

**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
ACADEMIC POLICY COMMITTEE**

MONDAY, 10 SEPTEMBER 2007

9:30 AM

FLORIDA INTERNATIONAL UNIVERSITY  
GRAHAM CENTER BALLROOMS  
UNIVERSITY PARK CAMPUS  
MIAMI, FL

**MEMBERSHIP**

PATRICIA FROST, *CHAIR*

ALBERT DOTSON, SR., *VICE CHAIR*

BRUCE HAUPTLI

MARBELY HERNANDEZ

CLAUDIA PUIG

ROSA SUGRAÑES

**AGENDA**

- |  |                       |
|--|-----------------------|
| <b>I. CALL TO ORDER</b>                              | <b>PATRICIA FROST</b> |
| <b>II. APPROVAL OF MINUTES</b>                       | <b>PATRICIA FROST</b> |
| <b>III. CHAIR'S REMARKS</b>                          | <b>PATRICIA FROST</b> |
| <b>IV. FOLLOW-UP TO ITEMS FROM PREVIOUS MEETINGS</b> | <b>RONALD BERKMAN</b> |
| <b>V. ITEMS FOR COMMITTEE REVIEW</b>                 |                       |
| <b>A. ACTION ITEM</b>                                |                       |
| <b>1. POLICY ON CENTERS AND INSTITUTES</b>           | <b>RONALD BERKMAN</b> |
| <b>B. REPORTS (<i>NO ACTION REQUIRED</i>)</b>        |                       |
| <b>2. ACADEMIC AFFAIRS REPORTS</b>                   |                       |
| A. UNDERGRADUATE REPORT                              | <b>RONALD BERKMAN</b> |
| B. GRADUATE REPORT                                   | <b>RONALD BERKMAN</b> |
| C. COLLEGE OF MEDICINE REPORT                        | <b>RONALD BERKMAN</b> |
| <b>3. STUDENT AFFAIRS REPORT</b>                     |                       |
| A. STUDENT AFFAIRS REPORT                            | <b>RONALD BERKMAN</b> |
| <b>VI. OTHER BUSINESS (<i>IF ANY</i>)</b>            | <b>PATRICIA FROST</b> |
| <b>VII. ADJOURNMENT</b>                              | <b>PATRICIA FROST</b> |

NEXT ACADEMIC POLICY COMMITTEE MEETING IS SCHEDULED FOR 15 NOVEMBER 2007

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**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
ACADEMIC POLICY COMMITTEE**

**10 SEPTEMBER 2007**

**SUBJECT: ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE MEETING MINUTES,  
19 JUNE 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 19 June 2007, attached to this Resolution as Exhibit "A," are hereby approved.

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**EXHIBITS/SUPPORTING DOCUMENTS:**

- EXHIBIT "A": 19 JUNE 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  
19 JUNE 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 11:33 a.m. on Tuesday, 19 June 2007, via conference call.

The following attendance was recorded:

***Present***

Betsy Atkins, *Vice Chair*  
Armando Guerra  
Bruce Hauptli  
Marbely Hernandez  
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 24 April 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 24 April 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 welcomed student Trustee Marbely Hernandez to her first Academic Policy and Student Affairs Committee meeting.

#### **IV. Follow-up to Items from Previous Meetings**

Provost and Executive VP Ronald Berkman reported that since the last Academic Policy and Student Affairs Committee meeting, Career Services provided data to the Committee members on placement rates of University students and comparable benchmark universities as requested.

#### **V. Items for Committee Review**

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

##### **1. Tenure Nominations**

Provost Berkman presented the President's tenure nominees for Committee review. He noted that the recommendations consisted of fourteen (14) members from the faculty as qualified for tenure.

After discussion, the Committee recommended the Board adopt 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 fourteen individuals as listed in Exhibit "B" based on the recommendations of the University President.

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

Provost Berkman presented the Tenure as a Condition of Employment Nominees for Committee review. He noted that the six (6) candidates selected to be awarded Tenure as a Condition of Employment were new hires and were to receive tenure based on tenured positions held at other institutions and the caliber of their work.

After discussion, the Committee recommended the Board adopt 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.

### **3. Request for a Post BSN-to-PhD in Nursing Program Track**

Vice President for Academic Affairs Douglas Wartzok presented the Request for a Post BSN-to-PhD in Nursing Program Track for Committee review, noting that this is a graduate track at the doctoral level for students with a baccalaureate degree in nursing.

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 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.

### **4. Request for a MS in Athletic Training**

VP Wartzok presented the Request for a MS in Athletic Training for Committee review, noting that the proposed program would prepare individuals to work in consultation with, and under the supervision of, physicians to prevent and treat sports injuries and associated conditions. He also noted that the proposed program would be a comprehensive graduate athletic training education program developed in full compliance with national accreditation standards and guidelines.

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 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.

## **B. Reports**

### **5. Academic Affairs Reports**

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

VP of Research and University Graduate School Dean George Walker reported on Graduate School enrollment and Doctoral awards.

## Exhibit "A"

FIU Board of Trustees  
Academic Policy and Student Affairs Committee  
Minutes  
19 June 2007  
Page 4

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### **6. Student Affairs Reports**

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

### **VI. Other Business**

No other business was raised.

### **VII. Adjournment**

With no other business, Committee Vice Chair Atkins adjourned the meeting at 12:17 pm.

### ***Trustee Requests***

*There were no Trustee Requests.*

*Attached: Exhibit "A," "B," "C," "D," & "E"*

*MB  
7.6.07*



**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
ACADEMIC POLICY COMMITTEE**

10 SEPTEMBER 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 Committee

### Trustee request follow-up

*Finance and Audit Committee Chair, Kirk Landon requested that the University's Office of Student Affairs coordinate research efforts to evaluate and analyze the possible re-introduction of Cooperative Education (co-op) Programs to the University.*

The following brief will define the program, provide a historical framework and describe the current Cooperative Education and Internship Program at FIU.

Cooperative Education<sup>1</sup> is defined as a structured educational strategy integrating classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. Co-op is a partnership among students, educational institutions and employers with specified responsibilities for each party.

Models of cooperative education vary to meet the needs of the students, employers and the institution. FIU is currently using the Flexible 4-year model with the following components:

- Informal employer role in co-op program design
- Parallel/Alternating/Full-time/Part-time and Summer assignments and designed for single and multiple terms
- Both credit and non-credit bearing programs

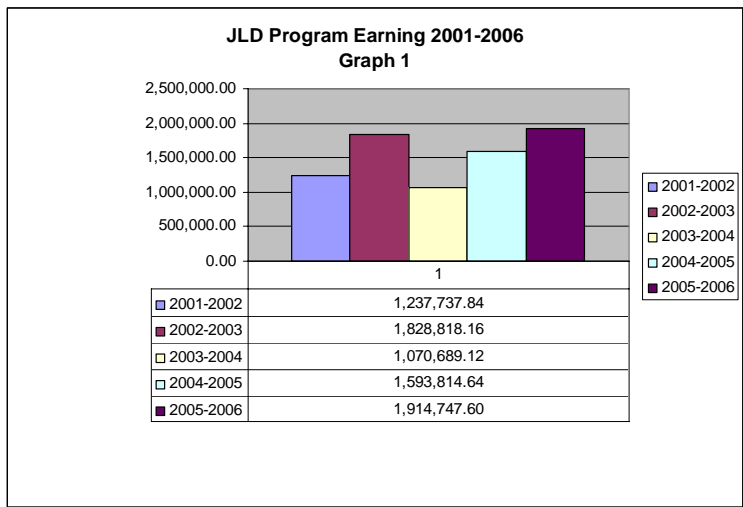
Each year Career Services facilitates the process of securing employment for its students and during 2006-07, over 500 FIU students obtained verifiable career-related co-op or internship assignments with a combined gross earnings of over 1.9 million dollars<sup>2</sup> (which is a 20% increase over 2005-06 or 1.59 million) that in turn produced income tax revenue, reduced the demand for student loans and made our students workforce ready while producing career savvy graduates. FIU has observed a steady increase in students participating in cooperative programs over a 5-year period with an exception only in 2003-04 (see graph 1). We attribute the decline in that year to an increase in unpaid internship opportunities and a staffing shortage.

Students who are interested and eligible to receive academic credit as part of their experience do so with approval from their academic unit and credit hours range between 3 and 12 credits per semester depending on the major. In order to obtain a grade, students are required to write a 10-15 page paper, provide learning objectives and a student and employer evaluation is completed.

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<sup>1</sup> National Commission for Cooperative Education <http://www.co-op.edu/aboutcoop.htm>

<sup>2</sup> Figures are taken from FIU's Federal Job Location Development Program Data for 2005-06



Cooperative Education and Internships also impact retention and graduation rates at FIU. A Florida 15-year longitudinal study<sup>3</sup> that tracked students between 1985 and 1999 revealed that 84.4% of students who participated in cooperative education /internship programs graduated. While the perception may be that co-op/internship assignments delay graduation, the students in this survey not only graduated but they did so in 5-years.

Currently, students interested in cooperative education or internship opportunities register with Career Services, attend an Internship 101 Workshop and meet with a Career Consultant. They may also attend other career readiness (i.e. resume writing, interview skills, job search strategy, etc.) workshops as necessary in order to begin the process of identifying potential employers. Once students obtain their assignment and if they are deemed eligible (by their department) to receive credit, they register for a course labeled “co-op or internship” within their college. Career Services has had contact with over 270 local, national and international companies as well as over 40 government and federal agencies in an effort to provide our students with cooperative education and internship opportunities.

Career Services does not handle internships or practicums for majors that require licensing such as Nursing, Psychology, Occupational Therapy, Physical Therapy, Education or Social Work, and therefore placement data is not include in this brief. In fact, many of these professional programs require internships or clinical placements within the program area of study.

The Cooperative Education and Internship program within Career Services has been supported over the last 15 years by one full-time administrative professional line and, on occasion, one part-time staff person. Recently, we re-classified an A&P coordinator’s line to an Assistant Director level to address the growing need for leadership in this area.

<sup>3</sup> FETPIP-Florida Education and Training Placement Information Program 1999 Survey

**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
ACADEMIC POLICY COMMITTEE**

**10 September 2007**

**SUBJECT: POLICY ON CENTERS AND INSTITUTES**

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**PROPOSED COMMITTEE ACTION:**

Recommend Board adoption of the following Resolution:

WHEREAS the Chancellor of the Florida Board of Governors issued Policy Guideline 04.07.27, establishing policies and procedures for approving, classifying, operating, reviewing, and disbanding institutes and centers in the state University System and the Board of Governors has recently requested that universities act quickly to establish such policies and procedures; and

WHEREAS the Policy Guideline 04.07.27 required that each institution develop and publish clearly defined guidelines consistent with the System policies for establishing operating, evaluating/reviewing, and disbanding university institutes and centers; and

WHEREAS the Policy Guideline 04.07.27 provides, "Each university president or provost, if so designated by the trustees, may grant authorization for the development and implementation of university institutes and centers."; and

WHEREAS the proposed Florida International University Policy "Centers and Institutes at Florida International University", attached hereto as Exhibit "B", is intended to establish the University's policy guidelines and will replace 13.22 Center and Institute Quality Assurance 13.20 Role of Centers and Institutes, and 13.21 Initiations, Operation, and Disbanding of Centers and Institutes in the Academic Affairs Policy Manual;

THEREFORE BE IT RESOLVED the Florida International University Board of Trustees (the BOT) hereby approves the request for adoption of the proposed policy "Centers and Institutes at Florida International University" to establish clearly defined guidelines consistent with the System Policies;

BE IT FURTHER RESOLVED, that the BOT authorizes the University President to file the policy "Centers and Institutes at Florida International University" with the Florida Board of Governors, and designates the university president as the individual who may grant authorization for the development and implementation of university institutes and centers at Florida International University.

**BACKGROUND INFORMATION:**

**STATUTORY AUTHORITY:**

**Chancellor's Policy Guideline on Institutes and Centers #PG 04.07.27**, states in part:

Each institution shall develop and publish clearly defined guidelines consistent with System policies for establishing operating, evaluating/reviewing, and disbanding university institutes and centers

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

Each board of trustees shall perform all duties assigned by law or by the Board of Governors.

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**EXHIBITS/SUPPORTING DOCUMENTS:**

- EXHIBIT "B" – FIU OFFICIAL UNIVERSITY POLICY – CENTERS AND INSTITUTES AT FLORIDA INTERNATIONAL UNIVERSITY
- APPENDIX A – FIU REQUEST FOR A NEW CENTER OR INSTITUTE
- APPENDIX B – FIU ANNUAL CENTER/INSTITUTE REPORT
- APPENDIX C – FIU CENTER/INSTITUTE DISBANDMENT FORM

**FACILITATOR/PRESENTER:**

- RONALD BERKMAN

# FLORIDA INTERNATIONAL UNIVERSITY

## OFFICIAL UNIVERSITY POLICY

*University Community (faculty, staff and students)*

<b>SUBJECT (R*)</b>  CENTERS AND INSTITUTES AT FLORIDA INTERNATIONAL UNIVERSITY	<b>EFFECTIVE DATE (R)</b>  August 30, 2007	<b>POLICY NUMBER</b>
<b>RESPONSIBLE UNIVERSITY DIVISION/DEPARTMENT (R)</b>  Division of Academic Affairs Florida International University	<b>RESPONSIBLE UNIVERSITY OFFICER (R)</b>  Ronald M. Berkman Executive Vice President, Provost and Chief Operating Officer	

<b>POLICY STATEMENT (R)</b>
<p><b>ESTABLISHMENT OF A CENTER OR INSTITUTE</b></p> <p>A center or institute shall report to the dean of the college or school in which it resides. If a center or institute is multidisciplinary and involves collaboration and cooperation across different colleges and/or schools, then it will report to the Vice President for Research unless a different reporting line is approved by the Provost.</p> <p>A center or institute must have a minimum critical mass of three FTE (faculty, staff, and graduate students) for approval.</p> <p><b>ANNUAL REPORTING REQUIREMENTS FOR ALL INSTITUTES AND CENTERS</b></p> <p>Each center or institute shall produce an annual report and a budget, and there shall be an external advisory board, if the unit serves the community, or an internal advisory board if the unit if there is little direct community interaction. The University expects that the annual report will clearly delineate how success has been measured, how the unit's function could not be performed by an academic department or by another center/institute, and how the center/institute has made an impact <u>per se</u>, i.e., outcomes of the center/institute which otherwise would not have occurred had there not been a center/institute.</p> <p>An annual report of actual and estimated expenditure and position data for all institutes and centers that are approved for all or part of a given fiscal year (July 1 – June 30) will include</p> <ul style="list-style-type: none"> <li>• Total funds expended during the previous fiscal year (July 1 – June 30) by funding source (State Appropriation to the State University System, Contracts and Grants, Fees for Services, and Private and Other Funds) and by entity.</li> <li>• Total positions during the previous fiscal year (July 1 – June 30) by funding source and type of position.</li> <li>• Intellectual contributions of the center/institute such as publications, presentations, patents, theses and dissertations.</li> </ul> <p><b>REVIEW CYCLE</b></p> <p>Each center and institute funded by E&amp;G funds will have a time-limited charter. For new Centers the first three years will be considered a start-up period after which a thorough review will be conducted to see if the center or institute is meeting the performance measures outlined in the establishment documentation. All continuing centers and institutes will be reviewed on a three to five year cycle. In periods of fiscal exigency, the review cycle can be accelerated. The result of that review may lead to the closure of a center or institute. In general, E&amp;G state support is expected to decrease as a portion of the budget after the first three formative years. To implement this expectation, deadlines will be agreed to by the Center Director, Dean, and Vice President for Academic Affairs.</p> <p>At the discretion of the Vice President for Research, at least one external consultant may be engaged for the continuation review. Factors considered in the continuation review include:</p>

- Support to graduate students in terms of stipends awarded and the number of theses and dissertations generated from center/institute participation, collaboration and activity.
- An increase in faculty scholarly productivity as measured by an average per capita faculty publication rate higher for faculty associated with the center than that for faculty from the same department who are not associated with a center/institute.
- Revenue production as shown by a higher average per capita contract and grant activity and higher returned F & A than that for faculty from the same department who are not associated with a center/institute.
- Return on investment as a ratio of external funds to E&G funds, when the latter are provided.
- Demonstrated interdisciplinary activities.
- Congruence of the mission of the center/institute and the University's strategic themes. The further a center/institute is from full congruence with the University's mission, the higher the expectation for fulfilling the quantitative measures as defined in the first four bullets.

#### REASON FOR POLICY (O\*)

On 27 July 2004, the Chancellor of the Florida Board of Governors issued Policy Guideline 04.07.27, which established policies and procedures for approving, classifying, operating, reviewing, and disbanding institutes and centers in the State University System. Policy Guideline #PG 04.07.27 replaces CM-C-07.00-01/99, Institutes and Centers. Institute and center type categories have been replaced with new designations, and each State University System institution shall develop and publish clearly defined guidelines consistent with System policies for establishing, operating, evaluating/reviewing, and disbanding university institutes and centers.

#### RELATED INFORMATION (O)

##### EXPECTATIONS OF CENTERS AND INSTITUTES <sup>1</sup>

Centers and institutes are expected to engage in at least seven of the following initiatives, three of which are mandatory:

- Respond to the overall academic mission of the University (mandatory)

##### Students

- Educate students (mandatory)
- Create and transfer knowledge to students
- Offer students opportunities to apply knowledge to the real world
- Support graduate students

##### Faculty

- Support faculty and research goals
- Increase faculty productivity

##### Network

- Increase interdisciplinary interactions
- Engage the community
- Be linked to broader programs and consortia

##### Impacts

- Transfer research to technology
- Translation of research findings to usable products for academia and/or public
- Have an impact on the economy

<sup>1</sup> Adapted from William R. Tash and Stephen Miles Sacks, *The Payoff: Evaluating Research Centers, Institutes, Laboratories and Consortia for Success!* 2004. Scipolicy special editions, no. 1. Haverford, PA: Scipolicy.



Resource Utilization /Return on Investment (ROI)

- Show a positive ROI [see Florida International University Request for a New Center or Institute, Section 7 for examples] (mandatory)
- Obtain external funding to enhance or replace the University’s initial E&G investment

**CONTACTS (R)**

**Administrative Office’s Address**

**Telephone Number**

**Fax Number**

Jeffery Gonzalez  
 Associate Vice President  
 Office of Planning and Institutional Effectiveness  
 Florida International University  
 University Park, PC 543  
 11200 S.W. Eighth Street  
 Miami, Florida 33199

(305) 348-2731

(305) 348-1908

**HISTORY (R)**

This document, Florida International University Policy on Centers and Institutes, is intended to be the University’s policy and guidelines and will replace 13.22 CENTER AND INSTITUTE QUALITY ASSURANCE, 13.20 ROLE OF CENTERS AND INSTITUTES, and 13.21 INITIATION, OPERATION, AND DISBANDING OF CENTERS AND INSTITUTES in the Academic Affairs Policy Manual.

**DEFINITION (R)**

A “Center” is an umbrella organization for one or more multiple academic units within a college or multiple colleges/schools that are working on related topics, providing an array of services to a broadly defined population. Institutes may be components of Centers

An “Institute” is an entity within one academic unit that provides services to a specifically defined population.

These definitions have not been used consistently in the past and there are some units that are designated as Centers that more properly shall be Institutes and vice versa. The nomenclature clarification in these definitions is intended prospective and not obligatorily retrospective.

**PROCEDURES (O)**

- Academic Affairs Procedure: Establishing a New Center or Institute at Florida International University
- Academic Affairs Procedure: Annual Center/Institute Reports for Centers and Institutes
- Academic Affairs Procedure: Disbandment of Centers and Institutes

**FORMS/ONLINE PROCESSES (O)**

- Florida International University Request for a New Center or Institute
- Florida International University Annual Center/Institute Report
- Florida International University Center/Institute Disbandment Form

**\*R = Required      \*O = Optional**

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**Appendix A**  
**FLORIDA INTERNATIONAL UNIVERSITY**  
**REQUEST FOR A NEW CENTER OR INSTITUTE**

**BACKGROUND**

**1. Title of Proposed Unit**

\_\_\_\_\_

**2. CIP Code(s)** \_\_\_\_\_

**3. Proposed Date for Initiation of Unit** \_\_\_\_\_

**4. Contact Person** \_\_\_\_\_

**a. Telephone** \_\_\_\_\_

**b. E-mail** \_\_\_\_\_

**c. Fax** \_\_\_\_\_

If this is a request for a center, please list the institutes, if any, that will be included under the center.

**PURPOSE: OBJECTIVES, MISSION, AND PRIORITIES**

**5. Unit Objectives and Contributions**

**5.1.** What is the discipline focus of the proposed unit?

**5.2.** What are the goals, objectives, and the rationale for the proposed unit?

**5.3.** What is the relationship of the proposed unit to the University's mission, priorities, and strategic themes?

**5.4.** For proposed research centers and institutes, explain how graduate and undergraduate education will be integrated with research.

**5.5.** What specific needs will the proposed unit meet and what measurable contributions will the proposed unit make to the University's mission, priorities, and strategic themes, to the Board of Governors' Strategic Plan, and to statewide priorities and needs?

- 5.6. What is the demand for the proposed unit's services? What clientele will the proposed unit serve?
- 5.7. How many graduate and/or undergraduate students will be engaged in the proposed unit's activities? How many postdoctoral fellows?
- 5.8. How many research or clinical professors will be supported in the unit?
- 5.9. For proposed research centers and institutes, explain how the unit's goals and objectives follow the pathways of funding for research.
- 5.10. What percentage of the proposed unit's efforts will be devoted to instruction, research and development, public service/outreach, technology transfer, other?

**6. Organization**

- 6.1. Describe the proposed unit's organizational structure.
- 6.2. Explain how the proposed unit is organized to meet its objectives.
- 6.3. Outline the composition of the internal or external advisory board.

**7. Outcomes**

Define the suite of outcomes by which the success of the unit will be gauged. Each outcome must have a corresponding measurable indicator to assess the proposed unit's success compared to department levels without the center or institute. Specific measurable outcomes might include:

<b>Outcome</b>	<b>Measurement Indicator</b>
Increased research, scholarship, creativity	<ul style="list-style-type: none"> <li>• Number of peer-reviewed publications</li> <li>• Number of other publications/media produced</li> <li>• Number of faculty research presentations</li> <li>• Number of performances, exhibits, or other venues for creative display</li> </ul>
Increased Faculty integration/collaboration/support	<ul style="list-style-type: none"> <li>• Number of research workshops hosted</li> <li>• Number of guest scholars hosted</li> <li>• Number of collaborative projects among FIU, industry, or clinical partners</li> </ul>

Increased Graduate Student Support	<ul style="list-style-type: none"> <li>• Number (FTE) of graduate students supported</li> <li>• Number of graduate committees served on by center/institute faculty</li> <li>• Number of graduate committees chaired by center/institute faculty</li> </ul>
<b>Outcome</b>	<b>Measurement Indicator</b>
Increased Education and Training	<ul style="list-style-type: none"> <li>• Number of FTE generated</li> <li>• Number of continuing education activities/training contact hours provided</li> <li>• Number of conferences hosted</li> <li>• Number of certificates granted</li> </ul>
Increased University and Public Service	<ul style="list-style-type: none"> <li>• Number of committees/boards chaired or served on</li> <li>• Other contributions of expertise</li> </ul>
Increased Public Recognition	<ul style="list-style-type: none"> <li>• Awards or honors received</li> <li>• Number of media publications/appearances</li> </ul>
Increased Self-sufficiency	<ul style="list-style-type: none"> <li>• ROI from contracts and grants &gt; 1.5</li> <li>• ROI from instruction and service &gt; 1.5</li> </ul>
Quality Assurance	<ul style="list-style-type: none"> <li>• Self-assessment instrument</li> </ul>

## 8. Resources

- 8.1. Describe the total resource requirements. Complete the appended table to reflect all sources of funds, including state, non-state, and reallocations.
- 8.2. List all personnel, titles, time and effort to be committed to the proposed unit and the salary source for the time.
- 8.3. Indicate who will supply physical facilities, space and administrative support for the unit.
- 8.4. Describe faculty relationships, released time agreements, and overhead recovery (F&A) sharing.
- 8.5. Designation of institutional stewardship: if the director leaves, will a new director be brought in?

**9. Quality Assurance Processes**

**9.1.** Describe the processes that will produce evidence to demonstrate the quality of the unit, for example

- Evidence that the unit supports the University’s mission, priorities and strategic themes, the Board of Governors’ Strategic Plan, and statewide priorities and needs.
- Evidence that the unit’s product or outcomes achieve stated objectives
- Evidence of organizational effectiveness
- Evidence of results from evaluations being used to improve the unit’s effectiveness.

**Table 1  
TOTAL RESOURCE REQUIREMENTS FOR THE PROPOSED NEW UNIT**

		1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year
1	Total Resource Requirements			
2	Resources Available from Federal Sources			
3	Resources Available from Other Non-State Sources			
4	Existing State Resources			
5	Resources Available through Internal Reallocation			
6	New State Resources Required			
	<b>Breakdown: New State Resources Required</b>			
7	FTE Staff			
8	Personnel Services			
9	Equipment and Instructional Needs			
10	Library			
11	Other Support Services			

**APPROVAL FORM**

**(Center/Institute Name)**

**(Proposed Implementation Date)**

Approval of this request for a new center or institute constitutes a commitment by the signatories that the proposed center or institute will adhere to the University and Board of Governors' Guidelines on Centers and Institutes and will support the mission and goals of the University.

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Center Director

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Department Chair(s)

---

Dean(s)

---

Vice President for Research (if applicable)

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Vice President for Academic Affairs

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Provost

**Appendix B**  
**Florida International University**  
**Annual Center/Institute Report**  
**Fiscal Year \_\_\_\_\_**

**Name of Center/Institute:** \_\_\_\_\_

**Center/Institute Director's Approval**

**Director's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Dean's (s') Approval**

**Dean's (s') Name(s):** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Vice President for Research's Approval (if applicable)**

**George E. Walker**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Vice President for Academic Affairs' Approval**

**Douglas Wartzok**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Components of the Center/Institute Annual Report

### Objectives

List the unit's goals and objectives and explain the unit's relationship to the university's mission, priorities, and strategic themes.

### Organization

Attach a copy of the current organizational chart.

### Budget

Complete the chart below:

	SUS Appropriated Funds	Contracts and Grants	Fees for Services	Other	Total
Total Expenditures					
Positions	SUS Appropriated Funds	Contracts and Grants	Fees for Services	Other	Total
Faculty FTE					
A&P FTE					
USPS FTE					
Total FTE Positions					

### How Success Has Been Measured

In your prose description of how the Center/Institute's success has been measured during the previous fiscal year, please discuss each of the following:

#### Resource Investment

- Total E&G investment, including University match
- Total C&G revenues
  - Annual C&G expenditures
  - C&G contribution to student waivers
  - F&A return generated
- Auxiliary expenses
- Auxiliary revenues
- Private fundraising
- Revenues from student enrollments (tuition and fees)
- Total C&G/Total E&G
- Total space utilized by the Center/Institute
- Space return on investment
  - C&G generated per square foot of space allocation
  - F&A generated per square foot of space allocation
  - Total state and non-state revenues generated per square foot of space allocation

### **Outcome Measures**

- Creative Activity/Research/Scholarship
  - Peer-reviewed publications
  - Juried Exhibits/Performances
  - Research workshops/creative activity workshops hosted
  - Other publications/media produced
  - Faculty research presentations/creative activity presentations
  - Guest scholars/artists hosted
  - Collaborative projects among FIU, industry, clinical partners, other universities, e.g., NIH Roadmap
- Graduate Student Support
  - Graduate students supported
  - Graduate committees served by unit faculty
  - Graduate committees chaired by unit faculty
- Education and Training
  - FTE generated
  - Continuing education contact hours provided
  - Conferences hosted
  - Certificates granted
- Miscellaneous
  - Participation in regional or national consortia
  - Inventions/Patents generated
  - Technology transfer
  - Undergraduates supported
  - Multi-institutional projects/grants

### **Unique Contribution**

Describe how the unit's function could not be performed by an academic department or by another Center/Institute.

### **Impact**

Describe how the Center/Institute has made an impact.

**Appendix C**  
**Center/Institute Disbandment Form**  
**Florida International University**

**Center/Institute Name:** \_\_\_\_\_  
**Key Code:** \_\_\_\_\_

1. Provide a narrative rationale for the request to disband the center/institute.
  
2. Indicate the extent to which the proposed disbandment will have impacts on the University's finances, the local and regional economy and economic development, the reallocation of resources, and graduate and undergraduate students completing their degrees, theses, or dissertations.
  
3. Please provide an explanation of how affected staff, faculty, and students will be accommodated. What steps have been taken to inform faculty, staff, and students of the intent to disband the center/institute?
  
4. Also indicate the plan for the disbursement of Center/Institute assets and the rationale for the distribution.
  
5. Provide the fiscal data for the institute/center for the final fiscal year during which the institute/center operated. Those data should include E&G and positions in FTE, Contracts and Grants and positions in FTE, Fees for Services and positions in FTE, Private and Other and positions in FTE, and Total Actual Expenditures in dollars and positions in FTE.

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Signature of Requestor/Initiator

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Date

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Signature of Dean(s)

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Date

---

Signature of Vice President  
for Academic Affairs

---

Date

**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
ACADEMIC POLICY COMMITTEE**

10 SEPTEMBER 2007

**SUBJECT: ACADEMIC AFFAIRS REPORTS**

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**PROPOSED COMMITTEE ACTION:**

None. Discussion Item.

**REPORTS**

- A. UNDERGRADUATE REPORT
- B. GRADUATE REPORT
- C. COLLEGE OF MEDICINE REPORT

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**EXHIBITS/SUPPORTING DOCUMENTS:**

- UNDERGRADUATE REPORT
- UNIVERSITY GRADUATE SCHOOL REPORT

**FACILITATOR/PRESENTER:**

- RONALD BERKMAN

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# **Academic Policy Report Enrollment Services Update September 2007**

## **I. University Enrollment**

In light of the current fiscal climate, the university's plans to manage enrollment within the BOG funded target of 25,161 FTEs. As a result, the Fall 2007 headcount enrollment will likely not exceed the 38,537 student headcount enrollment in Fall 2006. As of August 22<sup>nd</sup>, five days prior to the start of classes, 35,028 students have enrolled generating 9,433 FTEs. An updated enrollment report will be presented at the committee meeting in mid-September.

## **II. New Undergraduate Students**

To better align the lower division enrollment with the approved 8,685 FTE funding target, the university has taken steps to reduce the size of the entering undergraduate class by approximately 1,300 new students (600 FTICs/700 transfers).

This summer, 2,142 new undergraduates enrolled representing a 612 student reduction (22%) over the 2,754 new students who enrolled last summer. The reduction was realized primarily in FTIC students wherein 1,371 students enrolled with a mean SAT of 1004. Last year, 1,971 students enrolled with a mean SAT of 983.

At this time, 2,280 new FTIC students, with a mean SAT of 1142, have enrolled for fall; last year, the university enrolled 2,332 FTIC students with a mean SAT of 1134. While the size of the entering FTIC class will likely be on par with last year's class, the academic quality of the class will likely increase by 10 SAT points. Currently, 1,917 new transfers have register and another 400 are expected to register this week during the final orientation session.

## **III. Dual Degree Program**

Last year, the university created a new partnership with its regional community colleges (Miami Dade, Broward, Palm Beach and Florida Keys) to provide students, who would have been denied admission for capacity or preparedness reasons, an alternate pathway to obtain their FIU baccalaureate degree. Through this partnership agreement, FIU admits students into a participating community college and guarantees them a seat at the university provided they complete their associate in arts degree within three years. Last year, 2,173 students were admitted to the program; approximately 450 students, or 20%, actually enrolled in a community college. This year, 3,890 students (a 79% increase) were admitted into the program; approximately 750 students are expected to enroll in the program in Fall 2007.

## **IV. New Class Schedule/Multi-term Registration**

Effective Fall 2007, standard daytime courses now meet M/W/F for 50 minutes or T/Th for 75 minutes. The primary motivation for shifting to a standard five day schedule was prompted by the Spring 2005 OPPAGA study on institutional classroom utilization wherein our classroom utilization at 42% was reported as lowest within the statewide system. Our goal was to increase utilization to match the SUS average at 54%. Colleges/schools have made a considerable effort to distribute their courses across the week and within the daytime hours to achieve this objective. The Fall 2007 classroom utilization rate will be available for presentation at the committee meeting.

Beginning this semester, students were afforded an opportunity to register for fall and spring courses simultaneously. A comprehensive communications program was developed to notify undergraduate and graduate students of the new multi-term registration program and to encourage them to register now for high demand courses offered in the spring term. At this time, approximately 27% of the students registered for fall have also register for spring courses.

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**FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES  
ACADEMIC POLICY COMMITTEE**

**UNIVERSITY GRADUATE SCHOOL  
SEPTEMBER 10, 2007**

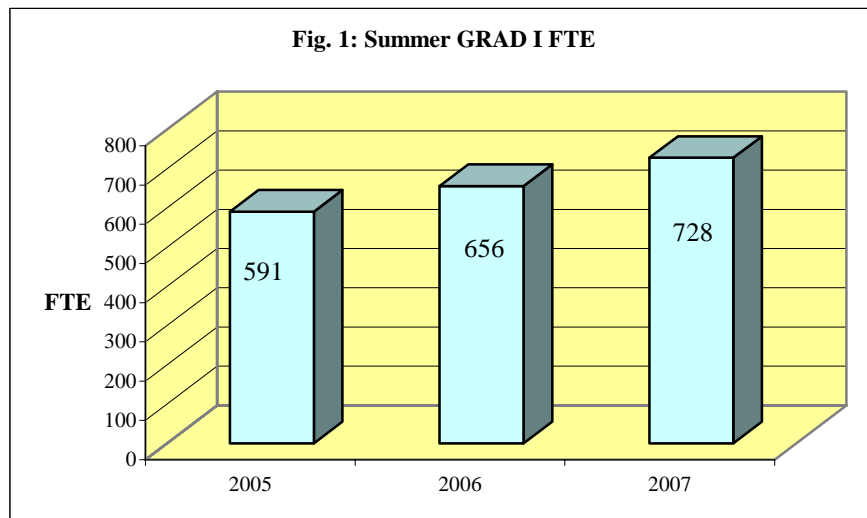
**I. SUMMER ENROLLMENT FIGURES**

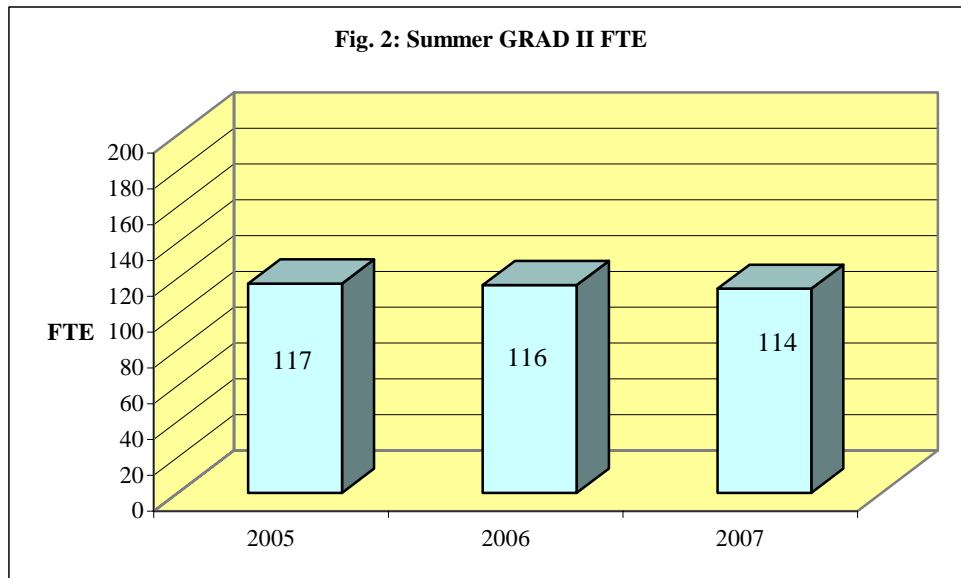
Final summer FTE enrollment numbers are available for the summers of 2005 and 2006. In addition, unofficial results are available for the summer of 2007. We show the results in Figures 1 and 2. As can be seen from Figure 1, GRAD I enrollment has been growing at an 11% rate for the last two summers.

GRAD II enrollment has decreased slightly for the past two summers by approximately 1% and 1.5% respectively. This is shown in Figure 2. Because GRAD II enrollment is a predictor of future numbers of doctoral graduates, it is important to increase GRAD II enrollment.

At present, many doctoral programs do not provide summer stipends to their students. As a result, these students often seek summer employment and enroll for the minimum number of required credits. The University Graduate School is going to annualize all assistantships held by doctoral candidates over the next few years. The annualization of summer salaries will increase enrollment by approximately three credits per student affected by the annualization. It will also shorten time to graduation since work will proceed during the summer semester.

A further plan under consideration is to provide a substantial number of new fellowships for selected doctoral programs. These would supplement existing fellowships and assistantships. For the first two years, these fellowships will generate GRAD I credit but in subsequent years, they will generate GRAD II credit on a 12-month basis.





## II. FALL APPLICATION AND ADMISSION FIGURES

Enrollment figures are not yet available for the fall of 2007. However, application and admission figures are nearly complete. In Figure 3, we show the total number of applicants for fall 2006 and fall 2007. We note that there has been an increase of 29.2% for this year over last year. We see from Figure 4 that admissions have increased by 5.9%. The major factor in the difference between application and admission rates is due to decisions by the programs not to act favorably on applications referred to them. As of August 10, 2007, 27% of applications referred to programs and departments have not received approval for admission. A second important factor concerns the payment of the FIU application fee. The Admissions Office is not permitted to process applications without receiving the application fee. Several hundred graduate applicants per semester never provide payment. They are listed among our applicants but are never admitted.

Of particular interest are the numbers of international students who apply, and are admitted to the University. The STEM fields (Science, Technology, Engineering, and Mathematics) rely heavily on international students. This is a reflection of the fact that U.S. citizens and residents do not enter these fields in sufficient numbers to meet our national, state, and local needs. Due to difficulties, which international students experienced after 9/11 in entering the United States, and in part due to competition from abroad, the number of international students at American universities declined for several years. In the past three years, this trend has begun to reverse. International enrollments at FIU have reflected this trend. In Figures 5 and 6, we show the percentage of international applicants to FIU for fall 2006 and fall 2007. This percentage has increased by 6.4% from 2006. In terms of actual numbers, the increase was 777 applications.

In Figures 7 and 8, we show the fall admissions for 2006 and 2007. Here we see an increase of 7.9% slightly exceeding the increase in applications. In terms of actual numbers, the increase is 244 admissions.

Fig. 3: Fall Applicants

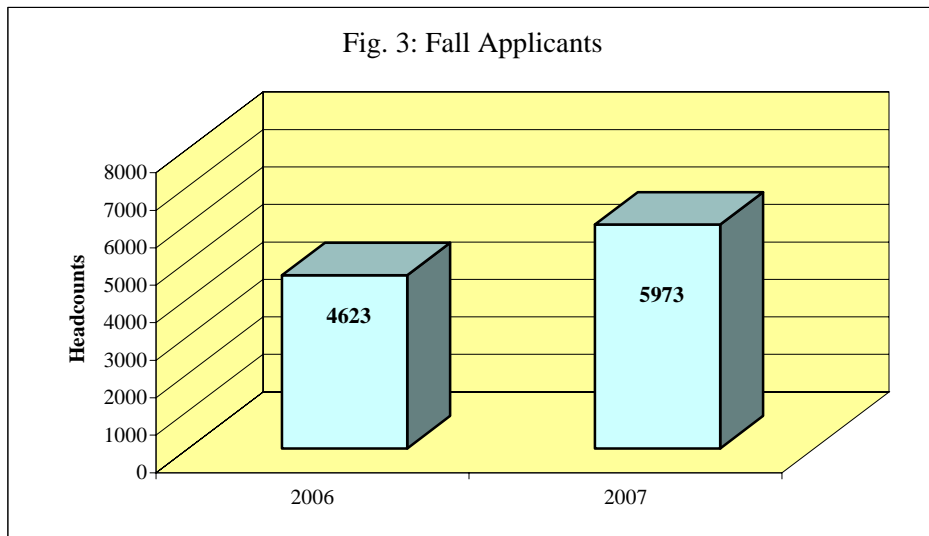
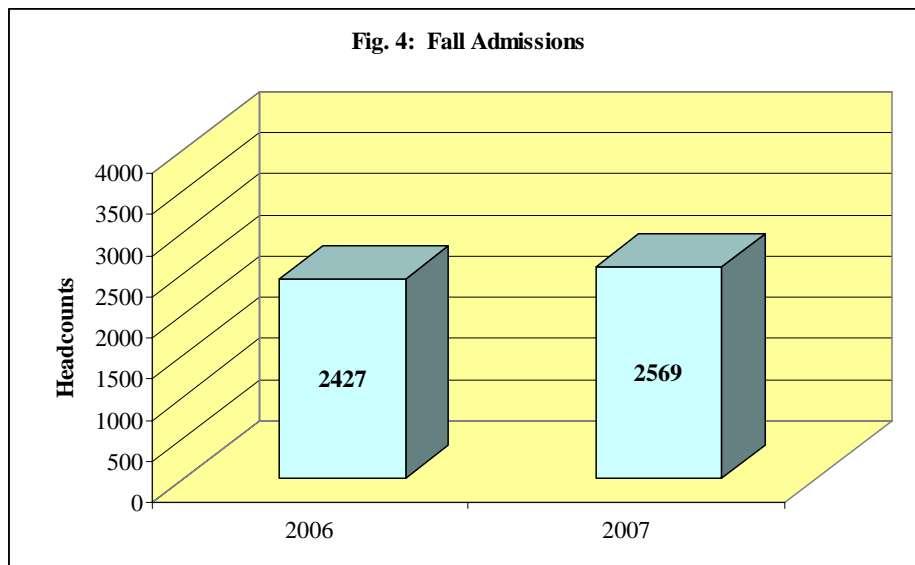
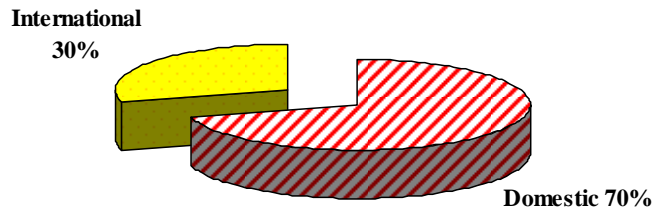


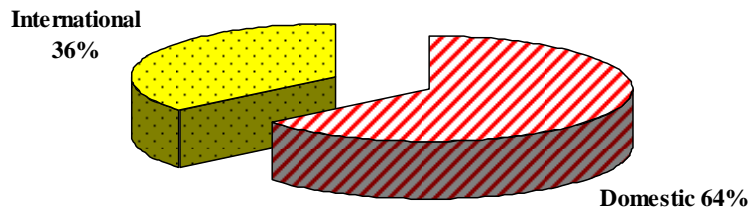
Fig. 4: Fall Admissions



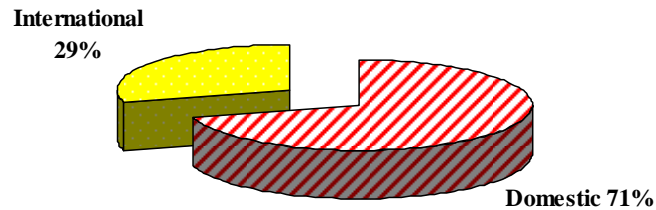
**Fig. 5: Fall 2006 Applicants**



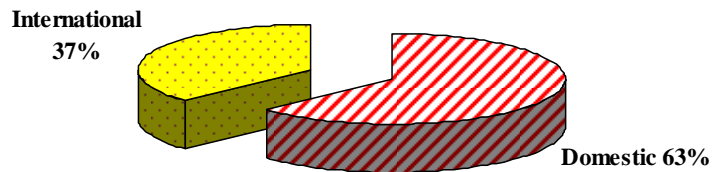
**Fig. 6: Fall 2007 Applicants**



**Fig. 7: Fall 2006 Admissions**



**Fig. 8: Fall 2007 Admissions**



### **III. ANALYSIS OF FACULTY SCHOLARLY PRODUCTIVITY BY ACADEMIC ANALYTICS**

For the past two years, the University has engaged the services of Academic Analytics, LLC, a company that evaluates faculty scholarly productivity. This company examines the productivity of doctoral programs on a per faculty basis by calculating the average scholarly output of a faculty member for a particular program. The measures used are publications (journal articles and books) per faculty, citations of published work per faculty, as well as grants and grant amounts per faculty. This procedure allows large departments or programs to be compared with small ones, and is very useful for a young University in judging the strength of its programs.

Academic Analytics compiles this information for over 350 research universities, and provides comparisons of our programs with our selection of peer and benchmark programs. In Figures 9 and 10, we show the Academic Analytics results for our doctoral programs for 2004 and 2005, respectively. The results in these figures are given in terms of z-scores that are the number of standard deviations of a program from the program norm established from all universities in the survey. The z-score may be positive or negative. Those programs with positive z-scores would rank on a per faculty basis in the top half of programs nationally. From 2004 to 2005, FIU increased the number of programs with positive z-scores from four to five. There have been some rearrangements among the most successful programs but social work and physics have been consistently strong. The results of this survey provide a picture of the research strengths of FIU, and provide an indicator of how the University is likely to rank in the National Research Council (NRC) review of doctoral programs, which will be published in the next year. It is important to note that the results of Academic Analytics are based on per faculty productivity. Even a very successful department on a per faculty basis will not have the same impact nationally as a much larger department with a lower z-score, and the NRC rankings reflect the total impact of a program.

Fig. 9: 2004 Faculty Scholarly Productivity Index

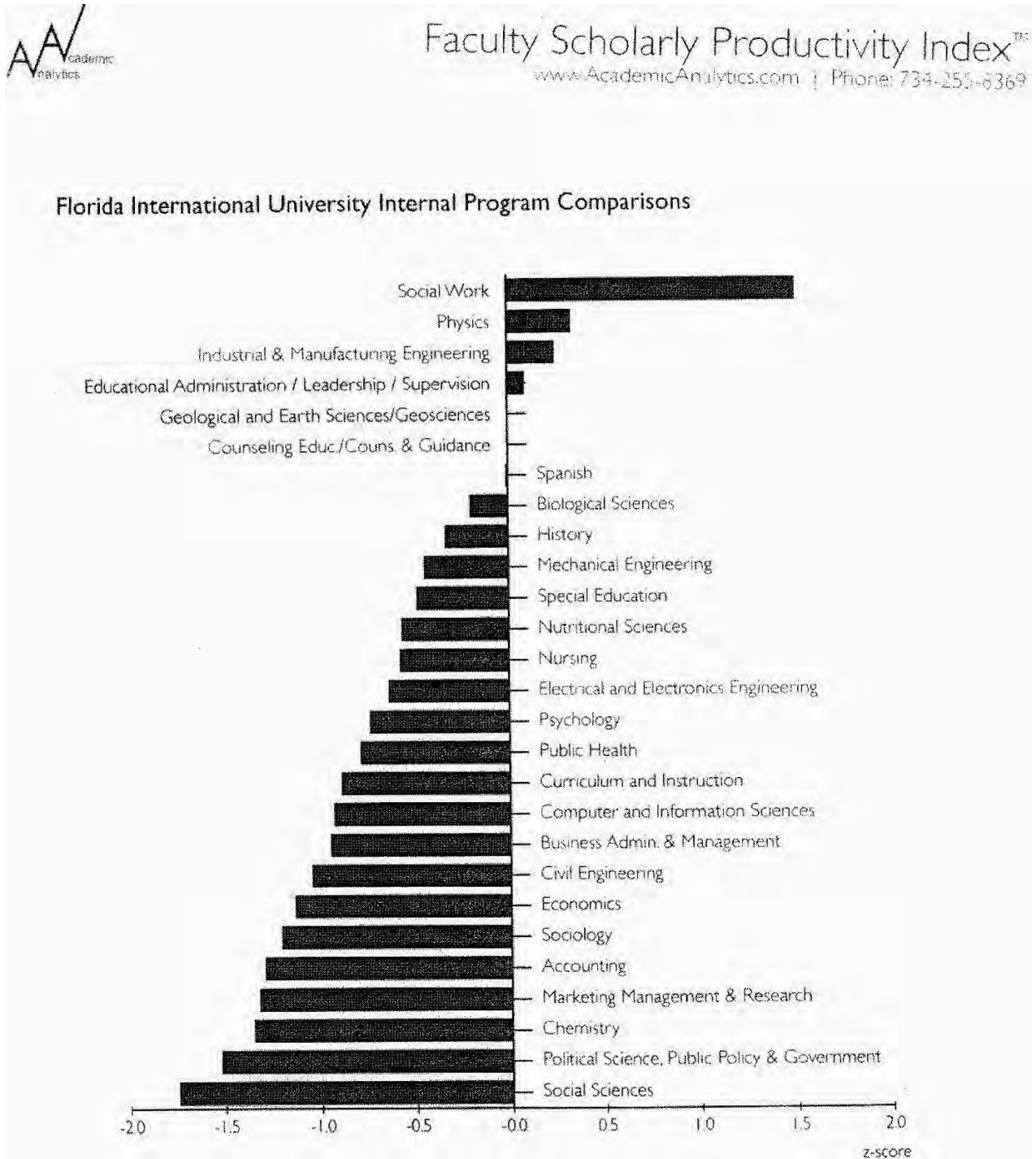
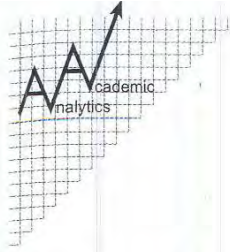


Fig. 10: 2005 Faculty Scholarly Productivity Index



Faculty Scholarly Productivity Index™  
 www.AcademicAnalytics.com | Phone: 734-255-8369

Florida International University FSP 2005 Internal Program Comparisons





**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
ACADEMIC POLICY COMMITTEE**

**10 SEPTEMBER 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,  
AUGUST 2007

**FACILITATOR/PRESENTER:**

- RONALD BERKMAN

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

**INTRODUCTION**

Summer has come and gone in rapid succession. While there were fewer students on campus, activities and programs flourished. This report highlights two exciting *new* programs: The Student-Athlete Track of the Academy of Leaders and Panther Camp, both programs scheduled just prior to the beginning of fall semester to provide an outstanding experience for two important student groups—student athletes and new incoming students.

**HIGHLIGHTS OF THE TWO PROGRAMS**

*Student-Athlete Track of the Academy of Leaders (AOL)*: The Center for Leadership & Service in Student Affairs and the Student Athlete Academic Center (SAAC) in Undergraduate Education have partnered to develop a specialized track of the Academy of Leaders for student athletes. The goal of this collaboration is to provide an educational opportunity for student athletes to build their leadership capacity for their sports, their careers, and their communities. An important aspect of this venture is the full involvement of the SAAC and its professional staff of academic advisors, tutors, and learning specialist, who sought to capitalize on the highly successful leadership program developed by Dr. Beverly Dalrymple. Another critical component of this initiative is the support of coaches and staff in Athletics, who embraced the concept of the AOL for student athletes, encouraged the involvement of their student athletes, and assisted in identifying candidates for the AOL.

The Academy of Leaders (AOL) is a structured leadership development certificate program with a curriculum that reinforces the learning that takes place in the classroom and in other academic settings through complementary activities outside the classroom. The AOL has been providing leadership training for emerging student leaders since 2001, training over 600 students. AOL teaches leadership competencies through educational seminars, experiential exercises, and practical application of leadership concepts. For student athletes these learning opportunities and practical applications include participation in team sports. Students participate in intensive training sessions that focus on building the following competencies: personal empowerment, diversity awareness/inclusion, organizational development, integrity and ethical behavior, and civic responsibility. With the goal of graduating students who are prepared to assume positions of leadership locally, nationally, and internationally, the AOL curriculum and activities covers the following topics:

- Identifying personality type and leadership style
- Understanding others and appreciating differences

- Acquiring effective communication skills
- Understanding the dynamics of group decision making and consensus building
- Applying critical thinking to problem solving and change management
- Adopting ethical behavior and integrity as valued personal attributes

The first student athlete AOL began with an orientation session on August 3 and continued with a weekend retreat August 10–12. The evaluations completed by student athletes at the end of the weekend retreat reflect their appreciation for being selected to participate in the AOL and their eagerness to learn about becoming leaders as athletes, as students, and as members of the larger FIU community. The first cohort of student athletes will be engaged in this semester-long program by participating in monthly on-campus sessions through the fall semester. The student athlete track of AOL will be offered again in the spring with the goal of continuing this learning opportunity twice a year.

At the completion of AOL 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 group dynamics
- Reflect on a personal responsibility to lead with integrity

***Panther Camp:*** Panther Camp is a three-day leadership and involvement retreat for incoming FIU freshmen. The purpose of the camp is to help provide entering freshmen with a seamless transition into their college environment. One of the primary learning outcomes of Panther Camp is increased student awareness of the involvement opportunities and campus resources provided by FIU. Panther Camp also provides great networking opportunities for students and the University is perceived as more welcoming and accessible to them.

Last year's camp hosted 25 students. This year, Panther Camp is at full capacity! Over 120 students are registered to attend, and there is a waiting list for additional students who would like to go. The camp will be held in Lake Worth, Florida, August 23-25. The camp is coordinated by the Office of Orientation and Commuter Student Services in collaboration with Campus Life, Residential Life, and The Center for Leadership & Service, and Alumni Affairs. Seventeen Panther Camp facilitators and eight advisors will provide leadership and instruction.

The camp consists of four educational components: FIU Diversity, FIU Traditions, How to be a Successful Student at FIU, and Leadership and Involvement. In addition to these sessions, Panther Camp includes teambuilding activities and many opportunities to interact with fellow students in small and large group settings.

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