 U.S. patents, Dr. Khizroev was recognized for inventing a number of pioneering nanotechnologies that significantly impact modern information processing and storage.

### INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Even with highly competitive and shrinking R&D budgets from federal and state governments, FIU researchers and scholars exceeded once again the \$100M threshold in research expenditures during FY 2012-2013, increasing the value of awards received by 5.2%. This is the fourth consecutive year in which research expenditures have surpassed \$100M. Additionally, research expenditures are expected to surpass \$123M for FY 2012-2013, an increase of over 5% during these difficult times is outstanding.

*University Transportation Center.* FIU won its first ever highly competitive University Transportation Center (UTC) grant. In leading a UTC, FIU joins colleagues such as MIT, Carnegie Mellon, and UC Berkeley. The mission of UTCs is to advance US technology and expertise in transportation. FIU's UTC will focus on the critical national issue of Accelerated Bridge Construction (ABC), an area in which through new hires FIU has rapidly developed a nationally regarded expertise. This UTC comes at a point when there are more than 70,000 structurally deficient bridges across the United States. **Dr. Atorod Azizinamini**, Chair of FIU's Department of Civil Engineering and a world expert in bridge engineering, is the principal investigator for FIU's UTC.

*Florida Coastal Everglades.* The long-term research excellence on the Everglades by FIU scholars has been recognized by the National Science Foundation by the renewal of a third cycle for the Florida Coastal Everglades (FCE) Long Term Ecological Research (LTER) Program with a \$5.88M award. This interdisciplinary program conducts research to better understand how changes in climate and resource management interact to determine fresh and marine water supply. The LTER is conducted by researchers from FIU's Southeastern Environmental Research Center (SERC), and is led by **Dr. Evelyn Gaiser**.

*Industry Partnerships.* FIU is fully engaged in developing partnerships with industry to bring research innovation to markets and to applications to solve human challenges. FIU's College of Engineering and Computing and the Herbert Wertheim College of Medicine are two of the partners in a new innovation ecosystem at FIU that will move research from fundamentals to industry. This initiative is funded by a new grant from the NSF, "Accelerating Innovation Research (AIR) Initiative." **Dr. Naphtali Rishe**, the Director of FIU's NSF funded Industry/University Cooperative Research Center (I/UCRC) received this \$800,000 grant (with a 1:1 match from industry) designed to develop academic innovation and then translate research into viable products for industry.

Finally, FIU received first and second place in the tech track of the Commercialization Plan Pitch Day of StartUp Quest. The underlying technologies are: Communication Virtual Machine (First Place), created by two computer science professors and a business professor; and 3D Magnetic Memory (Second Place), created by an electrical engineering professor. The plan is to create companies from these inventions as was done this year with the creation of a new company focusing on technology that connects hospital patients to their families. The company, Withyouvirtually, Inc. (founders are professors Peter Dickson (College of Business) and Peter Clarke and Steve Luis (School of Computing and Information Sciences), is developing a prototype to be tested in early 2014.





## INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

FIU partnered with three universities (NC State, Virginia and Pennsylvania State) for a successful NSF Engineering Research Center (ERC). The scientific objective of the ERC is to create small, wearable, self-powered devices that will help people monitor their health. The “Nanosystems Engineering Research Center for Advanced Self-Powered Systems of Integrated Sensors and Technologies (ASSIST)” is headquartered on NC State’s Centennial Campus and is a joint effort among these four institutions. The Center, funded by an initial five-year \$18.5 million grant from NSF, also includes five affiliated universities and about 30 industry partners in its global research consortium. NSF Engineering Research Centers (ERCs) are among the largest and most prestigious grants made by the engineering directorate of the federal agency. FIU researchers, led by **Dr. Shekar Bhansali** (Department of Electrical and Computer Engineering), will create sensors that gather biochemical signals from the body, such as stress levels. The results of that work, coupled with FIU-developed nano energy storage systems and low-power radios developed by the University of Michigan, will be used to process and transmit health data gathered by the sensors to computers and consumer devices, such as cell phones, so patients, doctors, and researchers can easily access it.

FIU also received a P20 Center on Health Disparities grant from NIH’s National Institute on Minority Health and Health Disparities (NIMHD). This highly competitive and prestigious 5-year Center grant represents a cornerstone of FIU’s Academic Health Center’s efforts to reduce health disparities in our community through translational research in partnership with local community partners and other universities such as the University of Florida and Morgan State University. The Principal Investigator for this center grant, **Dr. Mario De La Rosa**, is a faculty member in the Robert Stempel College of Public Health and Social Work.

FIU’s Division of Information Technology along with its Center for Internet and Augmented Research Assessment (CIARA) has received awards from the National Science Foundation totaling over 2 million dollars during the 2012-13 fiscal year. These awards will place FIU strategically for network research in the areas of Software Defined Networks (SDN), Science Demilitarized Zone (DMZ), and increase global bandwidth to South American educational and research organizations.

## Community and Business Engagement

### STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

#### ACCESS

Our partnership with Miami-Dade County Public Schools continues to make an impact on our community. A pilot program, which emerged as part of a broader initiative between FIU and Miami-Dade County Public Schools — Achieving Community Collaboration in Education and Student Success — produced encouraging results for a group of high school students struggling in math. Ninety-five high school students, identified as being at-risk of failing the Florida Department of Education End-of-Course Algebra I Assessments, spent three Saturdays at FIU preparing for the test. Of the students who participated in the pilot program, 79 percent successfully passed the end-of-course exam. The county average was 66 percent.



## Education Effect Project

The Education Effect Project, a university-assisted community school initiative in collaboration with Miami-Dade County Public Schools (M-DCPS), was launched in 2011 with a \$90K planning grant awarded in December 2010 and a \$1 million philanthropic grant received from the JPMorgan Chase Foundation. Centered in Liberty City, an economically disadvantaged and predominantly African American community in Miami, this initiative has encouraged a college-going culture, helped increase graduation rates, and improved student learning. A record number of Miami Northwestern college-bound seniors – 265 graduates – celebrated their success last spring. Since FIU launched this community school partnership, Miami Northwestern has gone from a D to a B grade school; increased graduation rates from 64 percent to 80 percent, and increased the number of students earning a 3.0 and above by 15 percent.

## MAST@FIU

Following in the highly successful Maritime and Science Technology (MAST) Academy magnet model, FIU partnered with the Miami-Dade County Public Schools System to open a MAST Academy at FIU's Biscayne Bay Campus. The goal of MAST@FIU is to combine the best of our public schools and FIU and offer it to some of our brightest students. MAST@FIU emphasizes the sciences and leverages leading faculty in FIU's School of Environment, Arts and Society. The inaugural class is comprised of ninth graders who will attend classes on the FIU campus in fall 2013.

## INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

### Green Family Foundation NeighborhoodHELP™ Program

FIU Herbert Wertheim College of Medicine (HWCOC) Green Family Foundation (GFF) NeighborhoodHELP™ is a community-engaged, health professions service-learning training program that simultaneously incorporates the delivery of comprehensive health and social services for underserved communities in Miami-Dade County. During 2012-2013, GFF NeighborhoodHELP™ continued to expand its reach and impact by linking the university, health professions students, and a mobile health care van with households, neighborhoods, and community organizations in a unique model of household-centered care.

Students from HWCOC, Robert Stempel College of Public Health and Social Work, Nicole Wertheim College of Nursing and Health Sciences, and the College of Law work together in interprofessional teams to achieve a real understanding of and develop a response to improve health and quality of life through household visits. The program challenges students to identify, understand, and address the complex medical, social, and ethical issues experienced by underserved families in South Florida. Supervised by faculty, students develop a care plan, including referrals for services, health education, and follow-up. In response to needs identified during household visits, in August 2012, HWCOC integrated a mobile health care van, a 38-foot, fully-equipped, ADA compliant mobile unit with two examination rooms and a laboratory to provide accessible care for uninsured/underserved household members lacking a primary care physician. The Mobile Health Center links the home environment with primary care and preventive services free of charge.

Since the launch of GFF NeighborhoodHELP™ in September 2010, students have assisted household members with a broad array of health and social issues, including diabetes, hypertension, breast cancer, dementia, coronary heart disease, mental health illness, barriers to health care and social services, unemployment, and legal issues. Program highlights include:



- 488 FIU medical, nursing, and social work students conducted 980 visits to 256 households with a total of 597 household members.
- Law students had 91 household visits; they addressed 137 legal issues, opened 46 cases, and continue to work on 26 of the cases.
- Provided health care services to 201 patients with 269 visits to the Mobile Health Center.
- Strengthened and expanded the GFF NeighborhoodHELP™ university-community partnership:
  - Increased community partnerships to over 100, which represent a wide spectrum of organizations, including schools, faith-based organizations, health and social service agencies, law enforcement, and local governments.
  - Expanded GFF NeighborhoodHELP™ geographic reach to Little Haiti and Hialeah;
  - Through The Herbert and Nicole Wertheim Health Professions Fair, educated over 200 school-aged children from GFF NeighborhoodHELP™ communities on health careers.

GFF NeighborhoodHELP™ continues to make a difference in people's lives, including students and community residents. In 2014, due to the successful integration of the Mobile Health Center, we are adding two more mobile health care vans, including a state-of-art mobile unit equipped with an advanced breast imaging system with digital mammographic technology to facilitate screenings and diagnostic mammography services. Additionally, this year, the State of Florida recognized GFF NeighborhoodHELP™ as a model program for improving the health outcomes of underserved populations. With State funding, HWCOC and Florida Department of Health in Miami-Dade County are launching a pilot program that links GFF NeighborhoodHELP™ household-centered care model with the delivery of comprehensive and preventive health services. FIU's GFF NeighborhoodHELP™ is a sustainable, replicable health professions training program that continues to produce measurable results to improve community health.

### **Civic Learning and Democratic Engagement (Lead Initiative)**

FIU, through the auspices of the Center for Leadership and Service, was one of only 73 institutions chosen by the National Association of Student Personnel Administrators (NASPA) to take part in the Lead Initiative on Civic Learning and Democratic Engagement (Lead Initiative), which recognizes and supports a network of colleges and universities with strong commitments to civic learning and democratic engagement. The Lead Initiative involves the formation of a network of universities to study, practice, and evaluate the best practices in civic learning and democratic engagement.

### **INCREASE COMMUNITY AND BUSINESS WORKFORCE**

FIU continues to positively impact our communities through various activities and initiatives during the 2012-13 year.

### **Talent Development Network**

Inspired by *One Community One Goal* (OCOG) -- a targeted industry strategic plan developed by the Beacon Council, Miami-Dade County's economic development council -- FIU is leading a regional talent development program in partnership with local academic, economic development, non-profit, and industry agencies. The Talent Development Network (TDN) will provide undergraduate and graduate students meaningful work experience with industry partners, aligned with the OCOG seven target industries: aerospace, creative design, hospitality and leisure, information technology, life sciences and health care, international banking and finance, and trade and logistics. This initiative will reinforce the OCOG objective of retaining talent in South Florida. FIU leads the effort to identify an infrastructure to develop and implement a comprehensive employer education program (on-site and online), a technology





infrastructure to match students from Academic Leaders Council academic institutions in Miami with prospective employers, and an industry/educational partnership to inform curriculum development.

### **National Academy Foundation (NAF) Career Academy Program**

During spring 2013, FIU's Division of Information Technology led several community-based initiatives to provide support to FIU's STEM initiative throughout Miami-Dade County. While many high school students were enjoying their summer, FIU, Miami-Dade County Public Schools and Microsoft Corporation partnered together to host a workshop for students in the National Academy Foundation (NAF) Career Academy programs at local high schools (Booker T. Washington Senior High School, Miami Central Senior High School, and Miami Jackson Senior High School) to hone technology skills and learn gaming development. The code camp training provided students with the opportunity to become not only users of computer games but also authors of gaming applications thus bridging technology and entrepreneurial thinking in classroom instruction. NAF academies function as dynamic partnerships and collaborations between schools, teachers, administrators, business volunteers, and an active Advisory Board led by industry and higher education professionals.

### **Internships**

FIU continues its efforts to increase internships opportunities for our students. Through internships, students gain real-world experience and a first-hand opportunity to try out their chosen career and build their resume with actual work experience. During the 2012-13 academic year, students participating in academic or non-academic internships increased from 2,813 to 3,116, an increase of 10.8 percent from the prior year. Currently, FIU has established internship positions for our students with Miami-Dade County Mayor's Office, Florida Power and Light (FPL), Perry Ellis International, and Sony Entertainment Latin American Division.

In collaboration with our Student Government Association, FIU launched an [Internship Portal](#). The portal is a source of information on internships for students, faculty, and employers. In addition, the University launched the [internshipsTumblr blog](#) where student interns can share their experiences through various outlets.

### **Career Enrichment Employability Path (CEEP)**

The Liberty City Community Revitalization Trust has partnered with FIU to create an employability life skills program entitled Career Enrichment Employability Path (CEEP). This program was designed to prepare participants from Liberty City with the necessary skills to be successful at finding and maintaining employment.



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## Section 1 – Financial Resources

**TABLE 1A. University Education and General Revenues**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$180,520,031	\$185,414,169	\$166,562,455	\$166,175,715	\$181,955,955
Non-Recurring State Funds	\$1,202,411	\$3,456,924	\$2,242,351	-\$19,291,544	\$650,000
Tuition	\$128,089,012	\$146,292,913	\$155,824,885	\$162,663,753	\$166,583,234
Tuition Differential Fee	\$7,428,377	\$15,411,111	\$25,308,323	\$41,710,632	\$40,525,026
Misc. Fees & Fines	\$2,914,805	\$3,456,746	\$3,845,967	\$3,579,822	\$3,712,999
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$14,250,535	\$13,635,669	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$334,405,171</b>	<b>\$367,667,532</b>	<b>\$353,783,981</b>	<b>\$354,838,378</b>	<b>\$393,427,214</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Recurring State Funds	\$21,410,785	\$24,210,077	\$26,293,035	\$26,935,242	\$29,152,602
Non-Recurring State Funds	\$0	\$1,000,000	\$0	\$0	\$1,000,000
Tuition	\$1,162,500	\$2,427,750	\$5,375,235	\$10,136,811	\$12,950,595
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$58,424	\$62,695	\$57,900	\$56,325	\$63,000
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$866,405	\$859,244	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$23,498,114</b>	<b>\$28,559,766</b>	<b>\$31,726,170</b>	<b>\$37,128,378</b>	<b>\$43,166,197</b>
<b>TOTAL</b>	<b>\$357,903,285</b>	<b>\$396,227,298</b>	<b>\$385,510,151</b>	<b>\$391,966,756</b>	<b>\$436,593,411</b>

**Recurring State Funds:** State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2012-13 this figure includes the non-recurring \$300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2012-13 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Phosphate Research Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2011-12); beginning 2012-13 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.



## Section 1 – Financial Resources *(continued)*

**TABLE 1B. University Education and General Expenditures**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Estimates**
<b>MAIN OPERATIONS</b>					
Instruction/Research	\$191,817,340	\$202,821,253	\$209,483,891	\$230,214,722	\$255,968,857
Administration and Support	\$47,261,433	\$43,330,392	\$39,656,501	\$45,297,225	\$37,321,976
PO&M	\$35,425,984	\$42,977,285	\$34,467,996	\$47,130,842	\$36,763,000
Student Services	\$21,874,231	\$27,054,912	\$31,435,607	\$38,029,543	\$35,595,213
Library/Audio Visual	\$15,859,075	\$15,807,267	\$17,447,900	\$17,794,040	\$19,288,475
Other	\$4,183,420	\$4,187,486	\$8,134,491	\$9,898,087	\$8,489,693
<b>TOTAL</b>	<b>\$316,421,483</b>	<b>\$336,178,595</b>	<b>\$340,626,386</b>	<b>\$388,364,459</b>	<b>\$393,427,214</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Instruction/Research	\$15,034,872	\$20,073,882	\$23,766,823	\$30,373,484	\$36,536,232
Administration and Support	\$3,199,046	\$4,029,269	\$3,794,663	\$4,716,660	\$4,814,407
PO&M	\$0	\$0	\$861	\$88,374	\$0
Library/Audio Visual	\$928,007	\$1,067,332	\$1,118,855	\$1,238,406	\$1,334,934
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	\$0
Student Services, and Other	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$19,161,925</b>	<b>\$25,170,483</b>	<b>\$28,681,202</b>	<b>\$36,416,924</b>	<b>\$42,685,573</b>
<b>TOTAL</b>	<b>\$335,583,408</b>	<b>\$361,349,078</b>	<b>\$369,307,588</b>	<b>\$424,781,383</b>	<b>\$436,112,787</b>

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature.

Note\*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A. Note\*\*: Estimated year amounts are from FY 2013-14 appropriations only and do not include anticipated expenditures from university carry-forward funds.

**Instruction & Research:** Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. **Student Services:** Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Other:** includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).



## Section 1 – Financial Resources *(continued)*

**TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student**

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
<b>Appropriated Funding per FTE</b>					
General Revenue	\$5,638	\$4,731	\$4,526	\$3,675	\$3,252
Lottery Funds	\$720	\$621	\$665	\$698	\$528
Tuition & Fees	\$3,885	\$4,291	\$4,449	\$4,700	\$5,843
Other Trust Funds	\$0	\$420	\$375	\$0	\$0
<b>TOTAL</b>	<b>\$10,243</b>	<b>\$10,063</b>	<b>\$10,015</b>	<b>\$9,073</b>	<b>\$9,623</b>
<b>Actual Funding per FTE</b>					
Tuition & Fees	\$4,082	\$4,077	\$4,539	\$4,793	\$5,351
<b>TOTAL</b>	<b>\$10,439</b>	<b>\$9,848</b>	<b>\$10,105</b>	<b>\$9,166</b>	<b>\$9,131</b>

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected. Sources: Appropriated totals from the annual Final Amendment Package data. Estimated year data from the Allocation Summary document. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation.

**TABLE 1D. University Other Budget Entities**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
<b>Auxiliary Enterprises</b>					
Revenues	\$148,386,976	\$163,393,424	\$171,560,027	\$194,618,454	\$201,334,296
Expenditures	\$114,372,229	\$127,641,069	\$156,387,266	\$166,591,241	\$181,771,244
<b>Contracts &amp; Grants</b>					
Revenues	\$88,864,089	\$91,229,784	\$94,226,072	\$104,513,378	\$103,797,053
Expenditures	\$83,468,637	\$86,572,638	\$87,518,180	\$102,599,067	\$104,748,173
<b>Local Funds</b>					
Revenues	\$135,314,838	\$175,793,527	\$186,396,046	\$190,429,225	\$191,039,205
Expenditures	\$134,813,829	\$175,001,783	\$179,767,448	\$184,742,318	\$188,064,555
<b>Faculty Practice Plans</b>					
Revenues	\$9,922	\$19,789	\$321,537	\$1,328,794	\$3,790,377
Expenditures	\$39,848	\$236,450	\$3,900,452	\$3,098,966	\$4,969,101

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615.



## Section 1 – Financial Resources *(continued)*

**TABLE 1E. Voluntary Support of Higher Education**

	2007-08	2008-09	2009-10	2010-11	2011-12
Endowment Value (\$1000s)	\$97,064	\$82,555	\$95,259	\$135,996	\$132,554
Gifts Received (\$1000s)	\$18,797	\$17,741	\$38,667	\$40,548	\$15,267
Percentage of Alumni Donors	4.7%	6.5%	6.7%	6.1%	7.7%

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at [www.cae.org/vse](http://www.cae.org/vse).) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.

**TABLE 1F. Tuition Differential Fees (TDF)**

	2010-11	2011-12	2012-13
TDF Revenues Generated	\$15,411,111	\$25,308,323	\$41,710,632
Students Receiving TDF Funded Award	5,202	5,735	10,624
Total Value of TDF Funded Financial Aid Awards	\$639	\$636	\$1,206

### Florida Student Assistance Grant (FSAG) Eligible Students

	2010-11	2011-12	2012-13
Number of Eligible Students	12,982	12,238	12,945
Number Receiving a TDF Waiver	0	0	0
Average Value of TDF Waivers	\$0	\$0	\$0

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the Tuition Differential Fee funds. **Florida Student Assistance Grant (FSAG) Eligible Students:** **Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.





## Section 2 – Personnel

**TABLE 2A. Personnel Headcount** *(in Fall term only)*

	2008	2009	2010	2011	2012
<b>Full-time Employees</b>					
Tenured Faculty	436	432	438	435	447
Tenure-track Faculty	210	201	196	220	240
Non-Tenure Track Faculty	171	191	210	310	429
Instructors Without Faculty Status	37	47	47	47	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	2,553	2,645	2,763	3,096	3,223
<b>FULL-TIME SUBTOTAL</b>	<b>3,407</b>	<b>3,516</b>	<b>3,654</b>	<b>4,108</b>	<b>4,339</b>
<b>Part-time Employees</b>					
Tenured Faculty	7	15	6	10	6
Tenure-track Faculty	1	3	0	0	0
Non-Tenure Track Faculty	5	9	9	17	28
Instructors Without Faculty Status	685	656	664	665	670
Graduate Assistants/Associates	985	990	1,038	1,071	1,177
Non-Instructional Employees	67	62	63	83	77
<b>PART-TIME SUBTOTAL</b>	<b>1,750</b>	<b>1,735</b>	<b>1,780</b>	<b>1,846</b>	<b>1,958</b>
<b>TOTAL</b>	<b>5,157</b>	<b>5,251</b>	<b>5,434</b>	<b>5,954</b>	<b>6,297</b>

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Non-Instructional Employees** includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.



## Section 3 – Enrollment

**TABLE 3A. Full-Time Equivalent (FTE) Enrollment**

	2010-11		2011-12		2012-13	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
<b>FLORIDA RESIDENTS</b>						
LOWER-DIVISION	7,860	8,260	7,860	9,084	7,860	9,225
UPPER-DIVISION	11,682	12,937	11,682	13,883	11,682	14,106
MASTER'S (GRAD I)	2,588	2,960	2,588	2,712	2,588	2,494
DOCTORAL (GRAD II)	818	951	818	945	818	940
<b>TOTAL</b>	<b>22,948</b>	<b>25,108</b>	<b>22,948</b>	<b>26,625</b>	<b>22,948</b>	<b>26,765</b>
<b>NON-FLORIDA RESIDENTS</b>						
LOWER-DIVISION	.	491	.	563	.	563
UPPER-DIVISION	.	692	.	756	.	781
MASTER'S (GRAD I)	.	597	.	579	.	585
DOCTORAL (GRAD II)	.	399	.	424	.	451
<b>TOTAL</b>	<b>2,138</b>	<b>2,180</b>	<b>2,138</b>	<b>2,322</b>	<b>2,138</b>	<b>2,380</b>
<b>TOTAL FTE</b>						
LOWER-DIVISION	.	8,751	.	9,647	.	9,788
UPPER-DIVISION	.	13,630	.	14,639	.	14,887
MASTER'S (GRAD I)	.	3,558	.	3,291	.	3,078
DOCTORAL (GRAD II)	.	1,350	.	1,370	.	1,391
<b>TOTAL</b>	<b>25,086</b>	<b>27,288</b>	<b>25,086</b>	<b>28,947</b>	<b>25,086</b>	<b>29,145</b>
<b>TOTAL US Definition</b>	<b>33,448</b>	<b>36,384</b>	<b>33,448</b>	<b>38,596</b>	<b>33,448</b>	<b>38,861</b>
<b>Headcount for Medical Doctorates</b>						
FLORIDA RESIDENTS	80	71	144	141	248	239
NON-RESIDENTS	0	14	16	26	32	42
<b>TOTAL</b>	<b>80</b>	<b>85</b>	<b>160</b>	<b>167</b>	<b>280</b>	<b>281</b>

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). **Funded** enrollment as reported in the General Appropriations Act and set by the legislature. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.





## Section 3 – Enrollment *(continued)*

**TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Method of Instruction**

	2010-11	2011-12	2012-13
<b>TRADITIONAL</b>			
LOWER-DIVISION	7,678	8,091	8,149
UPPER-DIVISION	10,707	10,922	10,899
MASTER'S (GRAD I)	3,123	2,840	2,613
DOCTORAL (GRAD II)	1,319	1,330	1,339
<b>TOTAL</b>	<b>22,827</b>	<b>23,184</b>	<b>22,999</b>
<b>HYBRID</b>			
LOWER-DIVISION	56	282	334
UPPER-DIVISION	52	67	70
MASTER'S (GRAD I)	12	17	28
DOCTORAL (GRAD II)	24	26	26
<b>TOTAL</b>	<b>145</b>	<b>391</b>	<b>457</b>
<b>DISTANCE LEARNING</b>			
LOWER-DIVISION	1,017	1,274	1,306
UPPER-DIVISION	2,871	3,650	3,919
MASTER'S (GRAD I)	423	434	438
DOCTORAL (GRAD II)	6	14	26
<b>TOTAL</b>	<b>4,317</b>	<b>5,371</b>	<b>5,689</b>
<b>TOTAL</b>			
LOWER-DIVISION	8,751	9,647	9,788
UPPER-DIVISION	13,630	14,639	14,887
MASTER'S (GRAD I)	3,558	3,291	3,078
DOCTORAL (GRAD II)	1,350	1,370	1,391
<b>TOTAL</b>	<b>27,289</b>	<b>28,947</b>	<b>29,145</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in table 3A.



## Section 4 – Undergraduate Education

**TABLE 4A. Baccalaureate Degree Program Changes in AY 2012-13**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
None					
<b>Terminated Programs</b>					
None					
<b>Inactive Programs</b>					
None					
<b>New Programs Considered By University But Not Approved</b>					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2012 and May 4, 2013.

**New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

**Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

**Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.

**New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



## Section 4 – Undergraduate Education *(continued)*

**TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates**  
*Retained in the Second Fall Term at Same University*

	2008-09	2009-10	2010-11	2011-12	2012-13 Preliminary
Cohort Size	3,106	2,949	3,756	4,191	4,142
% Retained	82%	83%	82%	82%	84%
% Retained with GPA of 2.0 or higher	76%	77%	75%	75%	78%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

**TABLE 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates**

Term of Entry	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
<i>Cohort Size</i>	3,035	3,372	3,967	3,889	3,234
% Graduated	47%	46%	43%	49%	52%
% Still Enrolled	15%	16%	13%	12%	11%
% Success Rate	62%	62%	57%	61%	63%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



## Section 4 – Undergraduate Education *(continued)*

**TABLE 4D. FTIC Progression and Graduation Rates** *(includes Full- and Part-time students)*

<b>4 – Year Rates</b>	<b>2005-09</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12</b>	<b>2009-13 Preliminary</b>
Cohort	4,550	4,271	3,508	3,346	3,130
<b><i>From Same University</i></b>					
% Graduated	15%	18%	19%	23%	27%
% Still Enrolled	46%	47%	45%	46%	41%
<b><i>From Other SUS University</i></b>					
% Graduated	1%	1%	1%	1%	2%
% Still Enrolled	3%	3%	4%	3%	4%
<b><i>From State University System</i></b>					
% Graduated	16%	19%	21%	24%	29%
% Still Enrolled	48%	50%	49%	49%	45%
% Success Rate	64%	69%	69%	73%	74%
<b>6 – Year Rates</b>	<b>2003-09</b>	<b>2004-10</b>	<b>2005-11</b>	<b>2006-12</b>	<b>2007-13 Preliminary</b>
Cohort	3,275	3,788	4,550	4,271	3,508
<b><i>From Same University</i></b>					
% Graduated	45%	44%	41%	47%	50%
% Still Enrolled	16%	16%	14%	13%	12%
<b><i>From Other SUS University</i></b>					
% Graduated	4%	3%	3%	4%	4%
% Still Enrolled	2%	1%	1%	1%	2%
<b><i>From State University System</i></b>					
% Graduated	49%	47%	44%	51%	54%
% Still Enrolled	17%	17%	15%	14%	13%
% Success Rate	67%	64%	60%	65%	67%

Notes: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled. (3) Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



## Section 4 – Undergraduate Education *(continued)*

**TABLE 4E. AA Transfer Progression and Graduation Rates**

<b>2 – Year Rates</b>	<b>2007-09</b>	<b>2008-10</b>	<b>2009-11</b>	<b>2010-12</b>	<b>2011-13 Preliminary</b>
Cohort	1,247	1,975	2,705	3,072	3,098
<b><i>From Same University</i></b>					
% Graduated	18%	20%	20%	22%	21%
% Still Enrolled	65%	64%	64%	63%	64%
<b><i>From Other SUS University</i></b>					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	2%	1%	1%	1%	1%
<b><i>From State University System</i></b>					
% Graduated	18%	20%	20%	22%	22%
% Still Enrolled	67%	66%	66%	63%	65%
% Success Rate	85%	86%	86%	86%	87%

<b>4 – Year Rates</b>	<b>2005-09</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12</b>	<b>2009-13 Preliminary</b>
Cohort	1,231	1,439	1,247	1,975	2,705
<b><i>From Same University</i></b>					
% Graduated	61%	61%	59%	62%	61%
% Still Enrolled	13%	15%	14%	13%	13%
<b><i>From Other SUS University</i></b>					
% Graduated	2%	1%	2%	1%	1%
% Still Enrolled	1%	1%	1%	1%	1%
<b><i>From State University System</i></b>					
% Graduated	62%	62%	61%	63%	63%
% Still Enrolled	14%	16%	15%	14%	14%
% Success Rate	76%	78%	76%	77%	76%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



## Section 4 – Undergraduate Education *(continued)*

**TABLE 4F. Other Transfer Progression and Graduation Rates**

<b>5 – Year Rates</b>	<b>2004-09</b>	<b>2005-10</b>	<b>2006-11</b>	<b>2007-12</b>	<b>2008- 13 Preliminary</b>
Cohort Size	1,621	1,511	1,490	1,150	1,819
<b><i>From Same University</i></b>					
% Graduated	54%	51%	55%	62%	57%
% Still Enrolled	9%	9%	9%	8%	7%
<b><i>From Other SUS University</i></b>					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	1%	1%	1%	1%	1%
<b><i>From State University System</i></b>					
% Graduated	56%	53%	57%	64%	59%
% Still Enrolled	10%	10%	9%	8%	8%
% Success Rate	66%	62%	66%	72%	67%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



## Section 4 – Undergraduate Education *(continued)*

**TABLE 4G. Baccalaureate Degrees Awarded**

	2008-09	2009-10	2010-11	2011-12	2012-13
Degree Count	5,663	6,267	6,637	7,238	7,746

Note: Table 4G represents the counts of distinct baccalaureate degrees. In those cases where baccalaureate degrees are awarded under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Dual degrees are counted as separate degrees (i.e., counted twice), and include those cases where the second major differs substantially from the first because either the college is different, the degree designation is different (e.g., BA, BS, BBA, BFA, etc.), or the degree CIP is in a different 2-digit range (e.g., 51\* vs. 52\*); in these cases, the second degree CIP receives a "degree fraction" of 1.0. If these conditions do not apply, the second major is considered a dual major, and the degree associated with it is not counted a second time; in these cases, each dual major degree CIP receives a degree fraction of .5 apiece. The calculation of degree fractions is made according to each institution's criteria. In those rare cases where there are three or more awarded baccalaureate degree CIPs, analogous logic is extended to cover the additional degree CIPs and their corresponding degree fractions.

**TABLE 4H. Baccalaureate Degrees Awarded in Programs of Strategic Emphasis**

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	934	1,026	1,151	1,221	1,315
Health Professions <i>*only disciplines in critical need</i>	211	220	208	251	241
Security and Emergency Services	269	298	344	457	504
Globalization	808	859	1,022	1,076	1,252
Education <i>*only disciplines in critical need</i>	41	50	48	35	36
<b>SUBTOTAL</b>	<b>2,263</b>	<b>2,453</b>	<b>2,773</b>	<b>3,040</b>	<b>3,348</b>
<i>Percentage of All Baccalaureate Degrees (includes second majors)</i>	<i>38%</i>	<i>37%</i>	<i>39%</i>	<i>39%</i>	<i>40%</i>

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). \* This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). The Board of Governors will review Board staff recommendations to update this list at their November 2013 meeting. Any changes from that meeting will be incorporated into subsequent Accountability Reports.

Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 4G.





## Section 4 – Undergraduate Education *(continued)*

**TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Non-Hispanic Black</b>					
Number of Degrees	682	720	764	854	844
Percentage of Degrees	13%	12%	13%	13%	12%
<b>Hispanic</b>					
Number of Degrees	3,555	3,919	4,156	4,549	5,007
Percentage of Degrees	67%	68%	68%	68%	70%
<b>Pell-Grant Recipients</b>					
Number of Degrees	2,606	3,001	3,524	4,154	4,629
Percentage of Degrees	48%	52%	57%	62%	64%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.

**Pell-Grant recipients** are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens.

**Notes on Trends:** In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2010-11 academic year. This reclassification will impact trends.





## Section 4 – Undergraduate Education *(continued)*

**TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours**

	2008-09	2009-10	2010-11	2011-12	2012-13*
FTIC	40%	41%	36%	37%	39%
AA Transfers	79%	80%	71%	71%	86%
Other Transfers	67%	65%	63%	60%	80%
<b>TOTAL</b>	<b>61%</b>	<b>60%</b>	<b>55%</b>	<b>56%</b>	<b>70%</b>

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree.

Note\*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation.

**TABLE 4K. Undergraduate Course Offerings**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Course Sections	2,518	2,371	2,395	2,325	2,451
<b>Percentage of Undergraduate Course Sections by Class Size</b>					
Fewer than 30 Students	50%	47%	45%	44%	48%
30 to 49 Students	31%	32%	33%	33%	31%
50 to 99 Students	15%	16%	16%	16%	15%
100 or More Students	4%	5%	6%	7%	7%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Percentages may exceed 100% due to rounding.



## Section 4 – Undergraduate Education *(continued)*

**TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type**

	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty	63%	60%	58%	60%	61%
Adjunct Faculty	28%	32%	33%	32%	31%
Graduate Students	6%	6%	6%	5%	5%
Other Instructors	3%	2%	3%	3%	4%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

**TABLE 4M. Student/Faculty Ratio**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ratio	26.5	26.6	27.7	27.0	26.0

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.

**TABLE 4N. Professional Licensure/Certification Exams for Undergraduates**

### Nursing: *National Council Licensure Examination for Registered Nurses*

	2008	2009	2010	2011	2012
Examinees	181	165	192	149	223
First-time Pass Rate	89%	94%	90%	94%	95%
National Benchmark	88%	90%	89%	89%	92%

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.



## Section 5 – Graduate Education

**TABLE 5A. Graduate Degree Program Changes in AY 2012-13**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
<b>New Programs</b>						
Laws	22.0202	M	11/29/2012	Fall 2013		
<b>Terminated Programs</b>						
None						
<b>Inactive Programs</b>						
None						
<b>New Programs Considered By University But Not Approved</b>						
None						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2012 and May 4, 2013.

**New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

**Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

**Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.

**New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



## Section 5 – Graduate Education *(continued)*

**TABLE 5B. Graduate Degrees Awarded**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>TOTAL</b>	<b>2,509</b>	<b>2,649</b>	<b>2,971</b>	<b>3,383</b>	<b>3,440</b>
Masters and Specialist	2,259	2,359	2,597	3,002	3,033
Research Doctoral	127	114	148	151	156
Professional Doctoral	123	176	226	230	251
a) Medicine	0	0	0	0	33
b) Law	123	144	177	185	168
c) Pharmacy	0	0	0	0	0

Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.

**TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis**

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	587	476	471	502	547
Health Professions <i>*only disciplines in critical need</i>	285	341	448	453	494
Security and Emergency Services	28	42	61	83	85
Globalization	124	189	174	200	210
Education <i>*only disciplines in critical need</i>	113	121	92	98	49
<b>SUBTOTAL</b>	<b>1,137</b>	<b>1,169</b>	<b>1,246</b>	<b>1,336</b>	<b>1,385</b>
<i>Percent of All Graduate Degrees</i>	<i>45%</i>	<i>44%</i>	<i>42%</i>	<i>39%</i>	<i>40%</i>

Notes: This is a count of graduate degrees awarded within specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). \*This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 5B.



## Section 5 – Graduate Education *(continued)*

**TABLE 5D. Professional Licensure Exams for Graduate Programs**

### Law: *Florida Bar Exam*

	2009	2010	2011	2012	2013
Examinees	116	136	168	172	158
First-time Pass Rate	81%	81%	89%	81%	85%
<i>State Benchmark*</i>	79%	79%	82%	81%	80%

Note\*: excludes non-Florida schools.

### Medicine: *US Medical Licensing Exam - Step 1* *(for 2<sup>nd</sup> year MD students)*

	2009	2010	2011	2012	2013 Preliminary
Examinees	.	.	2	35	44
First-time Pass Rate	.	.	*	97%	100%
<i>National Benchmark</i>	91%	94%	96%	96%	96%

Note\*: To protect the privacy of educational records of university students, data for cohort counts 10 or less are not reported.

### Medicine: *US Medical Licensing Exam - Step 2 Clinical Knowledge* *(for 4<sup>th</sup> year MD students)*

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	.	.	.	1	37
First-time Pass Rate	.	.	.	*	100%
<i>National Benchmark</i>	96%	97%	97%	98%	98%

Note\*: To protect the privacy of educational records of university students, data for cohort counts 10 or less are not reported.

### Medicine: *US Medical Licensing Exam - Step 2 Clinical Skills* *(for 4<sup>th</sup> year MD students)*

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	.	.	.	.	34
First-time Pass Rate	.	.	.	.	92%
<i>National Benchmark</i>	97%	97%	98%	97%	98%

### Physical Therapy: *National Physical Therapy Examinations*

	2006-08	2007-09	2008-10	2009-11	2010-12
Examinees	99	89	91	125	143
First-time Pass Rate	65%	64%	75%	74%	71%
<i>National Benchmark</i>	86%	87%	88%	89%	89%

### Occupational Therapy: *National Board for Certification in Occupational Therapy Exam*

	2006-08	2007-09	2008-10	2009-11	2010-12
Examinees	113	103	142	163	147
First-time Pass Rate	82%	74%	65%	60%	65%
<i>National Benchmark</i>	86%	83%	82%	81%	83%

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test.



## Section 6 – Research and Economic Development

**TABLE 6A. Research and Development**

	2007-08	2008-09	2009-10	2010-11	2011-12
<b>R&amp;D Expenditures</b>					
Total (S&E and non-S&E) (\$ 1,000s)	\$107,025	\$101,322	\$110,271	\$110,006	\$118,058
Federally Funded (\$ 1,000s)	\$60,045	\$57,371	\$62,580	\$65,446	\$69,402
Percent Funded From External Sources	61%	63%	64%	69%	63%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$163,148	\$160,066	\$174,204	\$173,511	\$180,241
<b>Technology Transfer</b>					
Invention Disclosures	18	16	24	15	20
U.S. Patents Issued	0	1	1	3	1
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	0	1.6	1.5	4.7	2
Licenses/ Options Executed	0	1	1	0	0
Licensing Income Received (\$)	\$9,423	\$39,819	\$24,942	\$12,000	\$62,034
Number of Start-Up Companies	0	0	0	0	0

Note: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Percent Funded from External Sources is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/track faculty). The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. **Technology Transfer** data are based on the Association of University Technology Managers Annual Licensing Survey. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation.



## Section 6 – Research and Economic Development *(continued)*

**TABLE 6B. Centers of Excellence**

Name of Center:	Center of Excellence for Hurricane Damage Mitigation and Product Development	Cumulative (since inception to June 2013)	Fiscal Year 2012-13
Year Created:	2008		
<b>Research Effectiveness</b>			
<i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		46	7
Value of Competitive Grants Applied For (\$)		\$16,682,166	\$2,820,000
Number of Competitive Grants Received		33	3
Value of Competitive Grants Received (\$)		\$11,149,151	\$757,000
Total Research Expenditures (\$)		\$9,469,175	\$902,754
Number of Publications in Refereed Journals From Center Research		93	41
Number of Invention Disclosures		1	0
Number of Licenses/Options Executed		0	0
Licensing Income Received (\$)		\$0	\$0
<b>Collaboration Effectiveness</b>			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		34	15
Collaborations with Private Industry		55	13
Collaborations with K-12 Education Systems/Schools		0	0
Undergraduate and Graduate Students Supported with Center Funds		57	10
<b>Economic Development Effectiveness</b>			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		0	0
Jobs Created By Start-Up Companies Associated with the Center		5	0
Specialized Industry Training and Education		0	0
Private-sector Resources Used to Support the Center's Operations		\$68,600	\$68,600
<b>Narrative Comments on next page.</b>			





## Section 6 – Research and Economic Development *(continued)*

**TABLE 6B. Centers of Excellence (continued)**

Name of Center	Center of Excellence for Hurricane Damage Mitigation and Product Development
Narrative Comments [Most Recent Year]:	
<p>In addition to regular activities such as publishing papers, attending professional conferences, training undergraduate and graduate students, IHRC faculty and staff members have also been involved in the following research and service activities:</p> <ol style="list-style-type: none"> <li>1. Working with the Florida Division of Emergency Management, IHRC has completed 6 projects including (a) Full-scale testing to evaluate code prescriptive design wind load and attachment provisions for hip, ridge, and eave roof tiles , (b) Wind-induced loads and damage mitigation techniques on Florida sunrooms, (c) Wind uplift of Roof Tiles, Shingles and Pavers, (d) Estimation of surface roughness using terrestrial LiDAR measurements, (e) Investigating socio-economic impacts of a recent hurricane and understanding perceptions of coastal vulnerability and (f) Education and outreach programs to convey the benefits of various hurricane loss mitigation devices and techniques.</li> <li>2. IHRC has updated the Public Hurricane Loss model for the State of Florida and successfully passed the rigorous review of the state committee.</li> <li>3. IHRC continues to work with the National Hurricane Center and the National Ocean Service of NOAA to convert the Coastal and Estuarine Storm Tide model for operational real-time forecast of storm surges.</li> <li>4. The “Wall of Wind” (WoW) facility is capable of performing controlled and repeatable testing in flows that adequately and economically replicate hurricane winds accompanied by wind-driven rain. The development of the Wall of Wind has been completed in stages, an incremental strategy that has enabled FIU researchers to gain experience in the development, testing, and operation of the facility, and helped reduce cost. Research collaboration has encompassed various engineering fields including wind, civil, mechanical and structural engineering in addition to architecture. The IHRC partnered with Miami-Dade County Emergency Management, the National Hurricane Center, NOAA’s Atlantic Oceanographic and Meteorological Laboratory (AOML), the Miami Office of the National Weather Service and the City of Homestead for the Hurricane Andrew 20th Anniversary Event and Grand Opening of the 12-Fan Wall of Wind. This official South Florida community event commemorated the 20-year anniversary of Hurricane Andrew’s landfall in August 2012.</li> </ol>	



**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES**

**Academic Policy and Student Affairs Committee**

January 9, 2014

**Subject: Wolfsonian-FIU Education Site Proposal**

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**Proposed Committee Action:**

Recommend to the Florida International University Board of Trustees the reclassification of the Special Purpose Center The Wolfsonian-FIU facility in downtown Miami, Florida, as a Special Purpose Site.

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**Background Information:**

Pursuant to Florida Board of Governors (BOG) regulation 8.009, the Educational Sites regulation FIU-116 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.

A 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. Previously, the Florida International University Board of Trustees designated this site as a "special purpose center". After discussion with the BOG, the site is being re-classified as a Special Purpose Site.

The Wolfsonian-FIU facility in downtown Miami is located at 100 East Flagler Street (Floors 2, 8, and 9), Miami, Florida.

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**Supporting Documentation:** N/A

**Facilitator/Presenter:** Douglas Wartzok

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**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES**

**Academic Policy and Student Affairs Committee**

January 9, 2014

**Subject: New Program Proposal: Professional Science Master in Forensic Science**

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**Proposed Committee Action:**

Recommend to the Florida International University Board of Trustees approval of the Professional Science Master in Forensic Science degree (CIP 43.0106) new program proposal.

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**Background Information:**

The College of Arts and Sciences is proposing to offer a Professional Science Master (PSM) in Forensic Science degree. There is a growing demand (and a void in the field) for persons with advanced degrees with a forensic science background who also have management skills. The proposed PSM in Forensic Science addresses this need. This innovative degree is intended for professionals who want to combine a forensic science background with skills to deal with accreditation standards, the management of personnel and budgets, and other business skills needed to run a successful crime laboratory.

The proposed program will have a focus on interdisciplinary training and will better prepare professionals for positions such as laboratory managers or directors within the forensic sciences industry or other biotechnical fields.

The only PSM in Forensic Science currently offered in the State of Florida is at the University of Florida (UF) in the College of Pharmacy. The University of Central Florida (UCF) offers an M.S. degree in Digital Forensics, but this program is not run as a PSM. FIU is proposing to develop a PSM in Forensic Science that would include one required course to be taken at UF, and one required course at UCF. In return, UF and UCF students could enroll in summer workshop courses at FIU.

The proposed PSM in Forensic Science degree advances the educational mission of FIU and directly supports institutional goals and Florida's State University System Strategic Planning priorities and accountability measures.

Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*

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**Supporting Documentation:** Executive Summary: Professional Science Master (PSM) in Forensic Science degree (CIP 43.0106) New Program Proposal

**Facilitator/Presenter:** Douglas Wartzok

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## New Degree Proposal: Professional Science Master in Forensic Science (CIP 43.0106)

### College of Arts and Sciences

#### Executive Summary

The College of Arts and Sciences proposes to offer a Professional Science Master (PSM) in Forensic Science degree. This interdisciplinary program melds the sciences with business management and leadership training. It is intended for professionals who want to combine a forensic science background with skills to deal with accreditation standards, the management of personnel and budgets, and other business skills needed to run a successful crime laboratory. The degree will prepare professionals for positions such as laboratory managers or directors within the forensic sciences industry or other biotechnical fields.

This professional graduate degree will be under the purview of the School of Integrated Science and Humanity (SISH) and be housed in the International Forensic Research Institute (IFRI). The PSM in Forensic Science will complement the current Master of Science in Forensic Science currently offered by IFRI.

The proposed degree is not only interdisciplinary but will also bring together two sister institutions to offer a curriculum that draws from the strength of each institution. The University of Florida will offer the Laboratory Quality Assurance/Control course while the University of Central Florida, drawing on its strength in computer forensics, will offer the Computer Forensics course. For the students at those 2 institutions, Florida International University will provide hands-on workshops so that the students can work with the state-of-the-art equipment in our labs. For the business/management courses, the program will rely on existing courses offered by FIU's College of Business.

The proposed PSM in Forensic Science directly supports each of the three SUS areas of Programmatic Strategic Emphasis: critical needs – security and emergency services; economic development – regional workforce demand; and Science, Technology, Engineering and Math (STEM). The program directly supports the following SUS goals: Goal 1, access to and production of degrees; Goal 2, meeting statewide professional and workforce needs; and Goal 4, meeting community needs and fulfilling unique institutional responsibilities. The degree is fully aligned with FIU's mission to provide state-of-the-art educational opportunities and collaborative engagement with local and global communities. It is also aligned with FIU's goal of educating graduate and professional students.

Implementation Timeframe	Projected Enrollment	
	HC	FTE
<b>Year 1</b>	12	6.75
<b>Year 2</b>	28	14.25
<b>Year 3</b>	36	18.25
<b>Year 4</b>	45	22.81
<b>Year 5</b>	50	25

Projected Program Costs				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
0	0	0	\$164,536	\$164,536
0	0	0	\$260,864	\$260,864

**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES**

**Academic Policy and Student Affairs Committee**

January 9, 2014

**Subject: New Program Proposal: Professional Science Master in Environmental Policy and Management**

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**Proposed Committee Action:**

Recommend to the Florida International University Board of Trustees approval of the Professional Science Master in Environmental Policy and Management degree (CIP 03.0201) new program proposal.

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**Background Information:**

The College of Arts and Sciences is proposing to offer a Professional Science Master (PSM) in Environmental Policy and Management. The proposed program will provide a combination of academic and skill based training to its graduates to increase their employability in the area of environmental policy and management. There is an increase in interest in this field as environmental issues are attracting national and international attention. The specialized curriculum and quality instruction will meet the demand of the students looking to gain expertise in the field of environmental policy/management.

The PSM in Environmental Policy and Management program is not offered anywhere else in the State of Florida. It is not available anywhere in the South Florida region. The proposed degree is designed to be a parallel program to the current M.S. degree in Environmental Studies. The latter is a regular academic degree with an important independent thesis research component. On the other hand, the PSM degree is meant to be a professional degree offering practical environmental training aimed at persons who are already working in the field and are seeking career advancement opportunities.

The proposed PSM in Environmental Policy and Management degree advances the educational mission of FIU and directly supports institutional goals and Florida's State University System Strategic Planning priorities and accountability measures.

Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*

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**Supporting Documentation:** Executive Summary: Professional Science Master (PSM) in Environmental Policy and Management (CIP 03.0201) New Program Proposal

**Facilitator/Presenter:** Douglas Wartzok

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# New Program Proposal: Professional Science Master in Environmental Policy and Management (CIP 03.0201)

## College of Arts and Sciences

### Executive Summary

The proposed new Professional Science Master (PSM) in Environmental Policy and Management degree will provide students a solid training in both environmental management and policy. This specialty is becoming more and more important due to growing concerns about the threat of global warming and to increased awareness of the importance of the preservation of the environment. Therefore, the growing number of positions in environmental subject areas in South Florida and elsewhere that require that students have a broad, interdisciplinary background and certain sets of skills has grown significantly. FIU's location in the heart of one of the nation's largest urban centers will present PSM students with an opportunity to investigate the long-term social and ecological impacts of urban development.

Most environmental problems today are not inherent in the environment but are the result of interactions with social, political, and economic processes. To design policy and management systems that cooperate with nature rather than degrade it requires understanding the ethical, socio-political and economic systems and the manner in which they interact to produce a particular environmental outcome. The specific objective of this degree program is to prepare students for managerial, decision-making, and policy-analysis positions in the emerging green economy and society. Such positions require people trained in applying policy and inter-disciplinary approaches to critical natural resource issues within the contexts of myriad socio-economic and political systems.

Whereas the current MS in Environmental Studies prepares students to conduct research in order to prepare themselves to engage in doctoral work, this degree targets those who are already working in the field and are seeking training in environmental policy and management. This program is similar to the highly successful programs at the environmental schools at Duke, Yale, and Michigan. The success of this type of program is evident: they all admit over 100 students per year and have indicated that, in recent years, they have been turning down two to three times as many students. The number of students interested in this field continues to grow as environmental issues attract national and international attention.

The preparation that this program will provide to the students will ensure that graduates master the following skills: the ability to write to and communicate with the larger public, geographic information systems (GIS) background, statistics background,

and a broad knowledge of different areas of environmental policy and management such as biological conservation, water resources management, public lands management, and others. The program will be offered to a cohort of students who will be taking a standard curriculum and be able to complete it in 4 semesters.

The program is aligned with the SUS goals for 2012-25. First, it seeks to increase degree productivity and to increase the number of degrees awarded in STEM. Second, it will increase research and commercialization activity by addressing workforce needs in the area of environmental policy and management. And third, it will increase community and business workforce by engaging prospective PSM students in a world-class research and training program and focusing on analyses and responses to a range of global, regional, and local environmental issues; it will also promote cutting-edge, interdisciplinary research on the nature of environmental problems and policies for confronting them.

Implementation Timeframe	Projected Enrollment		Projected Program Costs				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
<b>Year 1</b>	18	11.25	0	0	0	\$465,061	\$465,061
<b>Year 2</b>	36	20.25					
<b>Year 3</b>	36	20.25					
<b>Year 4</b>	36	20.25					
<b>Year 5</b>	36	20.25	0	0	0	\$537,821	\$537,821

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

January 9, 2014

**Subject: New Program Proposal: Ph.D. in Linguistics**

**Proposed Committee Action:**

Recommend to The Florida International University Board of Trustees approval of the Ph.D. in Linguistics (CIP 16.0102) new program proposal.

**Background Information:**

The College of Arts and Sciences at Florida International University is proposing to offer a Ph.D. in Linguistics. The proposed program will have emphases in Bilingualism, Psycholinguistics, and Sociolinguistics and will respond to the professional and workforce needs of an increasingly diverse and multilingual society. The State of Florida, Miami-Dade County, and the greater South Florida metropolitan area are regions in which specialized training in the language sciences is urgently needed. Miami-Dade County is home to over two million people who speak a language other than or in addition to English.

Because the proposed degree program will build on existing strengths at the University, it has the potential of becoming one of the top national and international programs in Linguistics. In relation to research, very few communities in the U.S. can provide such broad opportunities for language-related research of multiple types.

Employment and educational opportunities for graduates of the program include work in a diverse spectrum of areas. At the scientific level, linguists with sound training are employable, for example, in an academic setting. At the applied level, linguists are involved in second-language teaching, in language planning in relation to educational settings and in speech-language pathology and therapy services. There are also particularly pressing needs in the realms of linguistic training for speech-language therapists and for educators.

The proposed Ph.D. in Linguistics degree advances the educational mission of FIU and directly supports institutional goals and Florida's State University System Strategic Planning priorities and accountability measures.

Each university board of trustees shall approve new research and professional doctoral degree programs for submission to the Board of Governors for authorization, in accordance with the criteria outlined in section (3) of Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*

**Supporting Documentation:**

Executive Summary: Ph.D. in Linguistics New Program Proposal

**Facilitator/Presenter:**

Douglas Wartzok

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## New Program Proposal: Ph.D. in Linguistics (CIP: 16.0102)

### College of Arts and Sciences

#### Executive Summary

The College of Arts and Sciences at Florida International University is proposing to offer a Ph.D. in Linguistics. The interdisciplinary program will be administratively housed in the English Department, but with collaboration between the Departments of English, Modern Languages, Psychology, and Communication Sciences and Disorders. The program will offer a strong core in Linguistics, with specializations primarily in Bilingualism, Psycholinguistics, and Sociolinguistics.

The program will provide the highest quality educational opportunities and research in an area of utmost relevance both to the South Florida community and to the global society. In South Florida, language and its role in communication, cognitive perspectives and performance, and societal interaction are of ever-growing importance; in the global society, increasing migration and modern electronic media make the understanding of language, its acquisition, and its influence on our perspectives and our interactions indispensable. Miami-Dade County is home to over 2 million people who speak a language other than or in addition to English. The top 15 languages spoken represent all the continents: Spanish (spoken by approximately 60% of the population), Portuguese, French-based Creole, Hebrew, Arabic, Greek, Russian, Tagalog, and Urdu. The county also incorporates speakers of at least 63 other languages from around the world. The presence of this rich linguistic mix poses both opportunities and challenges in relation to research and the potential impacts of this research.

The proposed program is highly consistent with and will promote the Strategic Planning Goals of the State University System. It will strengthen the quality and reputation of academic programs and universities in the state in the areas of teaching and learning and of scholarship, research, and innovation; it is a core area relevant to STEM disciplines. It responds to the community and will provide opportunities for engagement due to the importance of linguistic issues to the community, the South Florida economy and society.

The program will build on and enhance the strengths of the current M.A. in Linguistics, which is a highly successful and respected program. The participating faculty, representing the Departments of English, Modern Languages, Psychology, and Communications Sciences and Disorders, are experts in Linguistics and in related disciplines and are highly regarded for their research and leadership in these areas. FIU is already offering most of the courses to be included in the Ph.D. program; the Ph.D.

will bring these together and help to shape these into a coherent academic program that will develop highly trained experts in the field.

The proposed Ph.D. program differentiates itself from the other program in the state (at the University of Florida) in its focus on the interdisciplinary nature of Linguistics. Graduates of our program will have an exceptional ability to apply their research skills in a broad range of subfields, including in academic settings--from pre-school to primary, secondary, and tertiary education to graduate school--in second-language teaching, in speech-language pathology and therapy, in translation and interpretation services, in the development of language-intensive computational resources, and the like.

Recently, Dr. Nick Sobin, an internationally respected linguist from the University of Texas at El Paso, conducted an evaluation of the proposed program and stated in his review that “the Ph.D. is clearly warranted in South Florida,” it “has the potential for being a solid program in bilingualism, second language acquisition, and sociolinguistics, one which would benefit the university, and the community in a variety of ways,” and it “appears to have a cohesive and cooperative faculty, each of whom display a successful record of significant research.” The suggestions for the improvement of the proposals have been incorporated into the body of the proposal.

Implementation Timeframe	Projected Enrollment		Projected Program Costs				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
<b>Year 1</b>	6	4.5	\$47,505	\$213,775	\$0	\$0	\$213,775
<b>Year 2</b>	7	5.25					
<b>Year 3</b>	8	6					
<b>Year 4</b>	10	7.5					
<b>Year 5</b>	11	8.25	\$26,007	\$215,135	\$0	\$90,378	\$305,513

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
January 9, 2014

**Subject: Academic Affairs Regular Reports**

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**Proposed Committee Action:**  
None. Information/Discussion only.

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**Background Information:**  
The Academic Affairs Regular Reports consist of the following:

**Undergraduate Education**

*Douglas L. Robertson*

**Graduate Education**

*Lakshmi N. Reddi*

**Engagement**

*Irma Becerra-Fernandez*

**Enrollment Services**

*Luisa M. Havens*

**Information Technology**

*Robert Grillo*

**Research**

*Andres G. Gil*

**Student Affairs**

*Larry Lunsford*

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**Supporting Documentation:** Academic Affairs Regular Reports

**Facilitator/Presenter:** Douglas L. Robertson  
Lakshmi N. Reddi  
Irma Becerra-Fernandez  
Luisa M. Havens  
Robert Grillo  
Andres G. Gil  
Larry Lunsford

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**Florida International University  
Board of Trustees  
Academic Policy and Student Affairs Committee  
January 2014**

**Academic Affairs Report**

**A. Unit Reports**

- I. Undergraduate Education**
- II. Graduate Education**
- III. Engagement**
- IV. Enrollment Services**
- V. Information Technology**
- VI. Research**
- VII. Student Affairs**

**I. UNDERGRADUATE EDUCATION REPORT**

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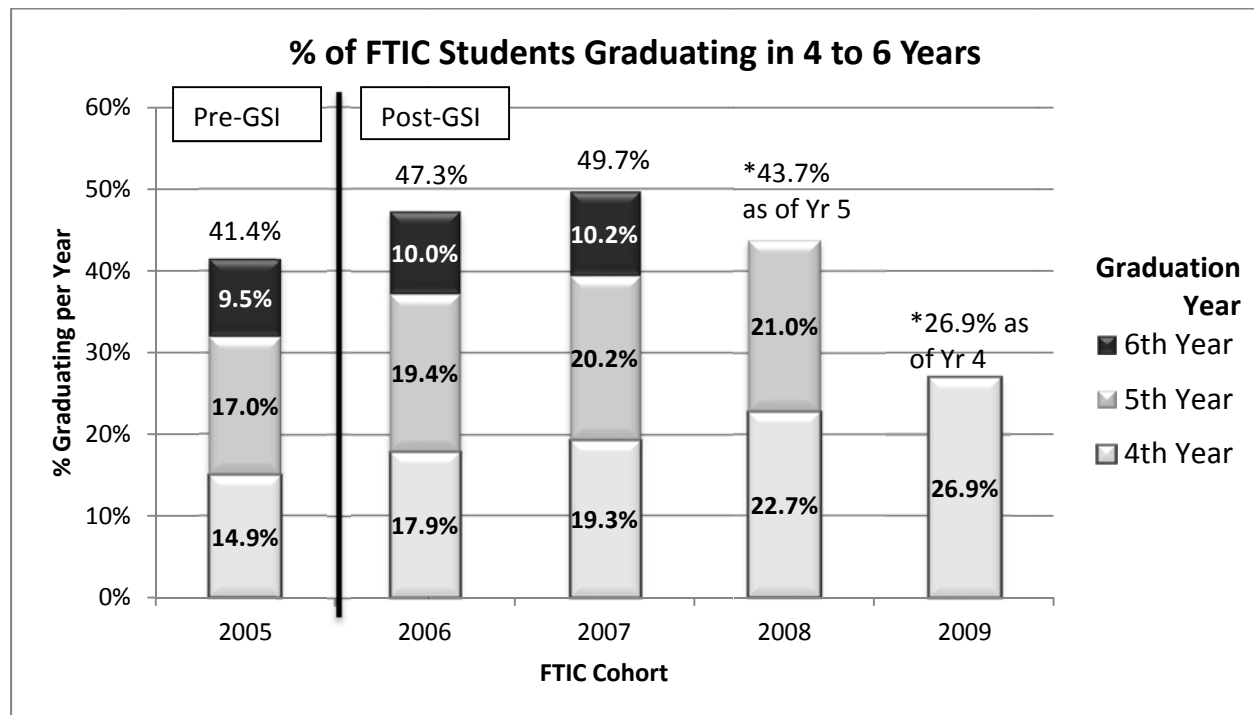
**1. National Award for the Graduation Success Initiative**

In just two years, the Graduation Success Initiative (GSI) has produced a 9 point increase in the FTIC 6 Year Graduation Rate, from 41% to 50%. The GSI is a comprehensive university-wide transformation of the way in which the undergraduate curriculum is administered. It has two interrelated domains: (a) immediate results – developing data-based interventions for rapid increases in on-time intervention; and (b) long-term results--building a comprehensive, university-wide system that will create and sustain significantly higher levels of retention and on-time graduation. On November 12, 2013, at the 126<sup>th</sup> Annual Meeting of the Association of Public & Land-grant Universities (APLU), FIU's Graduation Success Initiative was honored with the Most Visible Progress (MVP) National Degree Completion Award.

## 2. Increases in 4-, 5-, and 6 Year FTIC Graduation Rates

The benchmark FTIC Cohort for the initial GSI interventions is 2006-12. Figure 1 (below) shows the 4-, 5-, and 6-Year FTIC Graduation Rates for the last, pre-GSI Cohort (2005-2011) and all post-GSI Cohorts. The overall 6-Year FTIC Graduation Rates have increased dramatically, from 41% to 50%. However, even more impressive is the 12 point increase in the 4-Year FTIC Graduation Rates, from 15% to 27%. A greater percentage of students now graduate in 4 years than in 5 or 6 years. Increased 4-Year FTIC Graduation Rates will drive increases in the overall 6-Year FTIC Graduation Rate. Also worth noting is that the 5-Year FTIC Graduation Rates improved a substantial 4 points, from 17% to 21%. Figure 1 clearly shows the upward trends.

Figure 1. Graduation rates for years 4-6 for FTIC students in the 2005-2009 cohorts.



### **3. FIU Selected as Founding Institution for the Gateways to Completion Program**

The conceptual framework of the Graduation Success Initiative includes removing barriers and adding support to student academic success. One significant barrier comprises large-enrollment, gateway courses with high failure rates. FIU has been chosen as a founding institution for the Gateways to Completion (G2C) program, a comprehensive institutional gateway course improvement process lead by the prestigious John N. Gardner Institute in Undergraduate Education. Following FIU's Graduation Success Initiative research showing that failure in early, gateway courses was a significant cause of dropout, Undergraduate Education applied to participate in a new national program aimed at improving student success in key courses in mathematics, English, and the sciences. FIU administrators and faculty will participate in a 3-year program to increase student success in 5 high-risk, early career courses that enroll thousands of students per term. By improving student success in the first year of college, the G2C will contribute to increases in retention and graduation rates.

## **II. GRADUATE EDUCATION REPORT**

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### **1. FIU Graduate School wins National Award for Innovation**

FIU was presented with the "ETS/CGS Award for Innovation in Promoting Success in Graduate Education: From Admission through Completion" during the 53<sup>rd</sup> Annual Meeting of the Council of Graduate Schools (CGS). The award is sponsored by CGS and Educational Testing Service. Dr. Lakshmi Reddi, Dean of the University Graduate School (UGS), accepted the award on behalf of FIU. The award recognizes promising, innovative proposals to enhance student success and degree completion at the master's or doctoral level, while promoting inclusiveness. The FIU Graduate School was selected for innovative programs implemented in the newly-created Academy of Graduates for Integrative Learning Experiences (AGILE), which follows the innovative vision behind the award and serves as an excellent model for other schools to follow. The award comes with a \$20,000 two-year grant.

## **2. Academy of Graduates for Integrative Learning Experiences (AGILE) is Launched**

In the fall of 2013, the UGS launched the Academy of Graduates for Integrative Learning Experiences (AGILE). Promoting successful graduate education by bringing together a synergistic community of doctoral students whose interpersonal and intrapersonal skills are integrated with scholarly research and pursuits, AGILE has just welcomed its first cohort of ten AGILE scholars, all of whom represent a variety of academic fields and backgrounds. The spring 2014 term brings to the AGILE scholars a number of activities including a semester-long leadership track with the Center for Leadership and Service's Academy of Leaders, two community meetings, a speaker series on such topics as leadership and integrative learning, and an online discussion board to guide reflection and complement these activities.

## **3. Graduate Admissions Improves on Operations**

In keeping with its mission to improve operational efficiencies, the UGS has established the new conditional admission policy. Now effective for the fall 2014 admit cycle, this policy will allow individual units to admit up to 10% of their admitted pool of master's applicants who 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 providing them the freedom to select a set of their master's applicants who do not meet the minimum requirements but otherwise demonstrate the potential to succeed in the graduate program. Additionally, the UGS has moved the current admissions application deadline for doctoral and all international students to three and a half months earlier than what was previously allowed. This change will take effect with the fall 2014 admit cycle. This move will make FIU more competitive in attracting highly qualified graduate students who are receiving early decisions from other universities. During fall 2013, the UGS met with graduate program directors and the UGS advisory council in order to communicate both policies and prepare the programs for the changes that are forthcoming.

### **III. ENGAGEMENT REPORT**

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#### **1. Fostering Panther Pride**

On a national level less than 10% of foster care and homeless youth enroll in college, and less than 1% graduate. At FIU, nearly one third of former foster care and homeless youth are on academic probation with GPAs of less than 2.0. To address the needs of this student population, FIU's Office of Engagement has launched the Fostering Panther Pride Initiative. This initiative will assist in creating a framework of support for the physical, emotional, social and academic needs of current and former foster care and homeless youth attending FIU. The Office of Engagement has raised \$133,000 and secured expertise and resources of community-based organizations for this initiative from: Miami Coalition for the Homeless, the Miami Foundation, Educate Tomorrow, Miami-Dade County Public Schools, Voices for Children, Chad Moss Construction, HANDY (Helping Abused Neglected and Disadvantaged Youth) to better serve the needs of these students and together create a strong residual impact on our youth.

#### **2. Aquaponics**

As part of The Education Effect Partnership funded by a three-year seed investment from JPMorgan Chase, FIU held the ribbon cutting event for the Aquaponics Lab and Organic Garden at Miami Northwestern Senior High School on October 17, 2013. Joining in the ribbon-cutting celebration were President Rosenberg; Vice President for Engagement Becerra-Fernandez; Wallace Aristide, principal at Miami Northwestern; and former U.S. Sen. Mel Martinez, who chairs the JPMorgan Chase Foundation. Also in attendance were dozens of student ambassadors from Miami Northwestern, top level executives from JPMorgan Chase, and administration and faculty from FIU. The lab has two levels of herbs, vegetables and edible plants on scaffolding and a six-foot-deep water container beneath the scaffolding to raise tilapia. The Aquaponics Lab and Organic Garden will provide students with an integrated program for advancing STEM education and healthy living in Liberty City, in collaboration with the College of Arts and Sciences and the Chaplin School of Hospitality and Tourism Management. After the ribbon cutting, JPMorgan Chase Marketing Division also announced the \$158,000 funding for a new grant with FIU at Miami Northwestern called The Education Effect/Plant it Forward, in conjunction with FIU's Office of Engagement and the Chaplin School of Hospitality and Tourism Management.

### **3. Talent Development Network (TDN)**

For the South Florida economy to continue to grow and thrive, talented and highly skilled college and university graduates must be able to find the quality, high-paying jobs they desire. To retain the region's "intellectual capital," FIU has teamed up with local academic institutions and the Beacon Council to create a regional internship program that will provide students with meaningful work experience in key, targeted industries. The Talent Development Network (TDN) is based on the One Community One Goal Targeted Industry Strategic Plan and focuses on creating internship opportunities for undergraduate and graduate students in the seven industry sectors that define our community: Aerospace, Creative Design, Hospitality and Leisure, Information Technology, Life Sciences and Health Care, International Banking and Finance and Trade and Logistics. Funding for the program will be supported by a \$100,000 Challenge Grant provided by The Miami Foundation. This Challenge Grant will be matched dollar-for-dollar by sponsoring firms. During the program's first two years, participation will build towards 200 students to be placed in paid internship positions with industry partners and will support the development of technological infrastructure to match students with prospective employers.

## **IV. ENROLLMENT SERVICES REPORT**

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### **1. University Enrollment**

As of December 11<sup>th</sup>, 53,016 students have enrolled in courses for the fall 2013 term. This represents an increase of 4.77% when compared to fall 2012 when 50,485 students had enrolled around the same time. In addition, full-time equivalent enrollment (FTE) has increased by 5.59%, from 12,257.60 FTEs in fall 2012 to 12,942.30 FTEs in fall 2013.

### **2. New FTIC and Transfer Enrollment**

Point in time comparisons of FTIC enrollment for 2013-14 shows an increase of 5.99% when compared to 2012-13, from 4,422 to 4,687 or 265 students. Specific to fall FTIC's, an increase of 14.42% or 377 additional students have enrolled for fall 2013 (2,991), when compared to the same time last year for fall 2012 (2,614). Point in time comparisons of Transfer enrollment for 2013-14 shows an increase of 7.16% when

compared to 2012-13, from 6,861 to 7,352 or 491 students. Specific to fall Transfer students, an increase of 15.80% or 668 new students have enrolled for fall 2013 (4,895), when compared to the same time last year for fall 2012 (4,227). Combined FTIC and Transfer 2013-14 enrollment has increased by 6.70% or 756 new students when compared to the same time period last year for 2012-13, from 11,283 to 12,039.

### **3. Financial Aid**

As the Fall 2013 Semester comes to a close 33,454 students have had \$194,101,022 in aid disbursed through the Financial Aid Office. This compares to 30,756 students who received \$173,390,080 over the same time period for Fall 2012. The implementation of the process to require aid recipients to see someone in the OneStop Center before dropping their last class has resulted in a 53% reduction in the return of student loans for students who drop below half time as compared to last Fall.

## **V. INFORMATION TECHNOLOGY REPORT**

### **1. South Florida Digital Alliance**

The Division of Information Technology was awarded the 2013 Universal Access Digital Advancement and Excellence Award in the Education Category by the South Florida Digital Alliance. Technology professionals in the division engaged in partnerships and collaborations with local organizations to bring technology and innovation to members of the South Florida community. The Division of IT, Microsoft, and the South Florida Digital Alliance, partnered with Miami-Dade County Public School students. One of the most critical goals of this partnership is to educate and expose high school students to STEM (Science, Technology, Engineering, Math) fields of study and thereby stimulate their interest and help them develop early university career paths in these areas. The Miami-Dade County Public schools that participate in this initiative are Booker T. Washington Senior High School, Miami Central Senior High School, Miami Jackson Senior High School and MAST Academy at FIU's Biscayne Bay Campus (BBC). The division hopes to continue to bring this and similar programs to other organizations.



## **2. Visa Credit Card Cloud Implementation**

The ability for students to pay for tuition and fees with a Visa credit card is now available for Spring 2014 registration. November 2013 marked the implementation of FIU's credit card and eCheck provider for student admissions deposits, and tuition and fee payments. Payment and refunding processes are now under one system and make FIU to be one of the first to accept Visa credit card payments for higher education institutions.

## **3. Interactive Voice Response**

The Interactive Voice Response (IVR) system is a service that allows faculty, staff and students to personally reset their MyAccounts password by utilizing an IVR system for password resets and ticket status inquiries. During past months our users have adopted this service very well which has increased the division's service level responsiveness.

## **VI. RESEARCH REPORT**

### **1. External Grant Award Performance**

Despite reduced budgets for federal agencies that fund research and development (R&D), and significant budget reductions by the NIH and NSF for existing grants, last fiscal year (FY 2012-13) FIU's grants and contracts increased by 5.2% (\$102M), and the number of grant applications increased 2% (818 applications). Counting all FIU faculty members (except for lecturers and instructors), the average number of grant applications per faculty member was 1.4. Areas of notable growth in external research funding were the College of Arts & Sciences (35%), Herbert Wertheim College of Medicine (42%), and the Nicole Wertheim College of Nursing and Health Sciences (67%). Among research centers, the Center for Children and Families had a growth of 158%, from \$2.8M to \$7.4M. The goal for research expenditures for FY 2012-13 was \$120.4M; and shown on the table the preliminary calculation of \$129.4M is 7.4% above the goal, and an actual growth of 10% from FY 2011-12 research expenditures of \$118M. Finally, for the first three months of the current fiscal year research awards are 9% lower than during the same period of time last fiscal year. This decrease is partially explained by the federal government shutdown, which essentially stopped all grant awards and grant applications.



## 2. Scientific Impact and Discovery

During the first three months of the current fiscal year FIU researchers have received major grants which will advance FIU's research and discovery in strategic areas. In the area of STEM education research, Drs. Eric Brewe and Laird Kramer (Education and Physics) received an INSPIRE grant from the NSF (Investigating Retention and Persistence of Physics students with Network Analysis). Also in the STEM area Drs. Masoud Milani and Laird Kramer (Computer Science and Physics) received a NSF Research Experience for Teachers in Engineering & Computer Science grant. The grant will provide 48 middle school teachers a hands-on, comprehensive summer research program designed to increase their knowledge of the latest advancements in nanotechnology and enable them to develop new STEM K-12 curriculum based on their research findings and activities. In cancer research, Dr. Alexander AgoulNIK (Medicine) received a Cooperative Agreement grant (U01) from NIH's Chemical Genomics Center to continue his research in an innovative cancer treatment technology for which FIU and NIH share the intellectual property. Also in cancer research, Dr. Anthony McGoron (Biomedical Engineering) received a grant from NIH focusing on novel Polymeric nanoparticles for drug delivery applications in cancer. In the international health arena, Dr. Mark Padilla (Global and Sociocultural Studies) received a R01 grant from NIH that focuses on HIV/AIDS prevention in the Dominican Republic. In Biomedical Engineering, Dr. Ranu Jung received a R01 grant from the NIH that focuses on addressing the loss of ventilator control among survivors of traumatic spinal cord injury (SCI). The project also has an international component through collaboration with French researchers, where there are 1,200 to 2,000 SCI survivors each year (12,000 in the U.S.).

Notable discoveries from FIU researchers recently published in scientific journals include a possible breakthrough in the treatment of ovarian cancer accomplished in the laboratory by Drs. Sakrat Khizroev (Electrical Engineering) and Carolyn Runowicz (Medicine), published in *Scientific Reports*. A study by Dr. Marianna Baum and her colleagues (Public Health) published in the prestigious *Journal of the American Medical Association (JAMA)* reveals that long-term (24-month) supplementation with multivitamins plus selenium delayed the onset of symptoms for patients recently infected with HIV. Finally, the results of a 5-year study on the connection between infant death and parent health conducted by Drs. JoAnne Youngblut and Dorothy Brooten (Nursing and Health Sciences) were published in the journal *Pediatrics*. The

study's findings inform health care professionals on the treatment of parents dealing with infant death.

### **3. Division of Research (DOR) Initiatives**

DOR completed two initiatives that are critical to FIU's research enterprise infrastructure. First, the analysis of facilities and administrative (F&A) costs was completed and submitted to the federal government. This is the second time in FIU's history that the cost analysis is conducted in-house. This report will determine the next F&A rate for FIU grants and contracts from the federal government. The next step in this process will be a site visit from the federal government (expected next spring) and the establishment of the new rate. FIU's current F&A rate is 45%. The second initiative consisted of completing and submitting an accreditation proposal to the Association for the Assessment and Accreditation of Animal Care International (AAALAC). Obtaining this AAALAC accreditation would indicate that FIU uses the highest standard of humane treatment of animals in science. The site visit by AAALAC was conducted in November, and FIU will be informed of the accreditation decision next spring.

## **VII. STUDENT AFFAIRS REPORT**

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### **1. Homecoming**

Student Affairs spearheaded the annual FIU Homecoming celebration. The 2013 Homecoming was the most successful and engaged the greatest number of students to date. Seven events were hosted at both MMC and BBC, with over 16,000 students, faculty, and staff in attendance. The Homecoming concert, headlined by artists, J. Cole and Zedd, attracted over 10,000 attendees. The comedy show with Chris D'Elia and Craig Robinson, Homecoming Dance, and the Parade brought students, staff, and community members together to celebrate their FIU pride. The Parade, with Grand Marshal, TV star and FIU alumnus, Danny Pino, saw a record 80 participating groups, each with a walking brigade, spirit car, or float. Over 200 parents and students participated in Parent and Family Day, attending brunch with President Rosenberg and Vice President Larry Lunsford.

## 2. NASPA Lead Initiative

The Center for Leadership and Service has been selected to participate in the National Association of Student Personnel Administrator's (NASPA) *Lead Initiative*, a national effort centered on civic learning and democratic engagement (CLDE). The *Lead Initiative* recognizes 70 NASPA member institutions selected for their commitment to encouraging and highlighting the work of student affairs in making CLDE a part of every student's college education. Participating members have exclusive access to unique opportunities for collaboration, networking, and professional development. Over the coming year, the Center for Leadership and Service will participate in programmatic and scholarly activities to share information and resources, reflect on lessons learned through CLDE work on campus, and collaborate with partners through webinars, special events, and the *Lead Initiative* blog. NASPA will feature our work through its international network and at the 2014 NASPA and CLDE annual conferences.

## 3. Career Services

The Career Services Office attracted 115 companies and 64 graduate, medicine, and law schools from around the nation to its Fall Career Fair in the Century Bank Arena at MMC, which was attended by 1,300 students and alumni. The BBC Career Fair drew 400 students and 77 employers. The office also attracted 650 students and a record 63 companies to the annual Internship Fair.

## B. Key Performance Indicators

Academic Quality				
	2012-13 Actual	2013-14 Goal	2013-14 Projected	OT ( <i>On target</i> ) BT ( <i>Below target</i> ) AT ( <i>Above target</i> )
Avg. SAT Score (for 3 subtests)	1704	1710	1714	AT
Avg. High School GPA	3.7	3.7	3.8	AT

Return on Investment				
	2012-13 Actual	2013-14 Goal	2013-14 Projected	OT (On target) BT (Below target) AT (Above target)
Graduate Degrees Awarded	3,440	3,987	3,102	BT
Percent of Graduate Degrees in STEM	11.89%	15.25%	12%	BT

Percent of Bachelor's Degrees in STEM	15.5%	16.25%	16.25%	OT
Percent of Baccalaureate Graduates Employed in Florida	65% <sup>1</sup>	67%	67%	OT
Percent of Baccalaureate Graduates Continuing their Education in Florida	19% <sup>1</sup>	21%	21%	OT

<sup>1</sup>Most recent FETPIP data available is 2011-2012 actuals.

Return on Investment				
	2012-13 Actual	2013-14 Goal	2013-14 Projected	OT (On target) BT (Below target) AT (Above target)
Science & Engineering Research Expenditures (\$M) <sup>1</sup>	\$129,424 <sup>2</sup>	\$126,440	\$32,500 <sup>3</sup>	AT
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M) <sup>1</sup>	\$84,489	\$82,541	\$21,216	AT
Percent of Research Expenditures Funded from External Sources	71%	70%	70%	OT
Patents Issued	1	3	1	BT
Licenses/Options Executed	3	3	0	BT
Licensing Income Received (\$M)	\$0.020	\$0.055	\$0.008	BT
Number of Start-up Companies	1	2	0	BT
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	n/a	n/a	n/a

<sup>1</sup>Values are in thousands.

<sup>2</sup>This is preliminary calculation. The final value will be available when the NSF Report is due on

January 27, 2014. The original goal for FY 12-13 was \$120.4M.  
<sup>3</sup>The YTD values are for the first quarter of 2013-14.

Operational Efficiency				
	2012-13 Actual	2013-14 Goal	2013-14 Projected	OT (On target) BT (Below target) AT (Above target)
FTIC Graduation Rates				
In 4 years (or less)	27%	24%	27%	AT
In 6 years (or less)	50%	49%	52%	AT
AA Transfer Graduation Rates				
In 2 years (or less)	21%	23%	23%	OT
In 4 years (or less)	61%	63%	63%	OT
Percent of Bachelor's Degrees Without Excess Hours	70%	56%	70%	AT
Average Time to Degree (for FTIC)	5.5	5.5	5.4	AT

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
January 9, 2014

**Subject: Academic Affairs Special Reports**

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**Proposed Committee Action:**  
None. Information/Discussion only.

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**Background Information:**

Dean for Undergraduate Education, Douglas L. Robertson, will update the Committee on the Graduation Success Initiative (GSI).

In addition, Dean for the University Graduate School, Lakshmi N. Reddi, will facilitate a presentation on the newly-created Academy of Graduates for Integrative Learning Experiences (AGILE).

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**Supporting Documentation:** N/A

**Facilitator/Presenter:** Douglas L. Robertson  
Lakshmi N. Reddi

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