

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

TUESDAY, 19 JUNE 2007

11:30 AM

VIA CONFERENCE CALL

**MEMBERSHIP**

PATRICIA FROST, *CHAIR*

BETSY ATKINS, *VICE CHAIR*

ARMANDO GUERRA

BRUCE HAUPTLI

MARBELY HERNANDEZ

NOEL GUILLAMA-ALVAREZ, *FOUNDATION BOARD OF DIRECTORS*

**AGENDA**

- |  |                                   |
|--|-----------------------------------|
| I. CALL TO ORDER   | PATRICIA FROST                    |
| II. APPROVAL OF MINUTES  | PATRICIA FROST                    |
| III. CHAIR'S REMARKS   | PATRICIA FROST                    |
| IV. FOLLOW-UP TO ITEMS FROM PREVIOUS MEETINGS  | RONALD BERKMAN                    |
| V. ITEMS FOR COMMITTEE REVIEW  |                                   |
| A. ACTION ITEMS  |                                   |
| 1. TENURE NOMINATIONS  | RONALD BERKMAN<br>DOUGLAS WARTZOK |
| 2. TENURE AS A CONDITION OF EMPLOYMENT<br>NOMINATIONS  | RONALD BERKMAN<br>DOUGLAS WARTZOK |
| 3. REQUEST FOR A BSN-TO-PHD IN NURSING<br>PROGRAM TRACK  | DOUGLAS WARTZOK                   |
| 4. REQUEST FOR A MS IN ATHLETIC TRAINING   | DOUGLAS WARTZOK                   |
| 5. AMENDMENT TO THE OPERATING PROCEDURES<br>OF THE FLORIDA INTERNATIONAL UNIVERSITY<br>BOARD OF TRUSTEES | PATRICIA FROST                    |

**B. REPORTS** (*NO ACTION REQUIRED*)

**6. ACADEMIC AFFAIRS REPORT**

A. UNDERGRADUATE REPORT

**RONALD BERKMAN**

B. GRADUATE REPORT

**RONALD BERKMAN**

**7. STUDENT AFFAIRS REPORT**

**RONALD BERKMAN**

**C. POLICIES DISCUSSION**

**8. STUDENT SATISFACTION SURVEY ENROLLMENT  
SERVICES**

**CORINNE WEBB**

**VI. OTHER BUSINESS** (*IF ANY*)

**PATRICIA FROST**

**VII. ADJOURNMENT**

**PATRICIA FROST**

**Conference Call information:**

- Please call (877) 871-2677 , promptly at 11:30 am on Tuesday, 19 June 2007.
- If you are disconnected, please redial the conference call number.
- If you have any problems with the above, contact the BOT office at 305.348.6495

**NEXT ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE MEETING  
IS SCHEDULED FOR  
10 SEPTEMBER 2007**

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

**19 JUNE 2007**

**SUBJECT: ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE MEETING MINUTES,  
24 APRIL 2007**

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**PROPOSED COMMITTEE ACTION:**

Adopt the following Resolution:

RESOLVED that the minutes of the meeting of the Florida International University Board of Trustees' Academic Policy and Student Affairs Committee held on 24 April 2007, attached to this Resolution as Exhibit "A," are hereby approved.

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**EXHIBITS/SUPPORTING DOCUMENTS:**

- EXHIBIT "A": 24 APRIL 2007 ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE MEETING MINUTES.

**FACILITATOR/PRESENTER:**

- COMMITTEE CHAIR PATRICIA FROST

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**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES**



**ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE  
MINUTES  
24 APRIL 2007**

**I. Call to Order**

The Florida International University Board of Trustees Academic Policy and Student Affairs Committee meeting was called to order by Committee Vice Chair Betsy Atkins at 11:34 am on Tuesday, 24 April 2007, via conference call.

The following attendance was recorded:

***Present***

Betsy Atkins, *Vice Chair*  
Armando Guerra  
Bruce Hauptli  
Alfonso Leon  
Noel Guillama-Alvarez, *Board of Directors*

***Excused***

Patricia Frost, *Chair*

**II. Approval of Minutes**

Committee Vice Chair Betsy Atkins asked if there were any additions or corrections to the minutes of the 15 February 2007, Academic Policy and Student Affairs Committee meeting. Hearing none, the Committee adopted the following:

RESOLVED that the minutes of the meeting of the Florida International University Board of Trustees' Academic Policy and Student Affairs Committee held on 15 February 2007, attached to this Resolution as Exhibit "A," are hereby approved.

**III. Chair's Remarks**

Committee Vice Chair Atkins welcomed all Trustees, University faculty, and staff. She thanked all Trustees for making themselves available for the meeting.

#### **IV. Items for Committee Review**

##### **A. Action Items**

###### **1. Request for a Bachelor of Art in Art Degree**

Executive Vice Provost Douglas Wartzok presented the Request for a Bachelor of Arts in Art Degree for Committee review, noting that the Bachelor of Art in Arts is appropriate for students who do not wish to become professional artists, but who ultimately desire to teach at a primary or secondary level, or those students who wish to enter the art market in other ways such as working at a museum or a gallery.

Trustee Bruce Hauptli noted that the Bachelor of Art in Art degree had the support of the Faculty Senate.

Trustee Alfonso Leon added that the Bachelor of Art in Art degree was an excellent response to the market, noting that the program addressed the students' needs.

After discussion, the Committee recommended the Board adopt the following Resolution:

**RESOLVED** that the Florida International University Board of Trustees (the BOT) hereby approves the request for the additional Bachelor of Arts in Art degree designation under an existing Bachelor of Fine Arts degree, and attached to this Resolution as Exhibit "B", and

**FURTHER RESOLVED**, that the BOT authorizes the University President to file this action with the Florida Board of Governors and take all actions necessary to implement the degree.

##### **B. Reports**

###### **2. Academic Affairs Reports & Student Affairs Reports**

Committee Vice Chair Atkins requested that the Academic Affairs and Student Affairs reports provided in the agendas be accepted as written. There were no objections.

Provost Berkman provided the Committee with a summary of the Academic Affairs and Student Affairs Reports.

##### **C. Policies Discussion**

Provost Berkman reported on the initiative to improve classroom utilization within the university beginning in the Fall 2007 semester, noting that progress was being made in the transition to a 5-day class schedule.

#### **V. Other Business**

No other business was raised.

## Exhibit "A"

FIU Board of Trustees'  
Academic Policy and Student Affairs Committee Minutes  
24 April 2007  
Page 3

DRAFT

### VI. Adjournment

With no other business, Committee Vice Chair Atkins adjourned the meeting at 12:04 p.m.

<i>Trustee Requests</i>	<i>Follow-up</i>	<i>Completion Date</i>
<i>1. Committee Vice Chair Betsy Atkins requested that the University's Career Services department provide data on placement rates of University students and comparable benchmark universities.</i>	<i>Vice President Rosa Jones</i>	<i>19 June 2007</i>
<i>2. Committee Vice Chair Betsy Atkins requested that the University's Career Services department conduct a market analysis to identify and target the sectors of the economy that are experiencing the most growth.</i>	<i>Vice President Rosa Jones</i>	<i>19 June 2007</i>

*Attached: Exhibit "A," & "B"*

MB  
4.25.2007

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

19 JUNE 2007

**SUBJECT: FOLLOW-UP TO ITEMS FROM PREVIOUS MEETINGS**

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**PROPOSED COMMITTEE ACTION:**

None. Discussion Item.

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**EXHIBITS/SUPPORTING DOCUMENTS:**

- FOLLOW-UP TO ITEMS FROM PREVIOUS MEETINGS

**FACILITATOR/PRESENTER:**

- RONALD BERKMAN

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**FLORIDA INTERNATIONAL UNIVERSITY**  
**Board of Trustees**  
**Academic Policy and Student Affairs Committee**  
**June 2007**

Follow up-Trustee Requests

***#1- Career Services was requested to provide data on placement rates of University students and comparable benchmark universities.***

While placement rates or comparative data of our benchmark universities are not available at this time, we are currently seeking ways to get these data.

Career Services has historically surveyed spring graduates of the university. Ruffalo Cody, an outside organization that provides solutions to non-profit organizations, has conducted this survey for the last several years.

Latest data:

- 1,182 surveys were returned (or 29.9% of spring graduates).
- 88.8% of those that responded indicated that they were employed. Of those that were employed, 91% were employed full-time and 72% were full-time and within their major. 6.2% were not seeking employment at the time of the survey. Compared to last year, 82% were employed at the time of the survey, 85% were employed full-time and 65% employed full-time within the major.
- 75.5% of the respondents found employment either before or within three months of graduation, with 41.5% finding employment before graduation.
- Salary averages for FIU graduates were in the \$30,000 to \$37,000 range for baccalaureate recipients. Graduates with master's degrees averaged \$60,000.
- 36% of the respondents indicated that they had completed an internship assignment, of which 26.5% indicated that this internship assignment was arranged through the Career Services office. 37% of those that completed an internship indicated they were offered a full-time position by the internship employer.

Top 10 employers who hire FIU graduates:

- Miami-Dade County Public Schools
- Florida International University
- Jackson Memorial Hospital
- Mercy Hospital
- Baptist Health System
- Broward County Schools
- American Express
- City of Miami
- IBM
- Miami Children's Hospital

***#2- Career Services was requested to conduct a market analysis to identify and target the sectors of the economy that are experiencing the most growth***

**Employment Growth**

In 2005, the Southeast Region led the state with the largest civilian labor force, nearly 3 million people (34.2% of the state's total labor force), which was a 23.7% increase from 1995. Of the Southeast Region's seven counties, and of all of the counties in the state, Miami-Dade County continued to have the largest labor force in 2005, accounting for nearly 38% of the region's total labor force.

Between 1995 and 2005, the region's employment grew at an average annual rate of 2.2%, while that of the state grew at an average annual rate of 2.3%. Over the last ten years, the Southeast Region's total employment has increased from 2,293,114 in 1995 to 2,835,903 in 2005, an increase of about 24%, or nearly 543,000 employed people. In 2005, employment levels in the Southeast Region reflected an increase of 3.6%, or about 97,500 employed persons, from the previous year.

**Specific Sectors Experiencing Growth**

- Of the top 100 occupations expected to grow in the next eight years, 24 typically require a bachelors or professional degree. Registered Nurses, Lawyers, Accountants and Auditors, Management Analysts, and Elementary School Teachers are at the top of occupations requiring a college degree (see Figure 1).
- The Trade, Transportation & Utilities industry accounted for the largest share of Southeast Florida's 2005 employment.
- Business & Professional Services and Education & Health Services made up the next largest shares.

Figure 1

**OCCUPATIONS GAINING THE MOST NEW JOBS**

**Workforce Region 23 - Miami-Dade and Monroe Counties**

Rank	Title	Employment		Annual Percent Change	Average Annual Openings			2006 Average Hourly* Wage (\$)
		2006	2014		Due To Growth	Due To Separations	Total	
1	Registered Nurses	24,252	29,482	2.70	654	480	1,134	28.17
5	Lawyers	12,247	14,808	2.61	320	149	469	52.98
10	Accountants and Auditors	13,295	15,514	2.09	277	241	518	30.76
23	Management Analysts	7,067	8,307	2.19	155	92	247	37.04
25	Elementary School Teachers, Except Special Education	9,828	10,965	1.45	142	211	353	30.23
26	General and Operations Managers	8,217	9,347	1.72	141	150	291	53.26
31	Computer Systems Analysts	3,994	4,965	3.04	121	43	164	30.17
34	Child, Family, and School Social Workers	2,375	3,285	4.79	114	37	151	16.13
53	Computer Software Engineers, Applications	1,622	2,246	4.81	78	15	93	33.20
54	Personal Financial Advisors	2,152	2,754	3.50	75	26	101	38.02
56	Public Relations Specialists	2,996	3,558	2.34	70	41	111	22.91
59	Computer Software Engineers, Systems Software	1,587	2,145	4.40	70	14	84	32.65
61	Health Specialties Teachers, Postsecondary	1,628	2,154	4.04	66	34	100	31.58
66	Secondary School Teachers, Exc. Special and Voc. Ed.	4,978	5,466	1.23	61	137	198	32.69
72	Chief Executives	3,330	3,726	1.49	50	61	110	80.80
75	Employment, Recruitment, and Placement Specialists	1,674	2,060	2.88	48	24	72	21.58
76	Securities, and Financial Services Sales Agents	4,170	4,549	1.14	47	46	94	47.69
77	Family and General Practitioners	2,968	3,342	1.58	47	38	85	70.79
82	Training and Development Specialists	1,854	2,207	2.38	44	27	71	25.13
84	Sales Managers	2,330	2,677	1.86	43	41	85	56.74
86	Financial Managers	2,727	3,064	1.54	42	38	80	49.41
96	Computer and Information Systems Managers	1,333	1,614	2.64	35	23	58	46.49
97	Purchasing Agents, Except Farm Products & Trade	2,088	2,366	1.66	35	50	85	21.54
98	Physical Therapists	1,205	1,481	2.86	34	11	46	34.02
<b>Total Number of Projected New Jobs</b>							<b>4,800</b>	

\* Hourly wages for teaching occupations were calculated using a 40-hour work week for 9½ months per year.

\*\* Education Code descriptions

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

19 JUNE 2007

**SUBJECT: TENURE NOMINATIONS**

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**PROPOSED COMMITTEE ACTION:**

Recommend Board adoption of the following Resolution:

WHEREAS each board of trustees is authorized to establish the personnel program for all employees of the university including tenure,

WHEREAS the University President is recommending the granting of Tenure for fourteen (14) nominees as listed in Exhibit "B",

THEREFORE BE IT RESOLVED that the Florida International University Board of Trustees approves the granting of Tenure to the fourteen individuals as listed in Exhibit "B" based on the recommendations of the University President.

**BACKGROUND INFORMATION:**

**LEGAL AUTHORITY:**

**Resolution of the Florida Board of Governors, dated January 7, 2003.**

**Resolution delegating and delineating powers of local boards of trustees,** states in part,

(19)(a) Each board of trustees shall establish the personnel program for all employees of the university, including the president, pursuant to the provisions of chapter 1012 and, in accordance with rules and guidelines of the Florida Board of Governors, including: compensation and other conditions of employment, recruitment and selection, non-reappointment, standards for performance and conduct, evaluation, benefits and hours of work, leave policies, recognition and awards, inventions and works, travel, learning opportunities, exchange programs, academic freedom and responsibility, promotion, assignment, demotion, transfer, tenure and permanent status, ethical obligations and conflicts of interest, restrictive

covenants, disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment.

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**EXHIBITS/SUPPORTING DOCUMENTS:**

- EXHIBIT “B” – TENURE NOMINEES
- ATTACHMENT 1 – TENURE PROCESS
- ATTACHMENT 2 – TENURE NOMINEES’ BIOS

**FACILITATOR/PRESENTER:**

- RONALD BERKMAN
- DOUGLAS WARTZOK

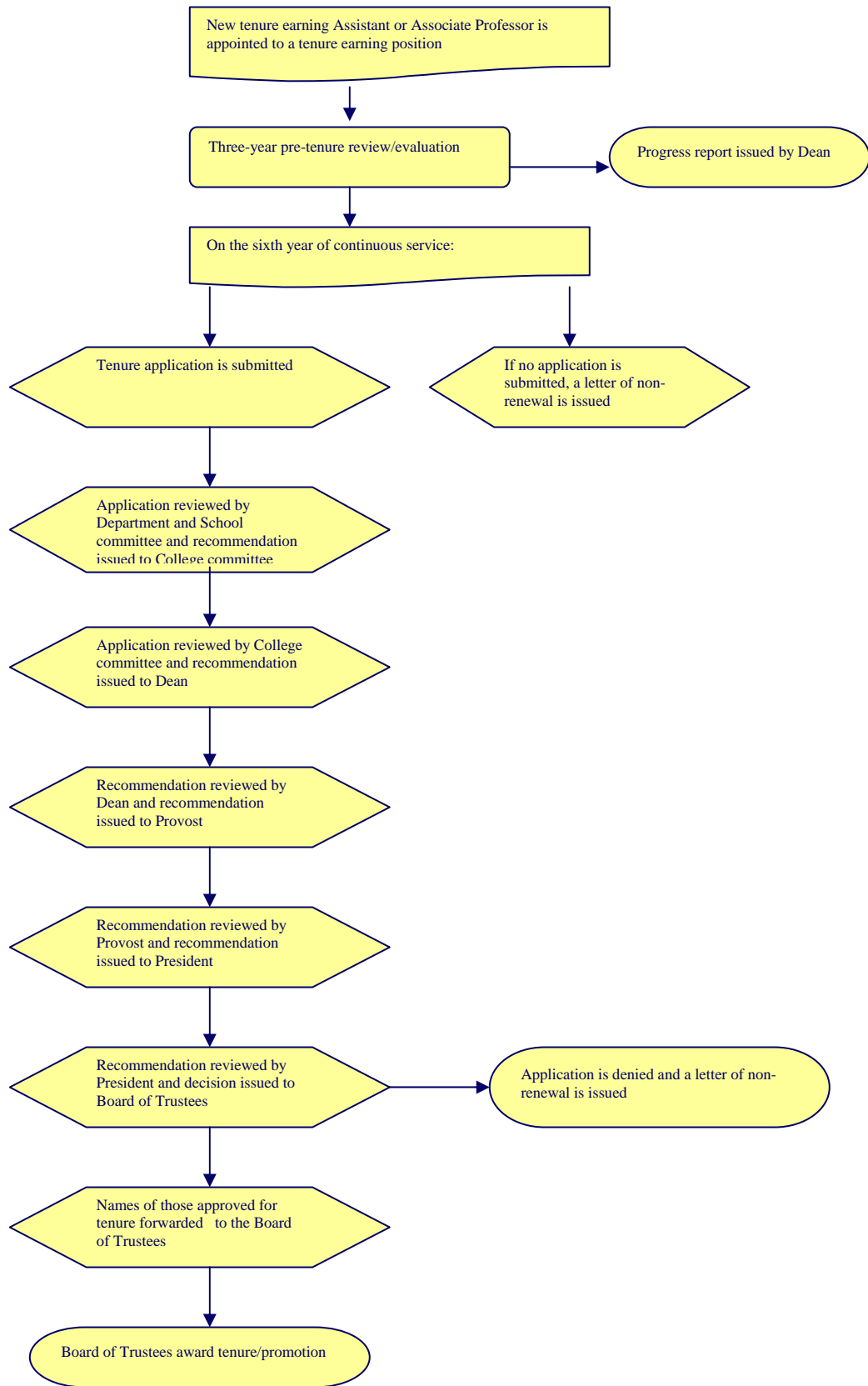


**Florida International University  
2006 - 2007 Tenure Nominees**

<b>NAME</b>	<b>PROPOSED RANK</b>	<b>DEPARTMENT</b>	<b>TENURE CIP CODE</b>
<b>SCHOOL OF ARCHITECTURE</b>			
David Dolata	Associate Professor	Music	500901
Joel Galand	Associate Professor	Music	500901
<b>COLLEGE ARTS &amp; SCIENCES</b>			
Clair Apodaca	Associate Professor	International Relations	450901
Prasad Bidarkota	Associate Professor	Economics	450601
Lara Kriegel	Associate Professor	History	540101
Fenfei Leng	Associate Professor	Chemistry/Biochemistry	400501
Alexander Mebel	Associate Professor	Chemistry/Biochemistry	400501
Rajamani Surya Narayanan	Associate Professor	Physics	400801
Fernando Noriega	Associate Professor	Biology	260101
Keqi Zhang	Associate Professor	Environmental Studies	400704
<b>COLLEGE OF ENGINEERING</b>			
Arvind Agarwal	Associate Professor	Mech. & Materials	141901
Won Bong Choi	Associate Professor	Mech. & Materials	141901
<b>STEMPEL SCHOOL OF PUBLIC HEALTH</b>			
Wayway Hlaing	Associate Professor	Public Health	512201
<b>COLLEGE OF LAW</b>			
Jeremy Levitt	Associate Professor	Law	220101

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### Tenure and Promotion Process



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**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES**

**2006-2007  
Tenure Recommendations  
Biographies**

**David Dolata**  
**College of Architecture & the Arts, School of Music**  
**Case Western Reserve University, Ph.D.**

*Assistant to Associate*

**Dr. David Dolata** came to Florida International University as an Assistant Professor in the School of Music on August 13, 2004. His diverse educational background has prepared him well for his career at FIU. After graduating at the top of his class at the Cathedral School in Buffalo, New York, he continued his education at Bishop Fallon High School on the three-year program. At the age of sixteen he entered Niagara University, where he earned a B.A. in Social Sciences. Having worked his way through Niagara as a professional musician, Dr. Dolata decided to pursue a life in the arts and was accepted at one of the nation's top conservatories, the College-Conservatory of Music at the University of Cincinnati, receiving his B.M. and M.M. in Classical Guitar Performance. He refined his interests further at Case Western Reserve University in Cleveland, earning his Ph.D. in Musicology with a concentration in Historical Performance Practice, a dual degree that requires both a Ph.D. dissertation and recitals. While at Case, Dr. Dolata studied lute with the world's leading lutenist and Director of Early Music at the Eastman School of Music, Paul O'Dette. Both the M.M. and Ph.D. were on full scholarship.

Throughout his adult life, Dr. Dolata has made his living as a professional musician or professor. He continues to give concerts and make recordings based on his musicological research. His partner in several projects past, present, and future is Dr. Victor Coelho, Chair of Musicology at Boston University and the most important scholar in Dr. Dolata's research area. Regarding their latest recording on London's Toccata Classics, *Gramophone* recently wrote that Dolata and Coelho's playing is "imaginative and prosaic," and *Goldberg* opined that they demonstrate "considerable skill and maturity." Research grants have funded much of Dr. Dolata's scholarly publications and recordings. In August of 2005 his article, "Visual and Poetic Allegory in Bellerofonte Castaldi's Extraordinary *Capricci a due stromenti*," appeared as the lead essay in Oxford University Press' *Early Music*, the flagship journal in pre-classical period music; as of February 2007 this article is the 13<sup>th</sup> most requested article in that journal's history. In June 2006, his critical edition of Castaldi's *Capricci* (1622) was published as Vols. 142 & 143 of *Recent Researches of the Music of the Baroque Era*, the most prestigious series of such monographs. And in 2007, his 50-page biographical essay on Castaldi will appear in *Acta Musicologica*, the Journal of International Musicological Society, published in Basel and one of the two or three most selective musicological journals in the world; less than 10% of submitted articles are accepted and an even smaller percentage of essays are invited, as was Dr. Dolata's. These publications have led to his becoming the foremost expert on Bellerofonte Castaldi (1580-1649) on the one hand and, as a result of several other articles, historical lute tunings and temperaments on the other. Dr. Dolata's contributions to his profession have been both theoretical and practical, and his current publishing and recording commitments guarantee high visibility in international musicological circles for years to come. Prior his arrival at FIU, David Dolata served on the faculties of the University of Cincinnati Raymond Walters College, Marshall University, Sinclair Community College, the University of Louisville, and Eastern Washington University.

**Joel Galand**  
**College of Architecture & the Arts, School of Music**  
**Yale University, Ph.D.**

*Assistant to Associate*

**Dr. Joel Galand** joined Florida International University's School of Music as an Assistant Professor on August 13, 2004. After violin studies in the Boston area with Roman Totenberg, Kenneth Sarch, and Sarah Scriven, Joel Galand attended Yale University, where he received the B.A. (*cum laude*), the M. Phil, and the Ph.D. (in music theory). He comes to FIU from the University of Rochester. He has also taught at Yale and Notre Dame. At FIU, he teaches undergraduate and graduate courses in music theory, and he serves as Graduate Program Director for the School of Music. He is a past editor of *The Journal of Music Theory* and currently serves on the editorial boards of *The Kurt Weill Edition* (the critical *Gesamtausgabe* of the composer's complete works) and of *Music Theory On-line*.

Galand's research interests have revolved principally around two areas: eighteenth-century music theory and aesthetics (with particular emphasis on the concerto and other ritornello genres) and American musical theater (with a focus on the American works of Kurt Weill). His articles have appeared in leading scholarly music journals, including *Music Theory Spectrum*, *Notes*, *The Journal of Music Theory*, *Intégral*, and *Current Musicology*. His critical edition, with accompanying monograph, of Kurt Weill and Ira Gershwin's unpublished operetta *The Firebrand of Florence* was recently published by European-American Music as part of the *Kurt Weill Edition*. Galand's edition has been performed by the BBC (London), the ORF-Radio Wien (Vienna), and the NDR (Leipzig). A recording of the edition by the BBC Symphony and soloists under the direction of Sir Andrew Davis (Capriccio 60-091), for which Galand also served as musicological advisor, won the 2004 Echo Klassik Award (Germany's top classical music record award) in the category "Best Opera Recording 20<sup>th</sup> Century." Galand is a winner of the Society for Music Theory's Young Scholar Award, he is a two-time fellow of the Mannes Institute for Music Theory (at New York's Mannes School of Music), and he is a 2006-2007 recipient of the Provost's FIU Faculty Research Award. Galand is currently at work on a monograph, under contract with Yale University Press, concerning Kurt Weill's Broadway works.

**Clair Apodaca**  
**College of Arts & Sciences, Department of International Relations**  
**Purdue University, Ph.D.**

*Assistant to Associate*

**Dr. Clair Apodaca** returned to Florida International University as an Assistant Professor in the Department of International Relations, College of Arts and Sciences, on August 13, 2003. She received her Ph.D. from Purdue University in 1996. In 1998, Dr. Apodaca held the position of Visiting Assistant Professor in the Department of International Relations at Florida International University. She then moved to the University of Miami where she held a lecturer position from Fall 2000 to Spring 2003, and in the Fall of 2003, she returned to FIU as an Assistant Professor. Dr. Apodaca's areas of research include U.S. foreign policy, the international protection of human rights, women's human rights and refugee studies. Because of the wide range of scholarly fields interested in the effects of state policies on individual beings, and even though her work has always been dedicated to the study of human rights, her research has also touched upon many disciplines other than IR, such as jurisprudence, political science, political sociology, economics, and foreign policy analysis. Her work has appeared in *International Studies Quarterly*, *Human Rights Quarterly*, *Journal of Refugee Studies*, *Judicature*, *Asian Survey*, and the *Journal of Human Rights*, among other journals. Because Dr. Apodaca's method of investigation is statistical, journal articles are customary. However, her latest researched effort, *Understanding U.S. Human Rights Policy: A Paradoxical Legacy*, is a book, published by Routledge, and released in September 2006. She is now working on her next book project *A Basic Right: Child Hunger and Governmental Policies, A Cross-National Analysis*. This book length manuscript critically examines the effectiveness of governmental and international policies and programs in reducing child hunger. To assess the relationship, a statistical study is undertaken that uses a comprehensive global data set.

In recognition of her scholarship in the field, human rights scholars and writers elected her to the first Executive Committee for Human Rights in the American Political Science Association (APSA). Dr. Apodaca became the Human Rights APSA Section Secretary. As a member of the Executive Committee, she also served on the Best Book Award Committee of the Human Rights Section. In addition, Dr. Apodaca served as the Co-Program Chair (with Dr. Mark Gibney) for the Human Rights Section of the 2005 Annual Convention of the APSA held in Washington DC (September 2005). Presently, Dr. Apodaca is serving on the Executive Committee of the International Studies Association's Human Rights Section.



**Prasad V. Bidarkota**  
**College of Arts & Sciences, Department of Economics**  
**The Ohio State University, Ph.D.**

*Assistant to Associate*

**Dr. Prasad Bidarkota** was hired at Florida International University as an Assistant Professor on August 13, 2003, in the Economics Department of the College of Arts and Sciences. Dr. Bidarkota received his Bachelor of Technology degree from the Indian Institute of Technology, Bombay (India) and Masters and Ph.D. degrees in Economics from the Ohio State University, Columbus (USA).

Prasad worked in the Business School at LaTrobe University, Melbourne (Australia) and in the Department of Economics at Kansas State University before joining FIU. His research interests are in time series analysis of economic and financial data, particularly related to asset pricing and business cycles. His research work has been published in journals such as the Review of Economics and Statistics, Journal of Economic Dynamics and Control, Oxford Bulletin of Economics and Statistics, and several others. He has presented his research work extensively at both national and international conferences, including the Econometric Society meetings (USA and Singapore), Studies in Non-Linear Dynamics and Econometrics, and the Conference of Economists (Australia).

**Lara Kriegel**  
**College of Arts & Sciences, Department of History**  
**The Johns Hopkins University, Ph.D.**

*Assistant to Associate*

**Dr. Lara Kriegel** joined Florida International University's as an Assistant Professor in the Department of History, College of Arts and Sciences on August 11, 2000. Dr. Kriegel was born and raised in Memphis, Tennessee, where she received her education through secondary school. As the recipient of the Henry L. Bowden Tuition Scholarship, she attended Emory University from 1986 to 1990. After graduating from Emory University with a Bachelor of Arts in History, Kriegel pursued a Master of Arts in Women's Studies at the University of York in England under the auspices of a Rotary Foundation International Fellowship. It was there that Kriegel developed the keen interests in British History and Women's History that led her to study for the Ph.D. at The Johns Hopkins University. After completing her Ph.D., Kriegel spent one year as a Postdoctoral Fellow at Brown University's Pembroke Center for Teaching and Research on Women before coming to FIU, in August, 2000.

At FIU, Kriegel has dedicated herself to the teaching, service, and research expected of tenure-earning faculty. She has offered courses to undergraduate and graduate students in the fields of Western Civilization, Women's Studies, European Women's History, British History, Imperial History, and Museum History. Many of Kriegel's curricular innovations and service contributions at FIU have involved this last field. Namely, Kriegel played a leading role in the development of the History Department's M.A. Option in Public History. She has also worked in several capacities to strengthen relationships between the Wolfsonian Museum and the University community.

Kriegel's research efforts as an assistant professor will culminate in the publication of her monograph, *Grand Designs: Labor, Empire, and the Museum in Victorian Culture*, which is forthcoming from Duke University Press (2007). Several fellowships enabled the completion of this project. These include an NEH Postdoctoral Fellowship at the Huntington Library (2002-03), a Mellon Postdoctoral Fellowship at the Newberry Library (declined), and a Research Fellowship at the Yale Center for British Art (2003). Prior to completing her book, Kriegel published a number of essays, including "Culture and the Copy: Calico, Capitalism, and Copyright of Designs in Early Victorian Britain." Published in the *Journal of British Studies* in 2004, this essay won the Donald Gray Prize of the North American Victorian Studies Association.

**Fenfei Leng**  
**College of Arts & Sciences, Department of Chemistry and Biochemistry**  
**University of Mississippi, Ph.D.**

*Assistant to Associate*

**Dr. Fenfei Leng** joined Florida International University as an Assistant Professor in the Chemistry and Biochemistry Department, College of Arts and Sciences on August 13, 2001. He received a Bachelor's Degree in Biochemistry from Nanjing University, China in 1986 and a Master's Degree in Plant Pathology from the Graduate School of Nanjing Agriculture University, China in 1989. After graduation, Dr. Leng obtained a teaching position as an Assistant Lecturer at Jiangxi Medical College (Nanchang, Jiangxi province, China) and taught Biochemistry to medical students, and was promoted to Lecturer in 1991. Dr. Leng came to U.S. in 1993 for his graduate studies at the University of Mississippi Medical Center and earned a Ph.D. in Biochemistry in 1997. After obtaining his Ph.D., Dr. Feng went to Johns Hopkins University for postdoctoral training in Dr. Roger McMacken's Laboratory until August 2001.

Dr. Leng's academia career started at the University of Mississippi Medical Center where he was a graduate student in Dr. Jonathan B. Chaires' Laboratory. He was attracted to the energetic studies of daunorubicin-DNA interactions. Daunorubicin is an anti-cancer drug currently used in human cancer chemotherapy. It binds to DNA tightly. His dissertation study was "Interaction of Daunorubicin and Its Derivatives with DNA." He received the Robert A. Mahaffey, Jr. Memorial Award (1997) at the University of Mississippi Medical Center and was a semifinalist for the Student Research Achievement Award of the 41<sup>st</sup> National Annual Meeting of Biophysical Society (1997). After graduating with his Ph.D. Degree, Dr. Leng joined Dr. Roger McMacken's Laboratory at the Johns Hopkins University for his postdoctoral training. Dr. Leng studied transcription activation of DNA replication, an outstanding question in the field for over two decades. He discovered that transcription-coupled DNA supercoiling is the key for activating DNA replication and that certain sequence-specific DNA-binding proteins dramatically stimulate transcription-coupled DNA supercoiling in defined protein systems. Dr. Leng carried the project of transcription-coupled DNA supercoiling to FIU. This project is currently funded by NIH MBRS SCORE program.

**Alexander Mebel**  
**College of Arts & Sciences, Department of Chemistry & Biochemistry**  
**Kurnakov's Inst. of General & Inorganic Chemistry,**  
**Russian Academy of Science, Ph.D.**

*Assistant to Associate*

**Dr. Alexander Mebel** joined Florida International University in August, 2003, as an Assistant Professor in the Chemistry & Biochemistry Department in the College of Arts and Sciences. He obtained a B.Sc. in Physical Chemistry of the Moscow Institute of Steel and Alloys in 1984. He started to work as an engineer and later as a research worker in the Laboratory of Quantum Chemistry at the Institute of New Chemical Problems of Russian Academy of Sciences. Meanwhile, he joined the graduate program at Kurnakov's Institute of General and Inorganic Chemistry of Russian Academy of Sciences in Moscow and completed his Ph.D. Physical Chemistry in 1990. Between 1991-1992, his postdoctoral experience included working as a visiting scientist with Professor P. v. R. Schleyer at the Institut für Organische Chemie, Universität Erlangen-Nürnberg, in Erlangen, Germany. Dr. Mebel worked as a postdoctoral fellow at the Institute of Molecular Sciences in Okazaki, Japan between 1992-1993 with Prof. K. Morokuma. He also worked as a postdoctoral fellow at the Department of Chemistry of Emory University in Atlanta, Georgia, from 1993 to 1995 with Profs. K. Morokuma and M. C. Lin. In 1996, he moved to Taipei, Taiwan where he joined the Institute of Atomic and Molecular Science of Academia Sinica, first as a Postdoctoral Fellow and then became a tenure-track Assistant Research Fellow. In 2001, Dr. Mebel obtained tenure and was promoted to an Associate Research Fellow at IAMS. In 2003, he joined the Department of Chemistry and Biochemistry at FIU as an Assistant Professor.

Since his graduate studies, Dr. Mebel's research has focused on computational quantum chemistry and its applications to a variety of chemical problems. In Moscow, Germany, and Japan, he studied the structure, stability and properties of clusters of light elements, including closoboranes and metallaboranes. At Emory University, Dr. Mebel's research shifted toward the studies of reaction mechanisms and kinetics of elementary chemical reactions related to combustion, atmospheric, and interstellar chemistry. At IAMS in Taiwan, he was fortunate to have collaborated with experimental groups of Prof. Yuan T. Lee, who won a Nobel Prize in Chemistry in 1986 for his innovative crossed molecular beams works. This provided Dr. Mebel with an opportunity to relate his theoretical research on kinetics and dynamics of elementary chemical reactions to state-of-the-art experimental studies of combustion, atmospheric, and interstellar reactions. Currently, Dr. Mebel's research interests include three major areas: studies of potential energy surfaces, kinetics, and dynamics of chemical reactions, prediction and assignment of absorption and emission spectra based on ab initio calculations of potential energy surfaces for excited electronic states, and modeling of photoabsorption and photoluminescence properties of nanoscale materials.

Dr. Mebel has published about 250 scientific articles in refereed journals (~50 of them since joining FIU) and 9 book chapters. At FIU, he has received research grants from DOE for quantum chemical studies of chemical reactions related to the formation of polyaromatic hydrocarbons (2004-2007) and recently from the CRC Program at NSF for studies of chemistry of unsaturated hydrocarbons in Titan's atmosphere (2006-2011).

**Rajamani Surya Narayanan**  
**College of Arts & Sciences, Department of Physics**  
**Univ. California, Davis, Ph.D.**

*Assistant to Associate*

**Dr. Narayanan Surya Narayanan** joined Florida International University as an Assistant Professor in August, 2002, in the Physics Department, College of Arts and Sciences. He received his Ph.D. in Physics from the University of California, Davis in 1990, and his research interests lie in the area of theoretical nuclear and particle physics. Dr. Narayanan conducted his post-doctoral studies at Deutsches Elektronen Synchrotron, Hamburg, Germany; Rutgers University, Piscataway, New Jersey; Institute for Advanced Study, Princeton, New Jersey; and Institute for Nuclear Theory, Seattle, Washington. He was a Visiting Scientist at the Supercomputer Computations Research Institute in Tallahassee, Florida, and served as an Assistant Editor for the scientific journal, *Physical Review D*.

Dr. Narayanan has fifty scientific publications in peer reviewed journals. He has made contributions to several currently active research areas such as Lattice Quantum Chromo Dynamics, Lattice Chiral Gauge Theories, Gauge Field Topology, Quantum Chromo Dynamics for a large number of color charges and to the development of numerical algorithms in Lattice Gauge Theories. Currently, he has approximately 2,700 citations in scientific publications, and has been invited to several international conferences and workshops to present his research. Dr. Narayanan has also been invited to present research seminars at several universities and institutes in the U.S. and abroad. After joining FIU, he continues to serve as a scientific editor for *Physical Review D*. Dr. Narayanan has acted as a referee for several peer reviewed journals in his area of physics and has also reviewed research proposals submitted to the Department of Energy and National Science Foundation. Dr. Narayanan has funding from the National Science Foundation to conduct his scientific research at FIU.

He has taught Physics at FIU at the junior and senior undergraduate levels, and is also currently teaching a graduate level course in Physics. Dr. Narayanan has experimented with teaching physics using interactive methods and adopted a Socratic style of teaching physics. Several undergraduate students have worked on projects under his supervision as part of their Independent Study Program and he has supervised the summer undergraduate research of two students. Dr. Narayanan currently has a graduate student working on a Ph.D. thesis under his supervision. He has served on several Departmental Committees and is currently a member of the Graduate Committee. Dr. Narayanan is also a member of the University Student Grievance Committee and the Academic Misconduct Review Board.

**Fernando G. Noriega**  
**College of Arts & Sciences, Department of Biological Sciences**  
**National University of La Plata, Argentina, Ph.D.**

*Assistant to Associate*

**Dr. Fernando G. Noriega** joined Florida International University as an Assistant Professor in the Department of Biological Sciences, College of Arts and Sciences, on December 26, 2003. He was born and raised in Argentina. He received his Zoology degree and Ph.D. at the National University of La Plata in Argentina. In 1989, he joined the prestigious Center for Insect Science at the University of Arizona (UofA) as a Research Associate. In 1994, Dr. Noriega was promoted to an independent Research Assistant Professor at the Department of Biochemistry at UofA, and in 2002, he was promoted to Research Associate Professor also in the Department of Biochemistry at UofA.

His research combines biochemistry, physiology and molecular biology to address fundamental questions in insect biology. Dr. Noriega has been working with insect vectors of diseases since he started graduate school in Argentina in 1981. His Ph.D. research was focused on hormonal control of molting and reproduction in Triatominae insects (kissing bugs), vectors of Chagas Disease, a dramatic health problem in all Latin America. After moving to the U.S.A., Dr. Noriega became interested in understanding mosquito's physiological processes such as digestion, activity of the endocrine system and hormonal regulation of gene expression; his research has been funded by NIH's RO1s for more than 15 years. Currently, the main focus of Dr. Noriega's research is the study of the regulation of synthesis of juvenile hormone, a molecule that regulates development, reproduction and behavior in the *Aedes aegypti* mosquito, the vector of Dengue and Yellow fever. This project has been twice funded by RO1s from NIH (2001-2010); as a Principal Investigator, Dr. Noriega has already brought funds to FIU for a total of \$1,986,625. In addition, he has established a number of collaborations with researchers in the U.S.A., Latin America and Europe to develop a variety of projects, such as thermoregulation and taxonomic studies of cicadas, proteomics of the neuroendocrine system, use of quantum-dots nanocrystals to target peptides in the insect neuroendocrine system, novel components of the mosquito immune response and role of hormones on the maturation of the mosquito immune system. Dr. Noriega has 33 papers published in peer review journals and 2 book chapters. He has given more than 40 invited lectures in 14 different countries, including Japan, China, Thailand, Germany, Brazil, Spain, Mexico, Sweden, Scotland and the Czech Republic; and has more than 35 presentations in international meetings in places such as Australia, Israel, France and Greece.

**Keqi Zhang**  
**College of Arts & Sciences, Department of Environmental Studies**  
**University of Maryland, Ph.D.**

*Assistant to Associate*

**Dr. Keqi Zhang** received a Ph.D. degree in Geography from the University of Maryland, College Park in 1998. He joined the International Hurricane Research Center (IHRC) at Florida International University in 1998 as a Research Associate. He was an Assistant Research Professor in IHRC from 1999 to 2003. Dr. Zhang has been an Assistant Professor in the Department of Environmental Studies and IHRC since 2003.

Dr. Zhang's research interests include coastal response to sea level rise and storm impact, airborne light detection and ranging (LIDAR) mapping, storm surge modeling, and three-dimensional visualization and animation. He has authored and coauthored 25 journal papers, 6 book chapters, and 10 conference proceedings. His papers on coastal storm activity, global warming and coastal erosion, and LIDAR data classification have been published in prestigious scientific journals such as *Journal of Climate*, *Climatic Change* and *IEEE Transactions on Geoscience and Remote Sensing*, and have been cited frequently by other researchers. Dr. Zhang also presented his research results at more than 20 international and domestic professional conferences. His research has been reported and cited by major news media such as the *New York Times*, *Christian Science Monitor*, *Los Angeles Times* and *Newsweek*. From 2001 to 2003, Dr. Zhang received \$3.3 million in research grants as a Co-PI from the Federal Emergency Management Agency. From 2003-2006, Dr. Zhang received \$1 million in research grants as PI and \$1.2 million as Co-PI from the National Oceanic and Atmospheric Administration, National Science Foundation, and National Aeronautics and Space Administration. In 2007, Dr. Zhang has been awarded \$600,000 in research grants as PI by the National Oceanic and Atmospheric Administration, U.S. Department of Energy, U.S. Fish & Wildlife Service, and The Nature Conservancy.

Dr. Zhang has taught four different courses for graduate and undergraduate students since 2003 and obtained "very good" evaluations for most courses. Dr. Zhang has supervised 2 Ph.D. dissertations and 3 M.S. theses as major and co-major professor. Dr. Zhang served as committee member for 5 Ph.D. dissertations and M.S. theses. Dr. Zhang has also provided a considerable amount of service to FIU by serving as the Director of the Laboratory for Coastal Research at IHRC and member of the Graduate Committee in the Department of Environmental Studies.

**Arvind Agarwal**  
**College of Engineering, Department of Mechanical & Materials Engineering**  
**University of Tennessee at Knoxville, Ph.D.**

*Assistant to Associate*

**Dr. Arvind Agarwal** joined the Department of Mechanical and Materials Engineering, College of Engineering and Computing at the Florida International University (FIU) on November 15, 2002. He obtained his Ph.D. in Materials Science and Engineering from the University of Tennessee at Knoxville in 1999. Dr. Agarwal worked as the Materials Scientist at Plasma Processes Inc., Huntsville, AL for three (3) years until 2002. He worked as Principal Investigator and Principal Engineer on several federal (NASA, Office of Naval Research, Missile Defense Agency) research projects worth more than \$2M. He also served as Adjunct Professor in the Department of Chemical and Materials Engineering at the University of Alabama in Huntsville. The following highlights summarize his achievements in his academic career especially in FIU.

**Research:** At FIU, as a PI he has successfully received a funding of ~\$1.7M of which \$1.2 M is as sole-PI (average of \$275,000 per year). He received a CAREER award from National Science Foundation (NSF) which is NSF's most prestigious award in support of the early career-development activities of those teacher-scholars who most effectively integrate research and education within the context of the mission of their organization. He has published ninety one (91) technical articles that include fifty three (53) refereed journal papers, twenty one (21) peer-reviewed conference papers, two (2) book chapters and fifteen (15) book reviews. He has also edited or co-edited three (3) books. His refereed journal papers have received a total of **two** hundred and thirty four (234) citations.

**Teaching:** He has directly supervised/supervising four (4) Ph.D. students and three (3) Master students. He has graduated one (1) Masters student and one (1) Ph.D. student. A second Ph.D. student is expected to graduate in the Summer, 2007. He has also supervised three (3) undergraduate students and two (2) post-doctoral fellows, all during last four (4.5) years as FIU faculty. His two (2) Ph.D. students hold "Dissertation Year Fellowship" whereas another Ph.D. student is awarded "Presidential Enhanced Fellowship". His Ph.D. student was awarded "Best Graduating Engineering Ph.D." in the Fall, 2006. Dr. Agarwal has successfully established Plasma Spray Laboratory, Undergraduate Materials Research Laboratory and most recently, Nano-Mechanics and Nanotribology Laboratory with external funds (\$250K) from the Office of Naval Research (ONR).

**Service:** Dr. Agarwal created a new student chapter 'Materials Advantage' at FIU. This student chapter was awarded the 'Chapter of Excellence' Nation-wide, consecutively in the first three (3) years of its existence. Last month FIU chapter was awarded the "First National Materials Bowl" defeating teams from Carnegie Mellon, Georgia Tech and Colorado School of Mines. This is a great achievement to such a young Materials Engineering Program at FIU and also gives broader visibility to FIU at the national level. Dr. Agarwal has been serving as the Graduate Program Director in the MME Department for the past 2.5 years.



**Wonbong Choi**  
**College of Engineering, Department of Mechanical & Materials Engineering**  
**North Carolina State University, Ph.D.**

*Associate Professor*

**Dr. Wonbong Choi** was hired by Florida International University as an Associate Professor in the Department of Mechanical and Materials Engineering, College of Engineering and Computing, on August 13, 2003. Choi obtained his Ph.D in Materials Science and Engineering from the North Carolina State University (NCSU) in 1997. Between 1988 and 1993, he worked as a research scientist at Agency Defense & Development, developing fine ceramic composite.

Prior to joining FIU, Dr. Choi spent 5 years as a project manager and a senior research scientist at SAMSUNG(SAIT), managing a government project in Nanotechnology, one of his invention “carbon nanotube field emission display” reported Science and covered extensively by news media around the world. Choi is credited to developing the vertical CNT-Field Effect Transistor and CNT based memory devices. His innovations, reported as news in the TRN News (January 2002) and MIT’s Magazine (June 2003) were the first to show some practical ways of making carbon nanotube based devices. He has conducted granted projects in the nanotechnology funded by AFOSR, SRC, DOE and Samsung. Choi is an author/co-author of over 70 patents (granted or applied), 3 book chapters, 69 journal papers and over 45 conference proceedings. His research papers have been cited more than 1780 times in total.

Choi has received several awards for his innovative research including the 2006 MRS Medal award. He has been invited to speak at many international conferences, MRS, TMS, IEEE, APS and so on. He has served as a chair/committee member for several international meetings including TMS Nano Symposium 2007.

**WayWay M. Hlaing**  
**Stempel School of Public Health, Department of Epidemiology & Biostatistics**  
**University of South Florida, Ph.D.**

*Assistant to Associate*

**Dr. WayWay M. Hlaing** came to Florida International University as an Assistant Professor in the Department of Public Health, Stempel School of Public Health on December, 1, 1999. Her education in medicine [MBBS (MD in U.S.) 1986], health education and behavior [MS, 1992], and epidemiology [PhD, 1998] have led her to an interest in health disparities and behavioral epidemiology. Her first career was in clinical practice as a physician. Soon after she received her Ph.D., her research career commenced. After working one year as a senior research associate at the University of Miami, Dr. Hlaing's faculty career began in the Department of Public Health with 6 faculty at FIU. She initially taught various public health courses and now teaches primarily Epidemiology courses. Her research projects were as diverse as the courses she taught early on. Being one of the two epidemiologists until 2004, Dr. Hlaing was also instrumental in helping colleagues with their research projects while continuing with her own research interest in lifestyle behaviors and chronic diseases.

Since joining FIU, she has worked on three federally funded (NIH, CDC, and HRSA) grants and three locally funded projects in various capacities (PI, co-PI, and methodologist). Dr. Hlaing is currently a co-PI and co-director on NIH and HRSA grants, respectively. She was a recipient of an NIH-fellowship grant through the Latino HIV/AIDS Behavioral Center at FIU. She recently received the Office of the Provost/FIU Foundation Faculty Research Award, and is currently a nominee for the Faculty Senate's Excellence in Graduate Teaching Award for 2007. Two of her research articles (*Annals of Epidemiology*, 2006 & *American Journal of Human Biology*, 2001) made significant contributions to epidemiologic methodology. Dr. Hlaing is the first author on 80% of the scholarly articles she has published. In addition to the membership in the Epidemiology, Public Health and School Health professional associations, she serves on the American College of Epidemiology (ACE)'s Ethics and Standards of Practice (ESOP) Committee, and the American School Health Association's Research Council. She also serves as a reviewer to 6 peer-reviewed journals and is a grant reviewer for local organizations. Except for a break during a leave of absence in 2003, Dr. Hlaing has shown dedication to excellence in teaching graduate students in Public Health. Her record of research is strong as evident by the quality of papers that contributed significantly to the field, and the funded studies she has been involved with. Her service record also indicates a willingness to work with various teams internally at FIU and with diverse community and professional organizations.

**Jeremy Levitt**  
**College of Law**  
**University of Wisconsin @ Madison, J.D.**

*Associate Professor*

**Professor Jeremy Levitt** joined Florida International University as an Associate Professor of Law and Director of the Program for Human Rights and Global Justice at College of Law on August 15, 2005. He came to FIU from DePaul University College of Law, where he was an Assistant Professor of Law and Director of the Center on International Law, Policy and Africa. Professor Levitt is a former Special Assistant to the Managing Director for Global Human and Social Development at the World Bank Group, and during the summer of 2005, he was a Visiting Fellow at the world-renowned Lauterpacht Research Center for International Law at Cambridge University. Professor Levitt is widely regarded as one of America's leading international lawyers and scholars on issues of peace, security, human rights and Africa. He is also a noted political scientist, and Africanist with expertise and publications in the law of the use of force, human rights law, international organizations, democratization, African politics, state dynamics and regional collective security. Professor Levitt has demonstrated a talent for teaching, passion for legal and multidisciplinary scholarship and strong commitment to public service. He earned his B.A. in Political Science at Arizona State University, his J.D. at the University of Wisconsin-Madison, and his Ph.D. in International Studies at the University of Cambridge, St. John's College, where he served as Managing Editor of the *Cambridge Review of International Affairs*. While earning his Ph.D., Dr. Levitt served as an International Affairs Fellow, Center for International Development and Conflict Management at the University of Maryland-College Park, and then as a Research Associate at the Center for Defense Studies, Africa Security Unit at the University of London, Kings College.

In the past four years since entering the academy, Professor Levitt has authored two books including the widely acclaimed, *The Evolution of Deadly Conflict in Liberia: From 'Paternalitarianism to State Collapse* (Carolina Academic Press, 2005) and *Africa: Selected Documents on Political, Conflict and Security, Humanitarian and Judicial Issues* (Transnational Publishers Ardsley, 2003), and co-authored a law review volume, in addition to over a fifteen law review and other articles. He currently is editing two book volumes titled *Africa: Mapping New Boundaries in International Law* (Hart Publishing, UK 2007), and *Hurricane Katrina: America's Unnatural Disaster* (University of Nebraska Press, 2007), which is in part being funded by a \$25,000 corporate gift Levitt secured. Professor Levitt is also writing a single author book titled *Illegal Peace? Power-Sharing with Warlords and Rebels in Africa*, which is based on a highly praised article he published with the Michigan Journal of International Law in 2006.

Professor Levitt is a member of the State Department's Advisory Commission on the African Judiciary, Term Member of the New York-based Council on Foreign Relations, the US' premier think tank on world affairs, and a Patron of the American Society of International Law (ASIL). He has been a frequent source for the national and international media, including, among others, Fox-News Live, BET Nightly News, National Public Radio and the Chicago-Tribune, and is a regular columnist with the Chicago Sun-Times. He has worked as a diplomatic trainee with the State Department, Bureau for African Affairs, in Addis Ababa, Ethiopia, and as a legal aide to the Constitutional Assembly of the Parliament of the Republic of South Africa during the country's constitutional making process.

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

19 JUNE 2007

**SUBJECT: TENURE AS CONDITION OF EMPLOYMENT NOMINATIONS**

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**PROPOSED COMMITTEE ACTION:**

Recommend Board adoption of the following Resolution:

WHEREAS each board of trustees is authorized to establish the personnel program for all employees of the university including tenure,

WHEREAS the University President is recommending the granting of Tenure as a Condition of Employment for six (6) nominees listed in Exhibit "C",

THEREFORE BE IT RESOLVED that the Florida International University Board of Trustees approves the granting of Tenure as a Condition of Employment to the six individuals listed in Exhibit "C" based on the recommendations of the University President.

**BACKGROUND INFORMATION:**

**STATUTORY AUTHORITY:**

**Resolution of the Florida Board of Governors, dated January 7, 2003.**

**Resolution delegating and delineating powers of local boards of trustees,** states in part,

**(19)(a)** Each board of trustees shall establish the personnel program for all employees of the university, including the president, pursuant to the provisions of chapter 1012 and, in accordance with rules and guidelines of the Florida Board of Governors, including: compensation and other conditions of employment, recruitment and selection, non-reappointment, standards for performance and conduct, evaluation, benefits and hours of work, leave policies, recognition and awards, inventions and works, travel, learning opportunities, exchange programs, academic freedom and responsibility, promotion, assignment, demotion, transfer, tenure and permanent status, ethical obligations and conflicts of interest, restrictive

covenants, disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment.

**BACKGROUND INFORMATION:**

The Tenure as a Condition of Employment nominees had tenure at their previous institutions.

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**EXHIBITS/SUPPORTING DOCUMENTS:**

- EXHIBIT “C” – TENURE AS A  
CONDITION OF EMPLOYMENT  
NOMINEES
- ATTACHMENT 3 – TENURE AS A  
CONDITION OF EMPLOYMENT  
NOMINEES’ BIOS

**FACILITATOR/PRESENTER:**

- RONALD BERKMAN
- DOUGLAS WARTZOK

**Florida International University  
2006 - 2007 Tenure Nominations  
(as a condition of employment)**

	<b>PROPOSED</b>		<b>TENURE</b>
<b>NAME</b>	<b>RANK</b>	<b>DEPARTMENT</b>	<b>CIP CODE</b>
<b>COLLEGE OF ARTS &amp; SCIENCES</b>			
Alexander Lichtenstein	Associate Professor	History	540101
Bianca Premo	Associate Professor	History	540101
<b>COLLEGE OF EDUCATION</b>			
Luis Miron	Professor	Educ. Leadership	130410
<b>COLLEGE OF MEDICINE</b>			
J. Patrick O'Leary	Professor	Surgery	511201
John A. Rock	Professor	OB/GYN	511201
Joe Leigh Simpson	Professor	OB/GYN	511201

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**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES**

**2006-2007**

**Tenure as a Condition of Employment Recommendations  
Biographies**

**Alexander Lichtenstein**  
**College of Arts & Sciences, Department of History**  
**University of Pennsylvania, Ph.D.**

*Associate Professor*

**Dr. Alexander Lichtenstein** is returning to Florida International University as an Associate Professor in the History Department, College of Arts and Sciences, on August, 15, 2007. He received his B.A. from Yale University in 1984 and his Ph.D. in American Civilization in 1990 from the University of Pennsylvania. After working from 1990-2002 at FIU, he moved on to Rice University, where he has served as Associate Professor of History. He is the author of the book *Twice the Work of Free Labor: The Political Economy of Convict Labor in the New South* (1996), and has written introductory essays for three reprint editions of books published in the 1930s and 1940s: *I am a Fugitive from the Georgia Chain Gang* (1994); *Revolt Among the Sharecroppers* (1997), and *Wartime Shipyard* (2006). He has more than 100 other publications, including book chapters in Glen Eskew, ed., *Labor in the Modern South* (2001), Robert Zieger, ed., *Southern Labor in Transition* (1997), Stephan Palmie, ed., *Slave Cultures and the Culture of Slavery* (1995), and Gary Fink and Merl Reed, eds., *Race, Class, and Community in Southern Labor History* (1994). His articles on labor and race relations in both the United States and South Africa have appeared in *Labor History*, *Journal of Southern History*, *Georgia Historical Quarterly*, *Reviews in American History*, *Journal of Peasant Studies*, *American Communist History*, *Labor: Studies in Working-Class History of the Americas*, *Punishment & Society*, *Plantation Societies in the Americas*, *Journal of African History*, and *Journal of Southern African Studies*. His many reviews and essays have appeared in the *Chicago Tribune*, the *Houston Chronicle*, *Southern Exposure*, *American Quarterly*, *Reviews in American History*, *Radical History Review*, *SAFUNDI: A Journal of Comparative American and South African Studies*, and *Alabama Review*, among others.

A distinguished Organization of American Historians lecturer (2002-2005), and the recipient of NEH, Fulbright, American Philosophical Society, and Claude Pepper Foundation research grants, Dr. Lichtenstein is currently completing a book on labor, civil rights and anticommunism in Florida. He has served as an editorial associate on the boards of five professional journals, has been program committee chair for the Southern Labor Studies Conference (2002), and appeared on the History Channel in "Histories Mysteries: The Chain Gang."

**Bianca Premo**  
**College of Arts & Sciences, Department of History**  
**University of North Carolina, Ph.D.**

*Associate Professor*

**Dr. Bianca Premo** will be joining Florida International University on August 15, 2007, as an Associate Professor in the Department of History, College of Arts and Sciences. A specialist in colonial Latin America, Dr. Premo earned a BA (University of South Carolina, 1992), MA (University of Arizona, 1995), and Ph.D. (University of North Carolina, 2001) in History. During her graduate studies, she was awarded several academic and research awards, including a Fulbright Dissertation Scholarship and fellowships from the Ford Foundation, both of which funded extensive archival investigations in Latin America and in Spain on the subject of childhood and law in colonial Lima, Peru. After serving as a visiting professor of history at the University of North Carolina and Duke University, she received her first tenure-track position at Emory University in Atlanta, Georgia in 2001, where she was awarded tenure on April 30, 2007.

In her six years as an assistant professor, she published her first book, *Children of the Father King: Youth, Authority, and Legal Minority in Colonial Lima* (UNC Press, 2005). Immediately after finishing that book, she completed significant work on a second major book project entitled "Taking Tyrants to Court: Civil Litigation in the Spanish Empire during the Enlightenment," which has received funding from national sources including the American Council of Learned Societies and the American Philosophical Association. She also co-edited a volume of historical scholarship entitled *Raising an Empire: Children in Early Modern Iberia and Colonial Latin America* (University of New Mexico Press, 2007). She has published five scholarly articles, several contributions to edited volumes and three book reviews. Her written scholarship has been rewarded with several national prizes. For *Children of the Father King*, these include the Thomas McGann Prize from the Rocky Mountain Council of Latin American History, the Lewis Hanke Prize for best first book project, and an Honorable Mention for the Premio Silvia Zalava. An article on indigenous women and the colonial economy published in *The Americas* received the Antonine Tibesar Prize from the Conference on Latin American History. Premo is an active member not only of her University community but also the broader national and international community of Latin American historians, being named, for example, Chair of the Colonial Studies Committee for the Conference on Latin American History, as well as an area editor for the journal *The Americas*.

**Luis Mirón**  
**College of Education**  
**Tulane University, Ph.D.**

*Dean and Professor*

**Luis Mirón, Ph.D.**, has been appointed Dean of the College of Education at Florida International University (FIU). Dr. Mirón is an accomplished researcher who has directed multiple public policy and school reform studies. He comes to FIU from the University of Illinois (UI) at Urbana-Champaign, where he has served as program chair in the College of Education's Department of Educational Policy Studies since 2005. Prior to his current position he served as chair of the Department of Education at UC-Irvine for five years. He has also taught at UC-Berkeley, Loyola University, Tulane University, and University of New Orleans.

Dr. Mirón's research has garnered more than \$1.6 million in funded grants and contracts. His published work focuses on urban school reform, educational equity and educational leadership. Dr. Mirón has authored, co-authored or edited seven books, including *The New Discourses of Educational Leadership and Urban Schools: The New Social Spaces of Resistance*. He has authored or co-authored over eighty refereed book chapters, journal articles and book reviews.

He serves or has served on the Editorial Boards of *Latinos and Education*, *Journal of Thought*, *Urban Review*, *Cultural Studies-Critical Methodologies*, *Race, Class & Gender and Education Theory*.

Dean Mirón received his bachelor's degree in English Literature in 1972 from Tulane University, his master's degree in secondary education in 1981 from Louisiana State University and his doctorate in the politics and policy of urban education departments of education and Latin American studies in 1986 from Tulane University.

**James Patrick O'Leary**  
**College of Medicine**  
**University of Florida, M.D.**

*Executive Associate Dean and Professor*

**Dr. James Patrick O'Leary** was born in New York City but quickly found his way to the South where he has remained. His medical school and residency years were spent at the University of Florida where he was elected to Alpha Omega Alpha, the National Honor Society. He then served on the faculty at the University of Florida and in 1977 received the Hippocratic Award as the Outstanding Teacher in the school of medicine. Later, while serving as Chief of the Surgical Service at the Nashville Veterans Administration Medical Center and Professor of Surgery at Vanderbilt University, Dr. O'Leary received the Shovel Award as the Outstanding Teacher at the institution. In 1984, he was appointed as the Seeger Chair in Surgery and Program Director at Baylor University Medical Center, as well as Clinical Professor at the University of Texas, Southwestern. In 1989, Dr. O'Leary was appointed The Isidore Cohn, Jr. Professor and Chairman of the Department of Surgery at Louisiana State University's Health Sciences Center in New Orleans, Louisiana. Recently, he served as the Interim Dean of the medical school and served as the Associate Dean for Clinical Affairs from 2001-2006. Following in the tradition of his two previous academic appointments, Dr. O'Leary received the Outstanding Faculty Teaching Award from the Aesculapian Society in 1990 and 1995. He was also honored by both the Medical School at the University of Florida and Belmont Abbey College by being inducted to each of the school's "Wall of Fame" honoring outstanding achievement by their graduates. An Honorary Doctorate Degree in Humane Letters was awarded by the Bradley Institute also at his Alma Mater. In 2003, he received the Distinguished Service Award from the Southern Medical Association.

In addition to having authored over 200 peer reviewed scientific publications, Dr. O'Leary has been the author of three editions of the Physiologic Basis of Surgery Textbook with the 4<sup>th</sup> Edition scheduled to be published in the fall of 2007.

As an authority in the field of surgical gastroenterology, Dr. O'Leary is widely published and is an accomplished and sought after lecturer. He has held several positions with the National Board of Medical Examiners, including Chairman of the Clinical Chairmen's Committee. He has served as President of the New Orleans Surgical Society (NOSS), American Society of Bariatric Surgery (ASBS), the Southeastern Surgical Congress (SESC), the Association of Program Directors in Surgery (APDS), and the Louisiana Chapter of the American College of Surgeons (ACS). In 2001, he was appointed First Vice-President of the Southern Surgical Association. In the ACS he has served on multiple committees including the last seven SESAP Committees, as the Director of SESAP Audio Companion, as a Governor of the College, and then Chairman of the Executive Committee of the Board of Governors. In addition, Dr. O'Leary has served on numerous committees for the ACS including the Committee on Continuing Education which he chaired, the Educational Task Force on Systems Based Practice, the Task Force on Geriatric Surgery, the Regental Committee on Communications, the Finance and Investment Committee, and the National Faculty for Bariatric Surgery. He has served as Vice-Chair of the Advisory Council for General Surgery. He served as the First Vice-President Elect to the ACS from 2004-2005 and from 2005-2006 served as the First Vice-President.

**John A. Rock**  
**College of Medicine**  
**Duke University, M.D.**

*Senior Vice President, Dean, and Professor*

**Dr. John A. Rock** has been appointed Senior Vice President for Medical Affairs and Dean of the College of Medicine at Florida International University. Dr. Rock received his Bachelor of Science (1968) and Doctor of Medicine (1972) at Louisiana State University and his Master of Science degree from Harvard University School of Public Health (2003). He completed his residency in Obstetrics and Gynecology at Duke University Medical Center (1976) and a Fellowship in Reproductive Endocrinology at the Johns Hopkins School of Medicine (1978). Dr. Rock was promoted to the Rank of Full Professor with Tenure in Obstetrics and Gynecology, and Pediatrics at Johns Hopkins University. He was appointed Full Professor with Tenure in Obstetrics and Gynecology, Pediatrics and Public Health at Emory University and Louisiana State University.

Dr. Rock's basic research focused on the Pathophysiology of Endometriosis and the determination of efficacy of surgical reconstructive procedures and Medical therapy using the randomized clinical trial. He was the first to recognize and describe the presence of microscopic endometriosis which was the basis of the introduction of new therapies for this complex disease. Dr. Rock has published over 187 articles in juried Journals, 18 Textbooks, 66 book chapters, 73 symposia, seminars, and proceedings. He has attained continuous grant funding through out his academic career. He has given over 300 presentations as visiting Professor to University departments, medical societies, and National Medical programs throughout the world. He was given the distinguished Surgeon Award by the American Society for Reproductive Medicine in 2003.

Dr. Rock is recognized as an outstanding reconstructive Surgeon. He has published extensively on the diagnosis and treatment of uterovaginal anomalies. His surgical innovations have improved the reproductive outcomes of these disorders. He is the Senior Editor of Telinde's Operative Gynecology, one of the most respected textbooks in the Field of Gynecologic Surgery. He has served as the President of The Society of Gynecologic Surgeons, the American Society for Reproductive Medicine and the World Endometriosis Society. He has trained over 50 postdoctoral fellows world wide.

Dr. Rock has over 25 years of administrative experience. Throughout his career he has brought academic programs to new levels of excellence and increased research productivity, established outstanding patient care units and fostered excellent educational programs.

**Joe Leigh Simpson**  
**College of Medicine**  
**Duke University, M.D.**

*Executive Associate Dean and Professor*

**Joe Leigh Simpson, M.D.** joined Florida International University College of Medicine as Executive Associate Dean for Academic Affairs and Professor of Human and Molecular Genetics in February.

Dr. Simpson was formerly Professor and Chairman of the Department of Obstetrics and Gynecology, and also Professor of Molecular and Human Genetics at Baylor College of Medicine. A reproductive geneticist with extensive laboratory and clinical experience, Professor Simpson received his undergraduate and medical education at Duke University (M.D., 1968). He subsequently took an internship in Pediatrics and a residency in Obstetrics and Gynecology at Cornell University Medical College (New York City), and trained in cytogenetics under James German. He is certified in Medical Genetics as well as in Obstetrics and Gynecology.

Professor Simpson's early work dealt with clinical delineation and elucidation of disorders of human sexual development. Later research pursuits encompassed prenatal cytogenetic diagnosis, automated karyotyping, genetics of repetitive spontaneous abortions, maternal serum screening for neural tube defects and aneuploidy, population genetic studies involving the Hutterites, and prevention of malformations in maternal diabetes mellitus. He and Sherman Elias participated in the U.S. NIH trials that verified safety and efficacy of chorionic villus sampling (CVS). Current research initiatives include preimplantation genetic diagnosis, cell recovery for noninvasive aneuploidy detection, and molecular studies of endometriosis, a disorder for which Professor Simpson was the first to identify polygenic/multifactorial etiology (1980).

Professor Simpson was on the faculty at Northwestern University (Chicago) 1975-1986. In 1986 Professor Simpson became Chairman of Obstetrics and Gynecology, University of Tennessee, Memphis. In 1994 Professor Simpson became Ernst W. Bertner Chairman and Professor of Obstetrics and Gynecology and also Professor of Molecular and Human Genetics, Baylor College of Medicine (Houston).

Professor Simpson has over 700 peer review publications, chapters and reviews. He has written over a dozen major texts on reproductive genetics and obstetrics, and is currently on the editorial board of 11 journals. Professor Simpson was 1993-1994 President of the American Society for Reproductive Medicine, 1994-1998 President of the International Society of Prenatal Diagnosis, 1995-1998 President of the Society for Advancement of Contraception, and 1998-1999 President of the Society for Gynecologic Investigation. He is a member of the Board for Preimplantation Genetic Diagnosis International Society (PGDIS), and a member of the Royal College of Obstetricians and Gynecologists, Fellow *ad eundem*. He has also held positions of prominence in the American College of Obstetricians and Gynecologists, the American Society of Human Genetics, the American College of Medical Genetics, and other organizations. He served on the NICHD Advisory Council and is a member of the March of Dimes Scientific Advisory Board. He has been on numerous grant review panels in the U.S. and Europe, and served as a Temporary Adviser to WHO. He served on advisory panels for the International Olympic Committee (IOC) Medical Commission, dealing with gender verification. Professor Simpson is a member of the National Academy of Sciences, Institute of Medicine (IOM).

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

19 JUNE 2007

**SUBJECT: BSN TO PH.D. TRACK IN NURSING PROGRAM**

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**PROPOSED COMMITTEE ACTION:**

Recommend Board adoption of the following Resolution:

RESOLVED that the Florida International University Board of Trustees (the BOT) hereby approves the BSN to Ph.D. Track in Nursing, attached to this Resolution as Exhibit "D", and

FURTHER RESOLVED, that the BOT authorizes the University President to file the proposal with the Division of Colleges and Universities and take all actions necessary to implement the program.

**BACKGROUND INFORMATION:**

**STATUTORY AUTHORITY:**

**Resolution of the Florida Board of Governors, dated January 7, 2003.**

**Resolution delegating and delineating powers of local boards of trustees,** states in part:

(7) Each board of trustees has responsibility for the establishment and discontinuance of degree programs up to and including the master's degree level; the establishment and discontinuance of course offerings; provision of credit and noncredit educational offerings; location of classes; services provided; and dissemination of information concerning such programs and services. Approval of new programs must be pursuant to criteria established by the State Board of Education.

**EXPLANATION OF PROPOSED BOARD ACTION:**

The BSN-PhD in nursing track is a graduate track at the doctoral level for students with a baccalaureate degree in nursing. Within the professional programs such as nursing, this is a nationally well-established track for the most highly qualified BSN nurses to enter doctoral study. This is consistent to the goals advanced by the National Academy of Science, the National Institute of Nursing Research, the American Academy of Nursing, and the American Association of Collegiate Nursing. These authorities have pushed for nurse researcher to be trained at earlier points in their careers so that they will have extended time to develop and expand their research. A major program emphasis is the preparation of PhD education nursing leaders and focused research on health issues for minority and underserved populations.

This track within the established PhD program is designed to prepare nursing faculty to increase the supply of nurses, to prepare nurse leaders for the health care industry, to increase the number of Ph.D. nurses from minority groups and to produce clinically relevant research focused on minority health issues. The proposed BSN-PhD in Nursing track will 1) provide well prepared graduates for leadership roles in academia, the health care industry, government and private organizations focused on health care; 2) prepare minority graduates to advance the field of Nursing in academic settings and the health care industry where minorities are very much underrepresented; 3) help meet the critical need for PhD prepared Nursing faculty, especially minority faculty, 4) contribute needed research in the areas of minority health issues; and 5) provide “place-bound” students (many of them minorities) the opportunity to pursue a PhD in Nursing degree.

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**EXHIBITS/SUPPORTING DOCUMENTS:**

- EXHIBIT “D” – EXECUTIVE SUMMARY: NEW BSN TO PHD TRACK IN NURSING; CRITERIA FOR EVALUATING PROPOSED ACADEMIC PROGRAM
- APPENDIX 1: PEER COMPARISON DATA; COSTS FOR PROPOSED PROGRAM; IMPLEMENTATION ANALYSIS

**FACILITATOR/PRESENTER:**

- DOUGLAS WARTZOK

## **New BSN to PhD Track in Nursing in the College of Nursing and Health Sciences**

### **Executive Summary**

The BSN-PhD in nursing track is a graduate track at the doctoral level for students with a baccalaureate degree in nursing. Within the professional programs such as nursing, this is a nationally well-established track for the most highly qualified BSN nurses to enter doctoral study. This is consistent to the goals advanced by the National Academy of Science, the National Institute of Nursing Research, the American Academy of Nursing, and the American Association of Collegiate Nursing. These authorities have pushed for nurse researcher to be trained at earlier points in their careers so that they will have extended time to develop and expand their research. A major program emphasis is the preparation of PhD education nursing leaders and focused research on health issues for minority and underserved populations.

This new track within the existing PhD program is designed to prepare nursing faculty to increase the supply of nurses, to prepare nurse leaders for the health care industry, to increase the number of Ph.D. nurses from minority groups and to produce clinically relevant research focused on minority health issues. The proposed BSN-PhD in Nursing track will 1) provide well prepared graduates for leadership roles in academic, the health care industry, government and private organizations focused on health care; 2) Prepare minority graduates to advance the field of Nursing in academic settings and the health care industry where minorities are very much underrepresented; 3) Help meet the critical need for PhD prepared Nursing faculty, especially minority faculty; 4) Contribute needed research in the areas of minority health issues; 5) provide "place-bound" students (many of them minorities) the opportunity to pursue a PhD in Nursing degree; 6) Encourage FIU graduates to extend their careers into teaching and research; and 7) Enhance the reputation of FIU through increased research and publication.

FIU is well positioned to establish a nationally recognized program to produce PhD minority nursing leaders for the health care industry, government, the private sector, and especially to meet the demand for nursing faculty who can prepare new nurses to meet the cultural and ethnic health care needs of a changing national population. This faculty mix is well prepared to address the critical and well-recognized need and demand for minority, PhD prepared nursing faculty. Increasing the numbers of minority nursing faculty was reemphasized by recent recommendations made to Congress and the Secretary of Health and Human Services by the national Council on Nurse Education and Practice in 2000.

The School of Nursing (SON) has a unique opportunity to establish itself as a leader in PhD education, especially in the preparation of minority leaders, given its multicultural faculty and student body. The SON is uniquely positioned to do so based on its strong teaching and clinical base with established, accredited BSN and MSN programs; a critical mass of doctorally prepared faculty; low tuition compared to regional competition; and ability to rapidly build significant faculty research. As a Carnegie Research II University, doctoral education and research are important components of FIU's mission. The BSN-PhD in Nursing track will help the University meet its objectives by adding to the PhD pool and generating Master's students. In addition, health has been identified as a major university theme.

**CRITERIA FOR EVALUATING PROPOSED ACADEMIC PROGRAM  
Proposed BSN-PhD Track in Nursing**

Criteria	How Met
Fit with FIU Strategic Plan	Track responds to univeristy goals of top research university, health initiative focus and generation of doctorally prepared graduates.
Rationale	The proposed BSN-PhD track in Nursing addressed the dearth of PhD prepared nurses who will go on to become nursing researchers, educators and expert clinicians early on in their career. This is consistent to the goals advanced by the National Academy of Science, the National Institute of Nursing Research, the American Academy of Nursing, and the American Association of Collegiate Nursing. These authorities have pushed for nurse researcher to be trained at earlier points in their careers so that they will have extended time to develop and expand their research.
Distinctiveness of Program	This track will help meet the critical need for PhD prepared Nursing faculty, especially minority faculty.
Resources	The critical resources are in place for the Nursing PhD program. This track will augment the use of these resources. The CNHS provides students and faculty with a technology forward instructional experience incorporating state of the art infomrational an dinstructional technolgoy that is centered around active learning and clinical integration.
	The class labs within the CNHS house practice simulators, full media presentation capabilities and patient practice simulators
Support	The proposed track will have access to the over 100 clincial facilities used by the CNHS for its educational and research activities. As a new track within the PhD program, it will generate new revenue from tuiton fees.
Competition	Not a factor as this track is consistent with national goals of the nursing academies, and there is the critical shortage at the local, state and national level of doctorally prepared nurses and nurse researchers.
Pros	Will serve to increase number of docotrally prepared nurses and contribute to alleviating the health crisis. Will positively affect the other units within College and University through increased opportunities for synergistic learning experiences. Will support the health and graduate initiative of the university. Will provide for increased opportunities for external research funding.
Cons	None--program investment has already been made. Financial impact of track implementation is minimal when compared to benefits.

## PEER COMPARISON DATA

Select at least three peer programs outside Florida offering the proposed Ph.D. In identifying peers select programs in the same or similar field which are comparable to yours, perhaps located in institutions with missions analogous to yours, except that they already offer a Ph.D. Specify your criteria for selecting the peers. Utilizing data from the National Research Council (NRC) and National Science Foundation (NSF), provide comparative data for the department that will house the new program or core faculty who will participate in the new program, and comparative data from the projected student headcount. If the discipline proposed is not included in these sources, obtain comparable data from other sources. *Universities may choose to provide additional data comparisons that are not available from NRC or NSF, such as percent of graduate students supported by contracts and grants, and total contracts and grants for the most recent year.*

Academic Analytics 2006 Data	Proposed FIU Program: BSN-PhD in Nursing Track Z-Score	Peer University 1 Program: Wayne State University Z-Score	Peer University 2 Program: University of Texas-Galveston Z-Score	Peer University 3 Program: Rutgers the State University Z-Score
Total Program Faculty	10	34	7	29
% Supported	-0.92	1.97	-0.76	-0.92
% with Publications	-0.69	1.98	-0.65	-0.57
Publications/Faculty	-0.45	1.01	-0.71	-0.64
Faculty Scholarly	-0.57	1.25	-0.58	-1
Total Graduate Students	32 (projected)	49	42	32
NSF DATA	Proposed FIU Program	Peer University 1 Program	Peer University 2 Program	Peer University 3 Program
R&D Expenditures (most recent three years in NSF data)		Univ of Central Florida	Kent State University	Penn State University
Year 1 Total				
Year 2 Total				
Year 3 Total				
DEFINITIONS				
Total Faculty	Total headcount of ranked faculty (professor, associate or assistant professor) participating in the program; full-time or part-time.			
% Supported	Percentage of program faculty (Total Faculty) with external <u>research</u> support. If not using NRC data, specify time period.			
% with Publications	Percentage of program faculty (Total Faculty) publishing <u>refereed journal</u> articles. If not using NRC data specify time period. If this is a discipline in which books are a more important indicator of scholarly activity, you may include books, but justify doing so.			
Publications/Faculty	The ratio of the total number of program publications (see definition of publications above) to the number of program faculty (Total Faculty). If not using NRC data, specify time period.			
Total Students	The number of full-time and part-time graduate students enrolled. For the proposed program list projected headcount in the fifth year. Specify the year for peer data.			
R&D Expenditures	Separately budgeted R&D current fund expenditures designed to produce specific research outcomes and either funded by an agency external to an academic institution or separately budgeted by an internal unit of the institution.			

## Costs for Proposed Program - First and Fifth Years

<i>Instruction &amp; Research</i>	First Year				Fifth Year			
	General Revenue		Contracts & Grants	Summary	General Revenue		Contracts & Grants	Summary
	Current	New			Current	New		
<b>Position (FTE)</b>								
Faculty	0.50	0.00	0.00	0.50	0.25	0.25	1.50	2.00
A&P	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
USPS	0.20	0.00	0.00	0.20	0.25	0.00	0.75	1.00
<b>Total</b>	0.70	0.00	0.00	0.70	0.50	0.25	2.25	3.00
<b>Salary Rate</b>								
Faculty	\$45,000	\$0	\$0	\$45,000	\$25,324	\$25,324	\$151,942	\$202,590
A&P	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
USPS	\$8,000	\$0	\$0	\$8,000	\$10,609	\$0	\$21,218	\$31,827
<b>Total</b>	\$53,000	\$0	\$0	\$53,000	\$35,933	\$25,324	\$173,160	\$234,417
<b>I&amp;R</b>								
Salaries & Benefits	\$66,250	\$0	\$0	\$66,250	\$44,916	\$31,655	\$210,450	\$293,021
OPS Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0	\$70,000	\$70,000
Other Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Graduate Assistant Waivers	\$0	\$0	\$0	\$0	\$0	\$0	\$21,000	\$21,000
Operating Capital Outlay	\$500	\$0	\$0	\$500	\$1,000	\$0		\$1,000
Electronic Data Processing	\$500	\$0	\$0	\$500	\$1,000	\$0		\$1,000
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000	\$1,000
Special Categories	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total I &amp; R</b>	\$67,250	\$0	\$0	\$67,250	\$46,916	\$31,655	\$308,450	\$387,021

## IMPLEMENTATION ANALYSIS

	Total Estimated Costs	Projected Students			FTE
		Full-Time Headcount	Part-Time Headcount	Total Headcount	
First Year of Implementation	\$67,250	6	2	8	7.00
Second Year of Implementation	\$69,738	10	2	12	12.00
Third Year of Implementation	\$173,713	14	6	20	17.00
Fourth Year of Implementation	\$342,383	18	8	26	22.00
Fifth Year of Implementation	\$387,021	22	10	32	27.00

## NUMBER OF ANTICIPATED GRADUATES

	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
NUMBER OF GRADUATES	0	0	0	3	6	10

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

19 JUNE 2007

**SUBJECT: MS IN ATHLETIC TRAINING PROGRAM**

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**PROPOSED COMMITTEE ACTION:**

Recommend Board adoption of the following Resolution:

RESOLVED that the Florida International University Board of Trustees (the BOT) hereby approves the MS in Athletic Training Program, attached to this Resolution as Exhibit "E", and

FURTHER RESOLVED, that the BOT authorizes the University President to file the proposal with the Division of Colleges and Universities and take all actions necessary to implement the program.

**BACKGROUND INFORMATION:**

**STATUTORY AUTHORITY:**

**Resolution of the Florida Board of Governors, dated January 7, 2003.  
Resolution delegating and delineating powers of local boards of trustees,**  
states in part:

(7) Each board of trustees has responsibility for the establishment and discontinuance of degree programs up to and including the master's degree level; the establishment and discontinuance of course offerings; provision of credit and noncredit educational offerings; location of classes; services provided; and dissemination of information concerning such programs and services. Approval of new programs must be pursuant to criteria established by the State Board of Education.

**EXPLANATION OF PROPOSED BOARD ACTION:**

The proposed new program is the Master of Science in Athletic Training. The proposed program will be housed in the Department of Physical Therapy within the College of Nursing and Health Sciences at Florida International University. Specifically, Athletic Training (CIP 51.0913) is a program that prepares individuals to work in consultation with, and under the supervision of, physicians to prevent and treat sports injuries and associated conditions. These programs include instruction in the identification, evaluation, and treatment of athletic injuries and illnesses; first aid

and emergency care; therapeutic exercise; anatomy and physiology; exercise physiology; kinesiology and biomechanics; nutrition; sports psychology; personal and community health; knowledge of various sports and their biomechanical and physiological demands; and applicable professional standards and regulations.

The proposed program is at the forefront of its field in two distinct areas. First, the currently accepted practice is to prepare bachelor's recipients for certification in Athletic Training. Indeed, there are 11 nationally accredited undergraduate Entry-Level Athletic Training Education Programs in the State of Florida. However, there is current discussion at the national association level regarding a future mandate that the entry-level degree would in fact occur at the master's degree. This trend is evidenced by the changes that we have witnessed within the Physical Therapy program. This program would not only be the first in state of Florida to address this, but the closest nationally accredited program is currently located at the University of Tennessee. Second, this program responds to the need for the currently licensed Athletic Trainer holding a bachelor's degree to obtain a master's degree.

The proposed program will 1) Instill critical thinking, problem solving, ethical reasoning abilities, and interpersonal skills required to be successful in the athletic training profession with regard to working with the physically active population; 2) Develop scholarly practitioners who appreciate advancing knowledge and critically examine the body of knowledge for evidence-based practice as a foundation for the delivery of athletic training care; 3) Encourage students to become dedicated and professionally involved in the athletic training profession in terms of continuing education, leadership, and professional responsibility; 4) Provide opportunities for the entry level professional to qualify for the national licensure exam. 5) Provide opportunities for the currently licensed professionals active in the field to enhance their knowledge and skills. The mission is consistent with the mission of Florida International University.

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**EXHIBITS/SUPPORTING DOCUMENTS:**

- EXHIBIT "E" – EXECUTIVE SUMMARY: MS IN ATHLETIC TRAINING PROGRAM; CRITERIA FOR EVALUATING PROPOSED ACADEMIC PROGRAM
- APPENDIX 2 – REVENUE/COST COMPARISON; COSTS FOR PROPOSED PROGRAM; IMPLEMENTATION ANALYSIS

**FACILITATOR/PRESENTER:**

- DOUGLAS WARTZOK

**NEW MS IN ATHLETIC TRAINING PROGRAM  
(GATEP—GRADUATE ATHLETIC TRAINING PROGRAM)  
COLLEGE OF NURSING AND HEALTH SCIENCES**

**EXECUTIVE SUMMARY**

The proposed new program is the Master of Science in Athletic Training. The proposed program will be housed in the Department of Physical Therapy within the College of Nursing and Health Sciences at Florida International University. The proposed professional education program will be a comprehensive Graduate Athletic Training Education Program (GATEP), developed in full compliance with national accreditation standards and guidelines, culminating in the Master of Science in Athletic Training degree with Entry-Level and Post-Professional sub-plans (tracks). Specifically, Athletic Training (CIP 51.0913) is a program that prepares individuals to work in consultation with, and under the supervision of, physicians to prevent and treat sports injuries and associated conditions. These programs include instruction in the identification, evaluation, and treatment of athletic injuries and illnesses; first aid and emergency care; therapeutic exercise; anatomy and physiology; exercise physiology; kinesiology and biomechanics; nutrition; sports psychology; personal and community health; knowledge of various sports and their biomechanical and physiological demands; and applicable professional standards and regulations.

The proposed program will 1) Instill critical thinking, problem solving, ethical reasoning abilities, and interpersonal skills required to be successful in the athletic training profession with regard to working with the physically active population; 2) Develop scholarly practitioners who appreciate advancing knowledge and critically examine the body of knowledge for evidence-based practice as a foundation for the delivery of athletic training care; 3) Encourage students to become dedicated and professionally involved in the athletic training profession in terms of continuing education, leadership, and professional responsibility; 4) Provide opportunities for the entry level professional to qualify for the national licensure exam. 5) Provide opportunities for the currently licensed professionals active in the field to enhance their knowledge and skills.

The proposed GATEP is listed on the State Universities System Strategic Plan (information provided by Kyle Perkins, Vice Provost of Planning and Institutional Effectiveness). The critical need for education in Health Professions and Related Clinical Sciences (CIP 51.0000) has been targeted by the National Center for Education Statistics.

The Department of Labor's Occupational Outlook Handbook (2006-2007 Ed.) indicates the demand for health care services will create a dramatic increase in job opportunities, for example, employment for athletic training services is projected to increase by 27% or more over the next seven years (Assessed November 4<sup>th</sup>, 2006 from <http://www.bls.gov>).

The proposed GATEP will address this rising demand for health care services by establishing an accredited education program that offers affordable and accessible educational and research opportunities for students as they mature into allied health care professionals.

The GATEP at Florida International University is in a position to create a unique and affordable education program that is currently not available in the state of Florida, while providing a quality education and the opportunity for students to obtain an advanced degree.

The mission is consistent with the mission of Florida International University.

CRITERIA FOR EVALUATING PROPOSED ACADEMIC PROGRAM

**Proposed MS in Athletic Training**

(GATEP--Graduate Athletic Training Education Program)

Criteria	How Met
Fit with FIU Strategic Plan	Program responds to university goals of top research university and strategic health initiative focus.
Rationale	The proposed new program is the Master of Science in Athletic Training. The proposed professional education program will be a comprehensive Graduate Athletic Training Education Program (GATEP), developed in full compliance with national accreditation standards and guidelines. The proposed program will be housed in the Department of Physical Therapy within the College of Nursing and Health Sciences. This program prepares individuals to work in consultation with, and under the supervision of, physicians to prevent and treat sports injuries and associated conditions. Indicators show the demand for health care services will create a dramatic increase in job opportunities, for example, employment for athletic training services is projected to increase by 27% or more over the next seven years (Assessed November 4th, 2006 from <a href="http://www.bls.gov">http://www.bls.gov</a> ).
Distinctiveness of Program	This program will attract state and national attention as it is developed. The educational concept of offering entry level athletic training education programs at the graduate level is a considered cutting edge for the field.
Resources	To meet accreditation standards, the proposed Master of Science in Athletic Training program must demonstrate an annual operating budget covering the essential needs and functions of the program including: (1) expendable supplies, (2) capital equipment, (3) operating expenses (including accreditation fees and recruitment), (4) course instruction, and (5) professional development Office space for faculty will be incorporated in the construction plans for the new CNHS building. The current facilities will provide the basic needs for the program. The clinic component will utilize currently available clinical sites.
Support	The proposed tuition-plus program of \$112 per credit will provide a stable base of funding to support the Entry-Level professional education sub-plan in compliance with accreditation standards and guidelines.
Competition	Currently there are only 15 nationally accredited entry-level graduate athletic training programs in the country. The closest one is at UT-Chattanooga. This program will be providing an opportunity for students to be educated within the state of Florida.
Pros	The proposed GATEP has been developed in accordance with accreditation standards and guidelines; therefore, when accreditation is obtained the program will receive national recognition.  Teaching and research laboratory space has been increased and/or improved. More community outreach efforts have been realized with the addition of clinical affiliate sites for both the Entry-Level professional education sub-plan and the Post-Professional advanced education sub-plan. As more students enroll in the GATEP, more research opportunities will be realized.
Cons	The costs associated with developing and implementing a GATEP that meets accreditation standards and guidelines are potentially prohibitive; however, with the implementation of the proposed tuition-plus program of \$112/credit, this potential negative impact is offset.

## REVENUE/COST COMPARISON

### MS IN AT Program

<b>FIU Tuition</b>	<b>(84</b>	<b>FIU MS in AT Tuition Plus</b>
Tuition per Student (27 UG, 57 G credits)	\$17,598.72	Tuition Plus per Student \$112/credit
		\$9,408.00
<b><i>Total Tuition</i></b> <b><i>(49 students)</i></b>	<b>\$862,337.28</b>	<b><i>Total Tuition Plus</i></b> <b><i>(49 students)</i></b>
		<b>\$460,992.00</b>

<b><i>Total Annual Estimated Revenues</i></b>	
<b><i>Total Tuition</i></b>	<b>\$298,000</b>
<b><i>Total Tuition Plus</i></b>	<b>\$160,000</b>
	<b>\$458,000.00</b>

*cf.*

**Total Annual Estimated Costs**

C&G \$ 50,000  
E&G \$458,000

### Costs for Proposed Program - First and Fifth Years

<i>Instruction &amp; Research</i>	First Year				Fifth Year			
	General Revenue		Contracts & Grants	Summary	General Revenue		Contracts & Grants	Summary
	Current	New			Current	New		
<b>Position (FTE)</b>								
Faculty	3.51	0.00	0.00	3.51	3.51	1.00	0.00	4.51
A&P	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
USPS	0.50	0.00	0.00	0.50	1.00	0.00	0.00	1.00
<b>Total</b>	<b>4.01</b>	<b>0.00</b>	<b>0.00</b>	<b>4.01</b>	<b>4.51</b>	<b>1.00</b>	<b>0.00</b>	<b>5.51</b>
<b>Salary Rate</b>								
Faculty	\$175,500	\$0	\$0	\$175,500	\$189,967	\$60,000	\$0	\$249,967
A&P	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
USPS	\$15,000	\$0	\$0	\$15,000	\$30,000	\$0	\$0	\$30,000
<b>Total</b>	<b>\$190,500</b>	<b>\$0</b>	<b>\$10,000</b>	<b>\$200,500</b>	<b>\$219,967</b>	<b>\$60,000</b>	<b>\$50,000</b>	<b>\$329,967</b>
<b>I&amp;R</b>								
Salaries & Benefits	\$238,125	\$0	\$0	\$238,125	\$276,880	\$60,000	\$0	\$336,880
OPS Graduate Assistants	\$0	\$30,000	\$9,375	\$39,375	\$40,000	\$0	\$37,500	\$77,500
Other Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expenses	\$0	\$13,733	\$0	\$13,733	\$9,000	\$0	\$0	\$9,000
Graduate Assistant Waivers	\$0	\$13,500	\$2,500	\$16,000	\$18,000	\$0	\$10,000	\$28,000
Operating Capital Outlay	\$0	\$67,614	\$0	\$67,614	\$0	\$30,000	\$0	\$30,000
Electronic Data Processing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library Resources	\$15,314	\$1,779	\$0	\$17,093	\$24,159	\$0	\$0	\$24,159
Special Categories	\$0	\$0	\$625	\$625	\$0	\$0	\$2,500	\$2,500
<b>Total I &amp; R</b>	<b>\$253,439</b>	<b>\$126,626</b>	<b>\$10,000</b>	<b>\$390,065</b>	<b>\$368,039</b>	<b>\$90,000</b>	<b>\$50,000</b>	<b>\$508,039</b>

### IMPLEMENTATION ANALYSIS

	Total Estimated Costs	Projected Students			FTE
		Full-Time Headcount	Part-Time Headcount	Total Headcount	
First Year of Implementation	\$390,065	16	0	16	9.00
Second Year of Implementation	\$396,152	20	0	20	11.25
Third Year of Implementation	\$363,217	29	0	29	16.31
Fourth Year of Implementation	\$397,610	38	0	38	21.38
Fifth Year of Implementation	\$508,039	49	0	49	27.56

### NUMBER OF ANTICIPATED GRADUATES

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
NUMBER OF GRADUATES	13	17	23	31	42	49

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

19 JUNE 2007

**SUBJECT: ACADEMIC AFFAIRS REPORTS**

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**PROPOSED COMMITTEE ACTION:**

None. Discussion Item.

**REPORTS**

- A. UNDERGRADUATE REPORT – RONALD BERKMAN
  - B. GRADUATE REPORT – RONALD BERKMAN
- 

**EXHIBITS/SUPPORTING DOCUMENTS:**

- UNDERGRADUATE REPORT
- UNIVERSITY GRADUATE SCHOOL REPORT

**FACILITATOR/PRESENTER:**

- RONALD BERKMAN

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**Florida International University  
Board of Trustees  
Academic Policy and Student Affairs Committee  
Undergraduate Education Report  
June 2007**

## **INTRODUCTION**

Attrition remains an important issue in higher education with two-year colleges losing almost 45% of their students in the first year of enrollment, and four-year institutions losing 25% (Braxton, Hirschy, & McClendon, 2004). For all students, the first year in college presents the biggest obstacle to their persistence.

Faculty and administrators at FIU have endeavored to identify the special challenges that our students face in adjusting to college and succeeding in their goal of obtaining a college degree. University-wide efforts are focusing not only on retaining students, but more importantly, the emphasis is shifting toward identifying the barriers to persistence until graduation that students face, and instituting approaches that will ensure student success.

## **REVIEW OF THE FIRST YEAR EXPERIENCE COURSE**

At the beginning of the 2006-2007 academic year, a committee of faculty, administrators, and staff was charged with the task of reviewing and assessing the First Year Experience, a one-credit course that all incoming freshmen and transfer students with less than 30 credits must take. Most institutions in the State University System of Florida offer a similar course for all incoming freshmen, recognizing that adjusting to college life presents many challenges and may cause students to become disappointed and discouraged with their college experience and lead them to depart from the institution. However, FIU is the only institution within the SUS where the First Year Experience course is part of the general education requirements. When the University Core Curriculum was approved by the Faculty Senate, the FYE course was included as a requirement. The course was deemed that important to the success of our students.

Since 1996, FIU students have benefited from having as the text for their First Year Experience course, a book that was especially written for FIU students: *The First Year: Making the Most of College*. The book, updated in 1998, 2001, 2003, and scheduled to be updated again in 2006, served as the starting point for the Committee's rigorous review of the course and its components.

Committee members sought input from students, instructors, and peer mentors through focus groups gathered at both University Park and Biscayne Bay Campus. Feedback from these groups focused on components of the course that are working well, having the desired results of helping students feel they belong at FIU and can succeed here, and identifying areas that need further development and enhancements. Committee members

also reviewed course assessments from previous semesters. In these assessments students reported if and how the course helped them understand what it means to be a college student at FIU, how to identify academic and other resources and how to tap into them, how to navigate the campus and find the answers they need, and many other aspects of becoming a member of the FIU community, and ultimately, a graduate.

In addition, the Committee reviewed curricular materials used by other institutions and assessed their appropriateness for FIU students. Four publishing companies that specialize on curriculum for first-year students were invited to come to campus to present to Committee members the best package possible that would provide FIU students a rich and rigorous curriculum, access to teaching and learning resources (including online resources), and an attractive and reasonably priced text. After months of reviewing curricular materials, consulting with nationally recognized scholars on the first-year experience, and comparing FIU's own text with other curricular options available in the market, the Committee recommended that the current FIU text be revised and rewritten, using our own faculty, administrators, and experts in specific fields, who know FIU and our student populations, and are therefore better able to address their needs. A new publishing company was selected. This company not only met the criteria established by the committee, but provided additional graphic and editorial assistance, as well as new media technology that will result in a better product for our students. The new text will be available for fall 2007.

It is customary at FIU for all instructors wishing to teach First Year Experience to participate in all-day workshops provided by the Academy for the Art of Teaching. Faculty, staff, and administrators are eligible to teach this course if they hold the appropriate credentials (minimum master's degree) and participate in the training. All instructors, including those who have taught the class in the past, will be required to participate in the workshops for using the new text.

Pascarella and Terenzini (1991, 2005), well-known researchers and authors of the two volumes *How College Affects Students*, have found that while students' characteristics and background are important predictors of student success, they might not be the most significant factors in freshmen's decision to voluntarily withdraw from college. Rather, they suggested that what the students experience on campus during their first year, be it programs, policies, or conditions, may be more important than what they bring with them. The First Year Experience course at FIU and our text, *The First Year: Making the Most of College*, are designed to address the special characteristics of our student populations by creating programs, policies, and conditions that will encourage the persistence of students until graduation.

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

## UNIVERSITY GRADUATE SCHOOL REPORT JUNE 19, 2007

### I. ENROLLMENT AND DOCTORAL AWARDS:

Graduate student enrollment for the 2006-2007 academic year is shown in Figures 1 and 2, below. Grad I data for 2006-2007 reflect an overall FTE increase of 9.7% when compared with 2005-2006. Detailed numbers for Colleges and Schools contributing most substantially to Grad I enrollment are provided in Table 1. A notable increase can be seen for the School of Hospitality and Tourism Management, which had a 26.7% increase from the last academic year. The College of Business Administration, and the College of Architecture and the Arts also show strong enrollment gains, with 21.3% and 15.3%, respective percent changes.

For 2006-2007 Grad II figures exhibit an increase of 2.8% from the prior academic year. The College of Education shows a -11.3 percent change from academic year 2005-2006 to academic year 2006-2007. The decrease in the College of Education GRAD II numbers can be attributed to a change in enrollment policy established by the College during this academic year. As of Summer 2006, doctoral candidates in the College of Education were required to enroll for 3 dissertation credit hours instead of the 6 credit hours required by the old policy. (Note: The new enrollment policy falls within the minimum University enrollment requirements for doctoral candidates.) The College of Business Administration has an increase of 38.1% in Grad II enrollment. In addition, the colleges which were formerly a part of the College of Health and Urban Affairs show a substantial increase of 22.5% from the previous academic year.

Based on the number of dissertations received for the Spring 2007 graduation, we estimate the 2006-2007 doctoral figures at 100, compared with 86 for 2005-2006. Ph.D. degrees increased by 41% (from 61 to 86) for the current academic year, while Ed.D. degrees decreased by 44%—from 25 to 14. The detail for colleges which contributed to doctoral production is shown in Table 3 and Figure 3.

**Figure 1: Annual Grad I FTE  
2005-06 vs. 2006-07**

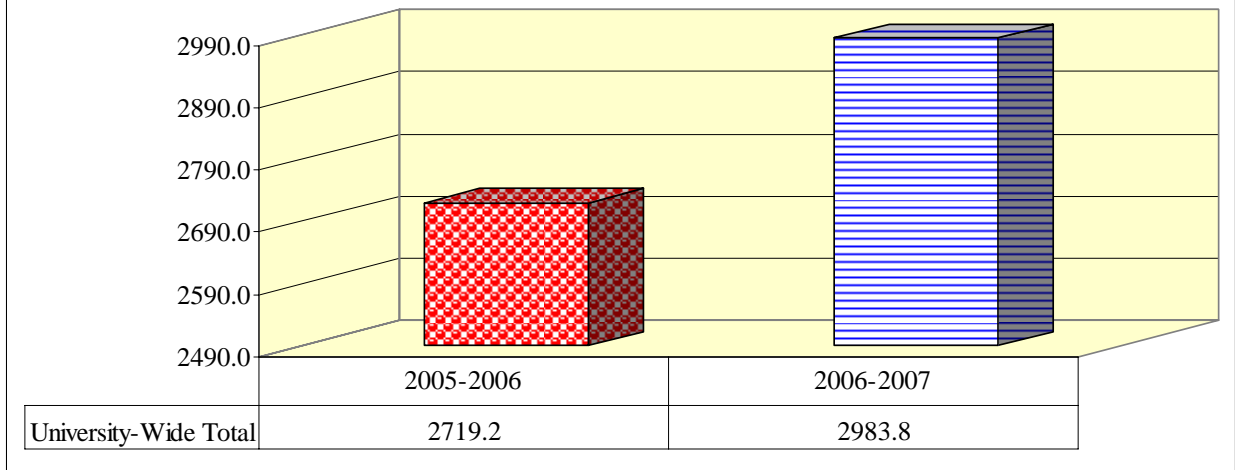


Table 1: Grad I FTE by College/School

<b>Grad I</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>% change</b>
College of Architecture & the Arts	123.2	142.0	<b>15.3%</b>
College of Arts & Sciences	377.6	393.3	4.2%
College of Business Administration	597.7	725.3	<b>21.3%</b>
College of Education	454.2	442.0	-2.7%
College of Engineering & Computing	247.0	277.9	12.5%
College of Health & Urban Affairs	802.0	863.1	7.6%
School of Hospitality & Tourism Management	67.7	85.8	<b>26.7%</b>
School of Journalism & Mass Communication	49.8	54.4	9.2%
<b>TOTAL</b>	<b>2719.2</b>	<b>2983.8</b>	<b>9.7%</b>

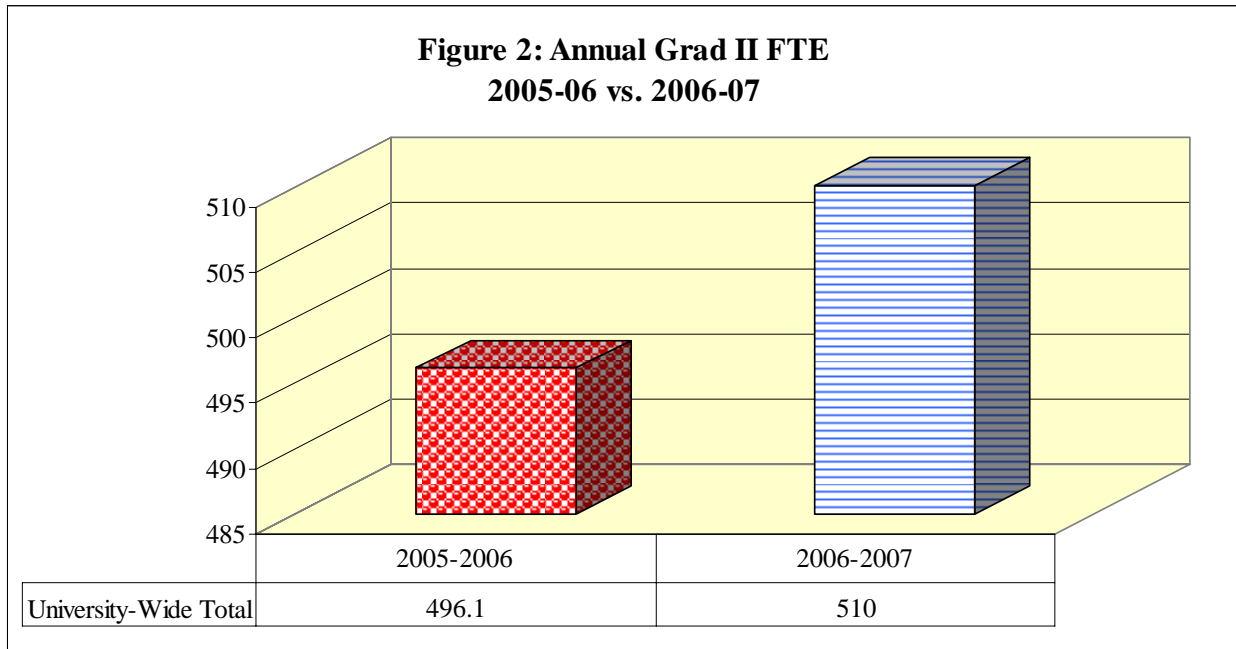


Table 2: Grad II by College/School

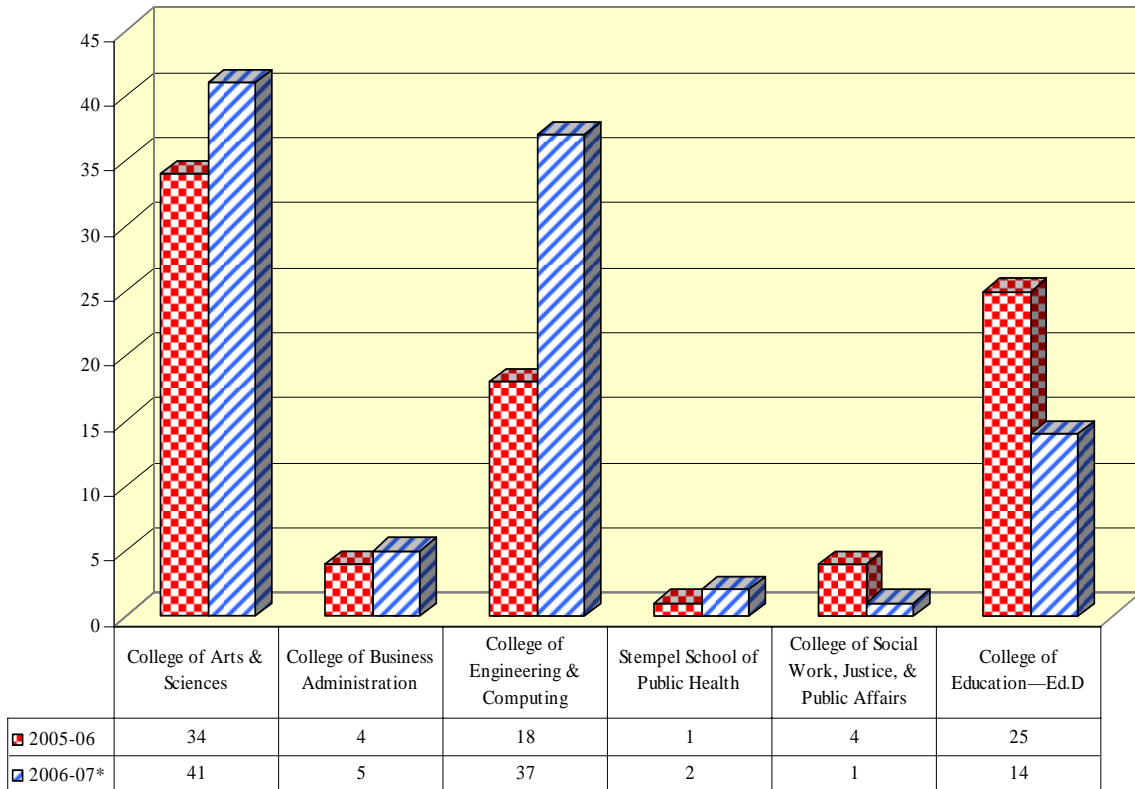
Grad II	2005-2006	2006-2007	% change
College of Arts & Sciences	196.5	207.8	5.8%
College of Business Administration	16.8	23.2	38.1%
College of Education	124.1	110.1	-11.3%
College of Engineering & Computing	21.8	123.7	467.4%
College of Health & Urban Affairs	36.9	45.2	22.5%
<b>TOTAL</b>	<b>496.1</b>	<b>510.0</b>	<b>2.8%</b>

Table 3: Doctoral Degrees Awarded 2005-2006 vs. 2006-2007

College or School	2005-2006	2006-2007	% change
<b>College of Arts &amp; Sciences</b>	<b>34</b>	<b>41</b>	<b>21%</b>
• Biology	7	6	
• Chemistry	7	7	
• Comparative Sociology	2	3	
• Economics	0	1	
• Geosciences	1	4	
• History	0	1	
• International Relations	1	2	
• Physics	4	1	
• Political Science	2	2	
• Psychology	5	8	
• Spanish	5	6	
<b>College of Business Administration</b>	<b>4</b>	<b>5</b>	<b>25%</b>
<b>College of Engineering &amp; Computing</b>	<b>18</b>	<b>37</b>	<b>106%</b>
• Biomedical Engineering	1	0	
• Civil Engineering	2	9	
• Computer Science	6	6	
• Electrical Engineering	6	16	
• Industrial And Systems Engineering	1	3	
• Mechanical Engineering	2	3	
<b>Stempel School of Public Health</b>	<b>1</b>	<b>2</b>	<b>100%</b>
• Dietetics And Nutrition	1	2	
<b>College of Social Work, Justice, &amp; Public Affairs</b>	<b>4</b>	<b>1</b>	<b>-75%</b>
• Public Management	1	0	
• Social Welfare	3	1	
<b>Ph.D. Degrees Subtotal</b>	<b>61</b>	<b>86</b>	<b>41%</b>
<b>College of Education—Ed.D</b>	<b>25</b>	<b>14</b>	<b>-44%</b>
<b>University-Wide Total Degrees Awarded</b>	<b>86</b>	<b>100</b>	<b>16%</b>



**Figure 3: Doctoral Degrees Awarded**



**II. UNIVERSITY GRADUATE SCHOOL 2007 DOCTORAL, MASTERS AND CERTIFICATE CANDIDATES EXIT SURVEY**

During March and April 2007, all individuals identified in PantherSoft as having qualified for graduation in the 2007 Spring commencement ceremonies were invited to participate in a doctoral candidate exit survey. A total of 722 individuals were sent the survey via their FIU email addresses—approximately 30 emails “bounced” from the server; 196 responses (27%) were received.

The survey questions were designed to assess the graduates’ perceptions of the various components of their graduate experiences and programs at FIU, and to learn additional information about graduating students. In appendix A we give some preliminary results from the survey.

**APPENDIX A**  
**THE 2007 UNIVERSITY GRADUATE SCHOOL**  
**DOCTORAL, MASTERS AND CERTIFICATE CANDIDATES EXIT SURVEY**

The 2007 UGS Graduate Exit Survey was sent to all individuals identified (using the Panthersoft query FIU\_AD\_UGS\_GRADS\_1071) as having qualified for graduation in the 2007 Spring commencement ceremonies. The objective of the survey is to determine the graduate education experience at FIU and identify those characteristics that graduate students recognize as contributing to and providing the desired educational success in the University at all levels. By identifying these programmatic characteristics we expect to promote their adoption by a broader cross-section of the University. Survey components can be broadly grouped into the following categories:

- a. The graduates' financial support status and living arrangements while attending FIU
- b. The graduates' employment expectations and/or employment offers upon graduation
- c. The graduates' perception of the quality of graduate courses, programs, and faculty
- d. The graduates' perception of the institutional support for their functions as teaching assistants
- e. The graduates' perception of their preparation resulting from their graduate program
- f. The graduates' perceptions of University services and offices

**Summary of General Conclusions:**

- 38% of FIU graduates are supporting a family
- 65% are employed full-time (47%), or part-time (18%) outside the University
- 60% of graduates describe financing their degree as moderately difficult or difficult
- 19% have loans in excess of \$40k
- 55% have loans of \$5k or more
- 35% perceive that scholarship support for graduate students is either poor or very poor
- Graduates have an overall positive perception of their programs, the faculty, and the University.
- The Quality of Instruction, Accessibility of the Faculty, and the Intellectual Content of Degree Programs are mostly rated Excellent or Very Good
- 24% of graduates identify themselves as having received support as a TA
- Responses trend negatively when rating the commitment of departments and programs to encouraging excellence in teaching, providing guidance for TAs, and encouraging graduates to place their teaching as a priority
- In a rating of University Services and Offices graduate students gave high praise to faculty and staff for their respect of graduate students, and rated the Health Center, the Library, and Bookstore as Excellent (27-39%)
- Responses were ambivalent about Financial Aid: 36% rated it as Excellent/Very Good; 26% as Poor/Very Poor
- Students gave the most strident response to Parking by rating Parking 44% Poor/Very Poor

## Demographics:

The 196 respondents closely match to the distribution of the students from the FIU schools and colleges. In **Table I** the number and percentage of responding students in each college may be found.

**Table I. Distribution of responding graduates**

College/School	Number of graduating Students	Number that responded	Response % by college/school category
Arts and Sciences	<b>128</b>	<b>45</b>	<b>35.2%</b>
Doctoral	21	11	52.4%
Masters	105	32	30.5%
Certificate	2	2	100.0%
Architecture and the Arts	<b>45</b>	<b>3</b>	<b>6.7%</b>
Masters	45	3	6.7%
College of Business Administration	<b>106</b>	<b>15</b>	<b>14.2%</b>
Doctoral	1	0	0.0%
Masters	105	15	14.3%
College of Education	<b>129</b>	<b>47</b>	<b>36.4%</b>
Doctoral	10	4	40.0%
Masters	118	42	35.6%
Certificate	1	1	100.0%
College of Engineering and Computing	<b>131</b>	<b>25</b>	<b>19.1%</b>
Doctoral	14	6	42.9%
Masters	117	20	17.1%
College of Nursing and Health Sciences*	<b>129</b>	<b>4</b>	<b>3.1%</b>
College of Social Work, Justice and Public Affairs*		<b>17</b>	<b>8.7%</b>
Dr. Robert R. Stempel School of Public Health*		<b>19</b>	<b>9.7%</b>
Doctoral		1	0.0%
Masters	127	0	0.0%
Certificate	1	1	100.0%
School of Hospitality & Tourism management	<b>23</b>	<b>9</b>	<b>39.1%</b>
Masters	23	9	39.1%
School of Journalism & Mass Communication	<b>26</b>	<b>8</b>	<b>30.8%</b>
Masters	26	8	30.8%
Certificate programs (total)	<b>5</b>	<b>4</b>	<b>80.0%</b>
<b>Total Graduates</b>	<b>722</b>	<b>196</b>	<b>27.1%</b>

\* Previously the College of Health Urban Affairs

Breakdown of students by degree level is given in the table below.

<b>Degree</b>	<b>Percentage</b>
<b>Certificate</b>	2%
<b>Masters</b>	87%
<b>Doctorate</b>	11%

The units with the largest number of responding graduates to the exit survey were (independent of degree level):

<b>Units with largest number of total (196) responding students</b>		
<b>College/School</b>	<b>% of total responses</b>	<b># of responding students</b>
College of Education	24%	47
College of Arts and Sciences	23%	45
College of Engineering and Computing	13%	25
Dr. Robert Stempel School of Public Health	10%	19
College of Social Work, Justice, and Public Affairs	9%	17
	78%	153

<b>Units with the largest # of doctoral students</b>		
<b>College/School</b>	<b>% of doctoral student responses</b>	<b># of responding students by unit</b>
College of Arts and Sciences (21)	52%	11
College of Engineering and Computing (14)	43%	6
College of Education (10)	40%	4

Response rates were slightly elevated for Education, Arts and Sciences and somewhat low for Business and Architecture and the Arts. (**Note:** The percentage of respondents for Architecture and the Arts was determined from the respondents' major responses.)

#### **Graduate's Financial Support Status:**

Responses of the graduating students provide the following view of financial status and living arrangements.

Single	61%
Married w/o children	19%
Married or Divorced supporting 1 or more children	19%

When queried about the need to support others the following responses were given:

Supporting self only	67%
Supporting themselves plus dependents	38%

**38% of our graduate students are married and/or supporting a family**

When asked if they worked full or part-time outside the University students responded:

Full-time employment outside the University	47%
Part-time employment outside the University	18%

**65% of our graduate students are working full- or part-time outside the University**

Many students receive a stipend in the form of an assistantship from the University.

**24%** of the responding students indicated they were supported by a TA at some time during the degree program.

When asked about the difficulty of financing the cost of their degree program students responded:

Easy or Not Difficult	39%
Moderately Difficult or Very Difficult	60%

Many graduate students are obtaining loans from various sources to support their studies. When asked about the extent of their debt the following responses were obtained:

<b>Loan amount</b>	<b>Percent</b>
\$5k or less	44%
\$5k or more	55%
<b>\$40k or more</b>	<b>19%</b>

#### **Living Arrangements:**

Students gave the following responses concerning their living arrangements

Live w/parents, in dormitory or in a rental apt. alone	50%
Live in rental shared with one or more other students	10%
Live in a house or condo that they own	34%

#### **Offers of Employment:**

45% of the students completing the Exit Survey report an offer of employment prior to graduation and the mean salary offered was reported to be \$46.5k/yr.

<b>Area of Employment offer</b>	<b>Percentage</b>	<b>(number)</b>
Education	21% 16% k-12	(5 + 14)
Industry	31%	(27)
Government	9%	(8)
Other	39%	(33)

## The Perceived Quality of FIU Academic Programs:

Several qualities of our academic programs received strong marks from the exiting graduate students.

Area	Rated Excellent /Very Good
Quality of Instruction	75%
Accessibility of the Faculty	72%
Intellectual Content of the degree program	71%

Students perceive there are some weaknesses in our programs in the areas of preparing students for employment, providing a (wide) selection of coursework, and in the quality of advising. While the responses of students selecting poor in these categories was greater than 13%, those selecting excellent and very good were never less than 48%. A summary of the general responses by category provides the following result:

Selected responses to 13 topics referring to programmatic and faculty quality are provided below. Students were able to select Excellent, Very Good, Good, Poor, or NA.

	Excellent/Very Good Response Percentage
<b>3/13 topics</b> > <b>70%</b>	
Overall Quality of Instruction	75%
Intellectual Content of Program	71%
Accessibility of Faculty	72%
<b>7/13 topics</b> > <b>60%</b>	
Level of difficulty (rigor) of the program	64%
Clarity of the requirements for completion of the degree	63%
Library resources	64%
Overall quality of course materials	65%
<b>5/13 topics</b> <b>60% - 48%</b>	
Clarity of the programmatic goals	48%
Orientation to degree requirements of the program	56%
The selection of courses offered by the program	48%
Preparation of students to pursue employment or further study	50%
Overall quality of facilities and equipment available for graduate students	59%
Overall quality of advising	52%

An additional 16 topics also addressed programmatic qualities or student perceptions related to participation in the program of study, and elicited student responses in the form of Strongly Agree, Agree, Slightly Disagree, Disagree, or N/A.

	Strongly Agree/Agree
<b>3/15 topics</b> > <b>90%</b>	
Accessing current information in my field using	

both electronic and print sources was a component of this program	95%
Critical reasoning skills were strongly emphasized by this program	90%
I was very well prepared for the coursework in this program	91%

**13/15 topics > 80%**

Ample opportunities existed to apply what I learned in a real world setting	81%
Department staff members were effective and helpful	82%
Requirements of the degree program were clear	88%
I have a strong sense of competence in this field of study that I attribute to this program	86%
This program provides students with a solid foundation for further study	86%
Understanding the current issues of this field was a goal of this program	89%
Recognizing how my discipline contributes toward the solution of problems at the local, national, and international levels was emphasized in this program	80%
Application of theoretical knowledge to practical situations was a component of training in this program	83%
Participation in this program improved my knowledge and understanding of people and cultures	88%
The coursework in this program was intellectually challenging	83%

**15/15 topics > 70%**

Objectives of 'high' stakes exams were made clear to students	73%
Expenses to participate in this program were consistent with expectations formed prior to entering the program	78%

Students were asked to respond to a number of statements that were directed at their perceptions of their major professor. The allowed responses were Strongly Agree, Agree, Slightly Disagree, or Disagree.

**Strongly Agree/Agree**

**6/6 topics < 80%**

My major professor made himself/herself available when I needed advise, assistance, or had concerns about my program of study	89%
My major professor was up-to-date with the latest developments in this field	91%
My major professor demonstrated high standards of ethics and integrity	94%
My major professor is an expert in the field of my thesis	84%
My major professor is actively involved in professional societies/organizations	94%
My interactions with my major professor are always collegial	93%

### Responses related to Activities of Teaching Assistantships:

Students were asked about their perception of several topics related to teaching assistantships and teaching assignments. The allowed responses were Strongly Agree, Agree, Slightly Disagree, or Disagree.

<b>Topic (number responding)</b>	<b>Strongly Agree/Agree</b>	<b>Slightly Disagree/Disagree</b>
Teaching assignments were reasonable and fairly made (157)	84%	16%
Preparation of TA's for teaching assignments was a priority (91)	58.2%	42.5%
Teaching assistants were encouraged to be excellent teachers (92)	65%	35%
Teaching assistants were given careful guidance in assigning grades and preparing graded material for students (92)	67%	33%

In an identical format, students were asked about the financial support from the department.

<b>Topic (number responding)</b>	<b>Strongly Agree/Agree</b>	<b>Slightly Disagree/Disagree</b>
Financial support from the department was adequate (132)	56%	43%
Financial support was well managed by the department (127)	60%	40.2%
Financial support was well managed by the University (131)	59%	41%

Note: The large number of responses to this question included many students who were not receiving TAs or other departmental support.

### Responses related to Services and University Offices:

Students were asked to provide responses rating a number of services and University offices with a rating of Excellent to Very Poor. Students rated the respect for graduate students from the faculty and staff, the quality of the Bookstore, Library, and Health Services with 27-38% Excellent. Not surprisingly, students perceived that parking is a problem, with 44% rating it Poor to Very Poor. Financial aid received an ambivalent response with 36% Excellent/Very Good, and 26% Poor/Very Poor.



<b>Rating of Services and Offices by Students</b>							
	<b>Excellent (%)</b>	<b>Very Good (%)</b>	<b>Good (%)</b>	<b>Poor (%)</b>	<b>Very Poor (%)</b>	<b>Number responding</b>	<b>Total % Response</b>
<b>The University Catalog</b>	18	31	42	3	4	153	<b>78.06</b>
<b>The Schedule of Classes</b>	22	23	39	9	7	172	<b>87.76</b>
<b>The Beacon, (Student Newspaper)</b>	17	23	45	6	8	104	<b>53.06</b>
<b>The Graduate Admissions Office</b>	19	31	38	6	5	153	<b>78.06</b>
<b>The University Graduate School</b>	23	28	35	7	6	158	<b>80.61</b>
<b>The Registration and Records Office</b>	15	25	37	16	5	164	<b>83.67</b>
<b>The Financial Aid Office</b>	15	21	37	13	13	120	<b>61.22</b>
<b>The Office of International Student and Scholar Services</b>	23	29	42	0	5	65	<b>33.16</b>
<b>The Office of Career Services</b>	22	26	38	2	11	85	<b>43.37</b>
<b>The Student Government Association</b>	19	26	36	8	9	78	<b>39.80</b>
<b>The Graduate Student Association</b>	19	35	35	4	7	92	<b>46.94</b>
<b>The Student Health Services</b>	28	32	31	5	2	111	<b>56.63</b>
<b>The Green Library</b>	38	29	27	2	3	149	<b>76.02</b>
<b>The Bookstore</b>	27	32	34	2	5	161	<b>82.14</b>
<b>The Campus Food Services</b>	20	25	35	11	8	143	<b>72.96</b>
<b>On-Campus Housing</b>	21	25	30	13	8	52	<b>26.53</b>
<b>Off-Campus Housing</b>	18	40	21	10	10	62	<b>31.63</b>
<b>Campus Security/Public Safety</b>	13	29	39	12	6	128	<b>65.31</b>
<b>Intramural athletics/competitions</b>	14	27	41	15	1	73	<b>37.24</b>
<b>Parking</b>	8	15	32	18	26	166	<b>84.69</b>
<b>Availability of University computer labs/printers</b>	21	22	36	10	8	145	<b>73.98</b>
<b>Availability of scholarships/financial support</b>	13	25	26	17	18	125	<b>63.78</b>
<b>The respect accorded graduate students by faculty and staff</b>	30	29	28	7	6	168	<b>85.71</b>

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

**19 JUNE 2007**

**SUBJECT: STUDENT AFFAIRS REPORT**

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**PROPOSED COMMITTEE ACTION:**

None. Discussion Item.

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**EXHIBITS/SUPPORTING DOCUMENTS:**

- DIVISION OF STUDENT AFFAIRS REPORT,  
JUNE 2007

**FACILITATOR/PRESENTER:**

- RONALD BERKMAN

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**Florida International University**  
**Board of Trustees**  
**Academic Policy and Student Affairs Committee**  
**Division of Student Affairs – Summary Report**  
**June 2007**

## **INTRODUCTION**

Record numbers of students participated in the spring commencement ceremonies bringing many alumni, parents and friends to the campus. Now that the summer sessions have begun, the Division of Student Affairs has identified this as a time to reflect on the 2006-2007 academic year and to begin planning programs and activities for the 2007-2008 academic year.

## **HIGHLIGHTS OF THREE SUMMER PROGRAMS**

### **Collegiate Leadership Development Program:**

The Center for Leadership and Service and Multicultural Programs and Services are collaborating to present the 8<sup>th</sup> Annual Collegiate Leadership Development Program (CLDP) during June. The program consists of eight, two and one-half-hour sessions of readings and discussions and a day of community service.

CLDP is based on a national program by the U.S. Hispanic Leadership Institute. The principal objective of CLDP is to cultivate the next generation of student leaders through greater activism on campus and in the community. A nationally recognized program, the CLDP is designed to promote and facilitate constructive dialogue and interaction between students and key university officials. Students gain an understanding about how the university's organizational structure functions and how they as students can play a more effective role in influencing and/or formulating university policy. Simultaneously, students help university administrators gain a better understanding of the needs and concerns of students.

### **Student Athlete Leadership Program:**

The Center for Leadership and Service is partnering with Academic Affairs and Athletics to offer a leadership development program tailored for student athletes. The program models the current emerging leaders program called the Academy of Leaders (AOL). The new track for student athletes will teach leadership competencies through educational seminars, experiential exercises, and practical application. Students will engage in interactive learning activities that include self assessment, reflection, group problem solving, feedback, and goal setting. The AOL utilizes the Leadership Challenge model (Kouzes & Posner, 2005) which incorporates five practices of exemplary leadership. Students engage in interactive learning activities that include self assessment, reflection, group problem solving, feedback, and goal setting.

At the completion of the program, the students should be able to:

- Articulate a personal vision based on values, goals, and purpose
- Describe personal strengths and weaknesses in relation to leadership
- Understand basic dynamics of groups
- Reflect on a personal responsibility to lead with integrity

The AOL Student Athlete Track will begin August 10, 2007 and end in December 2007. Team captains will be the first group of student athletes to attend. The future plan is to expand the program to include all student athletes.

**Ronald E. McNair Post Baccalaureate Achievement Program:**

The Ronald E. McNair program prepares undergraduate students for doctoral studies through involvement in research and other scholarly activities. FIU is in the last year of this four-year federal grant from the Department of Education (DOE) to support undergraduate students among under-represented groups in graduate education. The program works closely with participants as they complete their undergraduate requirements, providing faculty research mentors, summer research opportunities nationally and internationally and other academic support. Students are encouraged to enroll in graduate programs and their progress is tracked through the successful completion of advanced degrees. Each year a class of 22 students (sophomores and juniors) is selected from Science, Technology, Engineering and Mathematics.

Academic Profile of McNair students:

- The average GPA of each entering McNair cohort is 3.69
- The average graduating GPA of McNair graduates is 3.47
- More than 72% of seniors graduate with a GPA higher than 3.5

For the first time this summer, four McNair students from other universities (University of Maryland, University of Rochester and New Jersey Institute of Technology) will be conducting research with FIU faculty.

Currently, the McNair program has *more than 29 graduates enrolled in PhD, MD/PhD or masters programs at FIU and other distinguished universities around the country.* A proposal has been submitted to the DOE to continue the McNair program for another four-year cycle. A response is anticipated in late summer.

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

19 JUNE 2007

**SUBJECT: POLICIES DISCUSSION**

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**PROPOSED COMMITTEE ACTION:**

None. Discussion Item.

- STUDENT SATISFACTION SURVEY ENROLLMENT SERVICES

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**EXHIBITS/SUPPORTING DOCUMENTS:**

- STUDENT SATISFACTION SURVEY  
ENROLLMENT SERVICES

**FACILITATOR/PRESENTER:**

- CORINNE WEBB

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# FLORIDA INTERNATIONAL UNIVERSITY

## Board of Trustees

Academic Policy and  
Student Affairs Committee  
June 2007



### Enrollment Services: New Student Satisfaction Survey

## Student Satisfaction Survey

### **Purpose:**

- In an effort to better understand the needs of new students, enrollment services hired an external research firm (Eduventures) to survey newly matriculated freshmen and transfer students regarding their satisfaction with undergraduate admissions, financial aid, registration and student financial services.

### **Methodology:**

- A web-based survey, comprised of 30 questions, was administered to a random sample of newly matriculated freshmen and transfer students in December 2006.

Total cohort: 8,755 new freshmen and transfers

Sample: 2,700 students surveyed

Responses: 478 students (17.7% response rate)

## Executive Summary

### **Overall Satisfaction**

-62% of students are satisfied or very satisfied with services they received.

-84% of students said that they either would “most likely” or “definitely” recommend FIU to a friend.

### **Areas of Concern**

Registration: course availability and advising are pain points:

-43% of students were dissatisfied with the availability of desired courses at times when they could take them.

Financial Aid: response time is a source of dissatisfaction

-22% of students were dissatisfied with response time from this office.

## Survey Highlights: Overall Satisfaction

	<b>Undergraduate Admissions</b>	<b>Registration</b>	<b>Financial Aid</b>	<b>Student Financials</b>
<b>Usefulness/Relevance of Information</b>	59%	57%	50%	44%
<b>Response Time</b>	57%	50%	43%	43%
<b>Level of Courtesy</b>	72%	64%	59%	54%
<b>Helpfulness of Interactions</b>	61%	55%	54%	47%

## Areas of Concern

### **Registration, Advising, Transfer Credit and Course Availability**

- . In general, students would like to meet with their advisors more often and feel confident about the guidance they receive from them.
- . Transfer students noted problems with getting correct information on required courses and trouble getting credits from previous institutions.
- . Transfer students were very dissatisfied with course availability.
- . Many students expressed frustration with trying to schedule courses when they could take them.

## Areas of Concern (cont.)

### **Financial Aid**

. Financial aid trend showed higher degrees of dissatisfaction among those who applied for financial aid late.

. Students expressed dissatisfaction with response time, long lines in person and phone queues, documents/forms being managed properly, knowledge level of the staff and slow disbursement of aid.

### **Student Financials**

. Several students expressed interest in making their online payments with their Visa card (currently, only American Express, Discover and Master Card are recognized).

. Some students indicated they were unhappy with the 2% nonrefundable credit card fee charged for online credit card payment.

## National Benchmarks\*

	<b>National</b>	<b>Admissions</b>	<b>Registration</b>	<b>Financial Aid</b>	<b>Student Financials</b>
<b>Level of Courtesy</b>	66.5%	79.4%	72.0%	70.2%	60.0%
<b>FIU versus National</b>		12.9%+	5.5%+	3.7%+	2.5%+

\*In order to make them comparable to national data, FIU percent and mean satisfaction scores were adjusted by Eduventures to reflect only those students who had experience by which to provide a rating (i.e., base excludes unknown of N/A responders)

Source: Noel-Levitz (2006). National research report: five-year trend study: National students satisfaction report. Iowa City, IA. Note: Data are for the 2004-05 academic year on a sample of 226,432 students from 425 institutions (two year and four year institutions)

## National Benchmarks

<b>Admissions</b>	<b>National</b>	<b>Admissions</b>	<b>FIU v. National</b>
Staff Know-how	70.2%	63.9%	-6.3%
Responsiveness to needs/requests	62.7%	68.4%	5.7%

<b>Registration</b>	<b>National</b>	<b>Registration</b>	<b>FIU v. National</b>
Register for courses with few conflicts	69.2%	35.8%	-33.4%
Helpfulness of registration staff	72.5%	63.1%	-9.4%

<b>Financial Aid</b>	<b>National</b>	<b>Financial Aid</b>	<b>FIU v. National</b>
Timeliness of award notifications	57.3%	51.5%	-5.8%
Helpfulness of aid counselors	61.9%	64.1%	2.2%



## Action Plan

### **Registration, Advising, Transfer Credit and Course Availability**

- . Require transfer students to attend orientation program, prior to registration, to better acquaint them with course requirements and criteria for upper division admissions.
- . Develop new communication to inform transfer students of the credit evaluation process and how and where they can see their credits posted on their academic record.
- . Increase opportunities for students to secure courses---at times when they can take them---through the implementation of the new daytime schedule and the new annual schedule beginning in Fall 2007.
- . In the future, explore block scheduling as a means of registering new students in lower division, high demand, courses during mandatory orientation sessions.

## Action Plan (cont.)

### **Financial Aid**

- . Increase student awareness of financial aid policies, procedures and filing deadlines through the new FAFSA Campaign-“Use your PIN not you Pen.”
- . Redesign website for direct access to financial aid guidelines, award terms and conditions and pod casts on planning and paying for college.
- . Provide students direct access to counselors through Panther Chats wherein they can obtain copy of exchange and evaluate counselor’s performance at the end of the chat session.
- . Create secondary phone queue to expedite loan, scholarship and general financial aid inquiries.

## Action Plan (cont.)

### **Financial Aid**

- .Maintain ongoing communication with students throughout the aid cycle:
  - acknowledge receipt of FAFSA,
  - pro-actively notify students when and why their aid application has been rejected by the U.S. Department of Education, and
  - inform students when aid will disburse.
  
- .Increase staff training and unit cross training through Project Team Program.

## Communication, Accountability and Assessment

### **Student Outreach:**

March 2007: Share survey results and action plan with the Enrollment Services Student Advisory Council.

May 2007: Send survey results and action plan to the 478 students who participated in the survey.

### **Accountability:**

September 2007: Prepare and issue report on corrective steps described in action plan.

### **Assessment:**

September 2007: Administer student satisfaction survey to new FTICs and transfer students enrolling in Fall 2007.

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