



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

Thursday, November 19, 2009

11:30am

Florida International University

Modesto A. Maidique Campus

The Patricia and Phillip Frost Art Museum, Room 107

Miami, Fl 33199

**MEMBERSHIP**

Patricia Frost, *Chair*

Cesar Alvarez, *Vice Chair*

Thomas Breslin

S. Lawrence Kahn

Claudia Puig

Anthony Rionda

*Gerald Grant, Foundation Board of Directors*

**AGENDA**

1. Call to Order and Chair's Remarks Patricia Frost
2. Approval of Minutes Patricia Frost
3. Action Item
  - AP1. Tenure Nomination Douglas Wartzok
4. Follow-up to Items from Previous Meetings Douglas Wartzok
5. Information/Discussion Items (*No Action Required*)
  - 5.1 Academic Affairs Reports
    - Undergraduate Education Report and Faculty Presentation Douglas Robertson
    - Graduate Education Report and Faculty Presentation George Walker
    - Enrollment Services Report Douglas Wartzok

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

**5.2 Student Affairs Report**

**Rosa Jones**

**5.3 University Technology Services Report**

**Min Yao**

**6. New Business** *(If Any)*

**Patricia Frost**

**7. Closing Remarks and Adjournment**

**Patricia Frost**

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy Committee**

November 19, 2009

**Subject: Academic Policy Committee Meeting Minutes, September 10, 2009**

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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 Committee held on September 10, 2009, attached to this Resolution as Exhibit "AP - Minutes," are hereby approved.

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**Exhibits/Supporting Documents:**

- Exhibit "AP - Minutes": September 10, 2009 Academic Policy Committee meeting minutes

**Facilitator/Presenter:**

- Committee Chair Patricia Frost

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**ACADEMIC POLICY COMMITTEE  
MINUTES  
10 SEPTEMBER 2009**

**1. Call to Order & Chair's Remarks**

The Florida International University Board of Trustees Academic Policy Committee meeting was called to order by Committee Chair Patricia Frost at 11:38 a.m. on Thursday, 10 September 2009, at Modesto A. Maidique Campus, Graham Center Ballrooms, Miami, Florida.

The following attendance was recorded:

***Present***

Patricia Frost, *Chair*

Cesar Alvarez, *Vice Chair*

Thomas Breslin

S. Lawrence Kahn

Claudia Puig

Anthony Rionda

Gerald Grant, *Foundation Board of Directors*

Committee Chair Frost welcomed all Trustees, University faculty, and staff. She thanked all Trustees for making themselves available, and welcomed S. Lawrence Kahn to the Academic Policy Committee. She noted that Trustee Cesar Alvarez was recently appointed Vice Chair of the Committee and welcomed him in his new role.

Committee Chair Frost also thanked the faculty, staff and students for their attendance, and noted that she was pleased to report that the Committee would listen to several student presentations during the Reports section of the meeting.

Committee Chair Frost reported that on August 22, 2009 the University held its 10<sup>th</sup> Freshman Convocation, a ceremony which welcomed approximately 3,500 new students to the campus. She also noted that with the incoming fall semester, efforts to combat the spread of the H1N1 virus were well underway. She reported that University Health Services had been instrumental in educating faculty, staff, and students with preventive literature and detailed information should a large scale outbreak occur.

Committee Chair Frost welcomed two new interim deans that were appointed since the last Committee meeting. Marie McDemmond was named Interim Dean for the College of Education, and Joan Remington was named Interim Dean of the School of Hospitality Management. On behalf of the Committee and all meeting attendees, Committee Chair Frost welcomed the two Interim Deans in their new roles.

FIU Board of Trustees'  
Academic Policy Committee  
Minutes  
10 September 2009  
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## **2. Approval of Minutes**

Committee Chair Patricia Frost asked if there were any additions or corrections to the minutes of the 11 June 2009, Academic Policy 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 Committee held on 11 June 2009, attached to this Resolution as Exhibit "AP-Minutes," are hereby approved.

## **3. Action Items**

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

Provost Wartzok presented the Tenure as a Condition of Employment Nominations for Committee review.

He stated that the nominees included recently appointed CFO Kenneth Jessell, the new chair of Physical Therapy, Denis Brunt, a select group of researchers who were considered the top experts in the psychology field of Attention Deficit Hyperactivity Disorders in children: Drs. William Pelham, Daniel Waschbusch, and James Waxmonsky, and another hire strengthening our clinical psychology program, Jeremy Pettit.

Provost Wartzok added that the hiring of this interdisciplinary group of faculty would bring notable recognition to the University as one of the most prominent centers for research in child psychology.

After discussion, the Committee recommended the following Resolution for Board approval:

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

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

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

### **AP2. Request to Terminate Academic Programs**

Provost Wartzok presented the Request to Terminate Academic Programs for Committee review, noting that the six programs recommended for termination were currently inactive.

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Academic Policy Committee  
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After discussion, the Committee recommended the following Resolution for Board approval:

WHEREAS, the Florida International University Board of Trustees ("the BOT") has a Program Termination Policy, which specifies the standards required for University program termination and is attached hereto as Exhibit "B";

RESOLVED, that the BOT hereby approves the request for the termination of the following academic degree programs. This request shall be effective at the end of the fall 2009 term as these programs are currently inactive:

Chemical Engineering – Bachelor of Science  
Home Economics Education – Bachelor of Science  
Home Economics Education – Master of Science  
Trade and Industrial Education – Bachelor of Science  
Trade and Industrial Education – Master of Science  
Elementary Education – Master of Science

BE IT FURTHER RESOLVED, that the BOT authorizes the University President to take all actions necessary to implement this Resolution in accordance with the Florida Board of Governors regulations.

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

##### **4.1. Academic Affairs**

Committee Chair Frost requested that the Academic Affairs Reports provided in the agendas be accepted as written. There were no objections.

Dean of Undergraduate Education Douglas Robertson introduced undergraduate student Marlon Bright, a student athlete and full-time senior majoring in computer engineering, who reported on his experiences at FIU.

Associate Vice President for Research Jonathan Tubman introduced graduate student Patricia Guerra Diaz, who presented her doctoral research on a testing procedure (patent pending) used to detect explosives and illicit drugs.

Executive Dean of the College of Business Administration Joyce Elam introduced FIU Online Director Joseph Riquelme, who presented to the Committee a brief overview of the FIU Online platform that allows students enrolled in online courses to communicate with their professors and classmates, access course materials, and turn in assignments.

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Academic Policy Committee  
Minutes  
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#### 4.2. Student Affairs

Committee Chair Frost requested that the Student Affairs Report provided in the agendas be accepted as written. There were no objections.

Vice President for Student Affairs Rosa Jones introduced Vanessa Santana, an undergraduate student who reported on her experiences in FIU's AlternativeBreaks, a service learning program in which students would elect to spend their vacation assisting communities in need.

#### 4.3. University Technology Services Report

Committee Chair Frost requested that the University Technology Report provided in the agendas be accepted as written. There were no objections.

#### 5. New Business

No other business was raised.

#### 6. Closing Remarks and Adjournment

With no other business, Committee Chair Frost adjourned the meeting at 1:26 p.m.

<i>Trustee Requests</i>	<i>Follow-up</i>	<i>Completion Date</i>
1. <i>Committee Chair Frost requested that the administration plan a mini-session in order to further discuss FIU Online initiatives.</i>	<i>Provost and Executive VP Wartzok</i>	<i>TBD</i>
2. <i>Committee Vice Chair Cesar Alvarez inquired about the hiring procedures currently in place to ensure that faculty members possess proficiency in the English language.</i>	<i>Vice Provost Michele Ciccazzio</i>	<i>November 2009</i>

MG  
9/18/09

*Exhibits: "AP-Minutes," "A" & "B"*



**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy Committee**

November 19, 2009

**Subject: Tenure Nomination**

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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; and

WHEREAS, the University President is recommending the granting of Tenure for one nominee listed in Exhibit “H”;

THEREFORE BE IT RESOLVED that the Florida International University Board of Trustees (“the BOT”) approves the granting of Tenure to the individual listed in Exhibit “H” based on the recommendations of the University President.

**Background Information:**

Statutory Authority:

**BOG Regulation 1.001 University Board of Trustees Powers and Duties,** provides in subsection (5) (a):

Each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including the president, which may include but is not limited to: compensation and other conditions of employment, recruitment and selection, nonreappointment, 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. To the extent allowed by law, university employees shall continue to be able to participate in the state group insurance programs and the state retirement systems.

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**Exhibits/Supporting Documents:**

- Exhibit “H” - Tenure Nominees
- Attachment 1 - Tenure Process
- Attachment 2 - Tenure Nominee’s Bio

**Facilitator/Presenter:**

- Douglas Wartzok

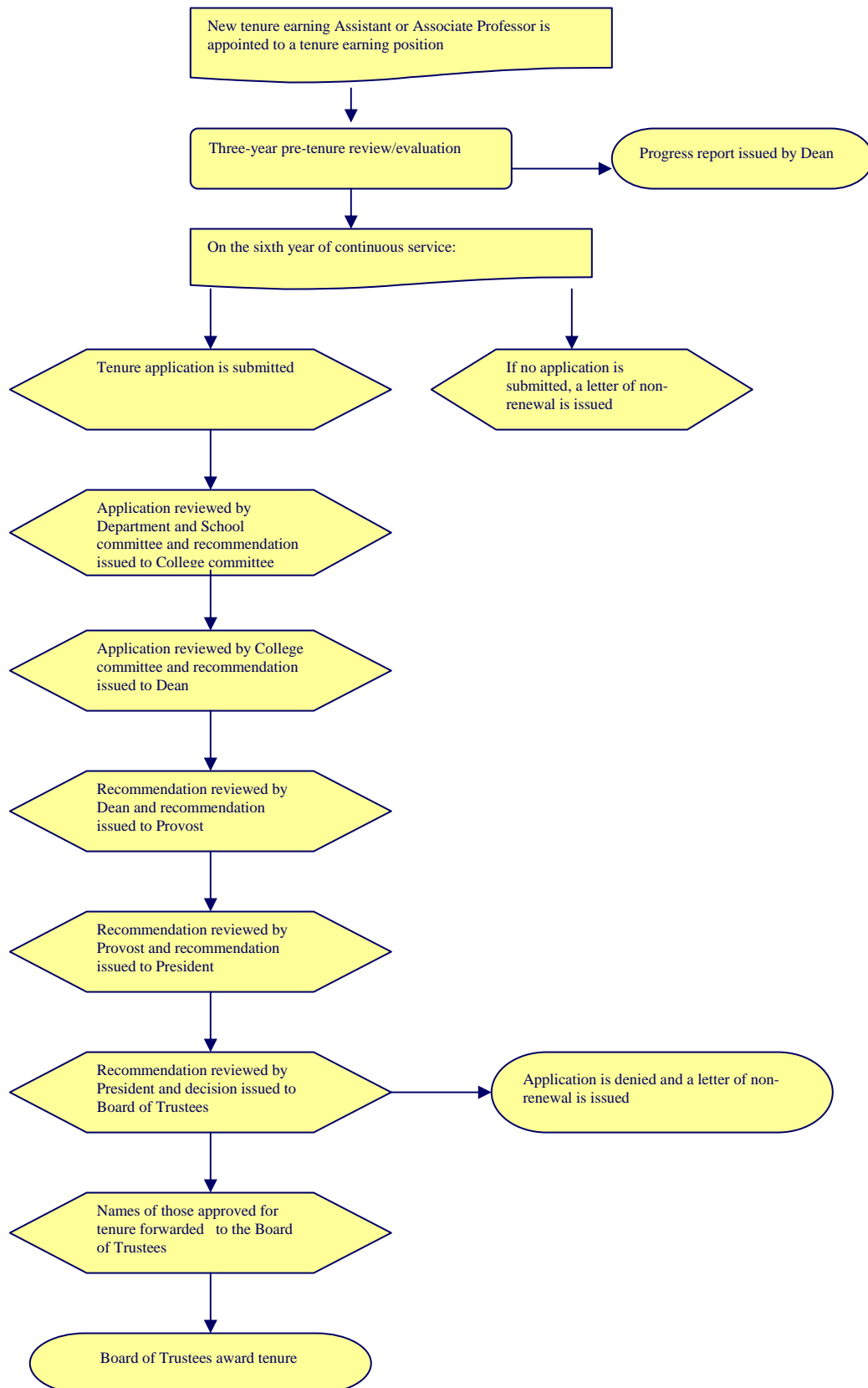
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**Florida International University  
2009 - 2010 Tenure Nominations**

<b>NAME</b>	<b>ACADEMIC UNIT</b>	<b>DEPARTMENT</b>	<b>PROPOSED RANK</b>
Jesse Bull	College of Arts and Sciences	Economics	Associate Professor

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## Tenure and Promotion Process



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Jesse Bull, Assistant Professor  
Department of Economics, College of Arts and Sciences

Promotion to Associate Professor with Tenure

Jesse Bull received his Ph.D. in economics from the University of California, San Diego. Prior to coming to FIU, Dr. Bull spent a year at the Wharton School at the University of Pennsylvania as a postdoctoral fellow. Much of his research has focused on how parties to a dispute convey information to an external enforcer, such as a court, through the use of evidence. Evidence is critically important because it gives the external enforcer information about primary activity of the parties (for example, this could include productive activities such as making investments), allowing the external enforcer to take actions that shape the parties' incentives. Dr. Bull is a leading expert on the economics of evidence, and this line of work has resulted in publications in top economics journals such as the *Journal of Economic Theory* and *Games and Economic Behavior*. His work has been taught as part of the graduate curriculum at top universities such as the University of Pennsylvania and Northwestern University.

Dr. Bull's research program has progressed toward more realism in the modeling of evidence, which allows it to provide more insights about real legal institutions, dispute resolution, and relationships. Examples of this are Dr. Bull's recent projects on interrogation procedures and rules of evidence. As Dr. Bull continues to work towards a general economic theory of evidence, he has also begun to work on projects that fit more broadly with his interest in relationships, dispute resolution, and the conveyance of information. One paper in this direction deals with collusion in third-party contracts. Others deal with discrimination and corruption. Additionally, Dr. Bull is committed to teaching and service. He is a dedicated and enthusiastic teacher who truly cares about his students. Dr. Bull's courses engage and challenge students, and have been well received. Some of his more prominent service work, such as founding the Undergraduate Economics Association and securing private funding for the Department's seminar series, has been geared towards meeting needs of students. Dr. Bull frequently reviews papers for top economics journals as well as for funding agencies such as NSF.

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy Committee**  
November 19, 2009

**Subject: Follow-up to Items from Previous Meetings**

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**Proposed Committee Action**

None. Information/Discussion Items.

**Reports**

- A. Language Proficiency Report
- B. H1N1 Update

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**Exhibits/Supporting Documents:**

- Language Proficiency Report

**Facilitator/Presenter:**

- Douglas Wartzok

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**The Florida International University Board of Trustees**  
**Academic Policy Committee**  
**Language Proficiency Report**

**November 2009**

It is the policy of FIU (1710.257) to ensure that all faculty members with teaching assignments are proficient in spoken English. The FIU United Faculty of Florida – BOT Collective Bargaining Agreement also includes a statement regarding English language proficiency (Procedures A.4.a-e). “Where applicable, employees must, to be involved in classroom instruction, be proficient in the oral use of English.”

When a candidate for a faculty position comes to campus for an interview, he/she is interviewed by a number of faculty and administrators. Interviews are conducted by the department search and screen committee. Candidates for faculty positions make a presentation to which faculty, and often students, are invited. Interviewees also meet with individual faculty and groups of faculty to discuss research interests and student mentorship opportunities. The Dean/Director also interviews candidates during their visit to campus. All of these meetings and interviews provide a time to assess the candidate’s ability to communicate clearly in English. The department reviews the outcome of all assessments and determines the individual’s suitability for employment. Candidates who are not found in the interview process to be proficient in English are not hired for positions requiring instruction and teaching.

As part of faculty credentialing required by the Southern Association of Colleges and Schools (SACS), FIU is required to certify the credentials and qualifications for faculty (including adjuncts) for teaching. As part of the credentialing process, the Department Head or designee must state whether English is the native language of the appointee. If the answer is “no”, the Department Head must stipulate that competency in spoken English has been demonstrated to his/her satisfaction.

If concerns with the language proficiency of a person already appointed to a faculty position arise, the department Chairperson apprises the faculty member of the availability of the English Language Institute (ELI), an on-campus resource for faculty. The ELI offers accent reduction courses as well as preparation courses for the Test for Spoken English (TSE). The university provides appropriate oral English language instruction without cost to faculty for a period consistent with their length of appointment and not to exceed 3 consecutive semesters.

TSE testing guidelines meet the criteria set forth in Florida Statutes Section 1012.93. A satisfactory exam score is defined as 50 or above on the Test for Spoken English (TSE). A faculty member who scores 45 on the TSE, may continue to be involved in classroom instruction up to one semester while enrolled in appropriate English language instruction (provided the administrator determines the quality of instruction will not suffer). It is the responsibility of faculty to take appropriate actions to correct such deficiencies.

FIU takes seriously our responsibility to ensure that all faculty with responsibilities for teaching are proficient in spoken English. We conduct the appropriate inquiry to determine the English proficiency of prospective and current regular full-time, part-time and temporary faculty.

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy Committee**

November 19, 2009

**Subject: Academic Affairs Reports**

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**Proposed Committee Action**

None. Information/Discussion Items.

**Reports**

- A. Undergraduate Education Report and Faculty Presentation – Douglas Robertson
- B. Graduate Education Report and Faculty Presentation – George Walker
- C. Enrollment Services Report – Douglas Wartzok

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**Exhibits/Supporting Documents:**

- Undergraduate Education Report
- Graduate Education Report
- Enrollment Services Report

**Facilitator/Presenter:**

- Douglas Robertson
- George Walker
- Douglas Wartzok

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

**NOVEMBER 2009**

**UNDERGRADUATE EDUCATION REPORT**

**I. Undergraduate Education Common Reading Program**

Nationally, an important component of successful first-year programs and learning communities is the common reading program. Wishing to implement such a program at FIU, Undergraduate Education faculty and administrators both in Freshmen Interest Groups (FIGs) and in First Year Experience (FYE) conducted research on best practices pertaining to common reading programs and reviewed books that have been used at other universities. The monograph *Common Reading Programs: Going Beyond the Book*, published by the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina (2006), provided insights and guidelines for developing a common reading program at FIU.

In Summer B 2008, Undergraduate Education implemented a pilot common reading program at BBC, using one of the books by Haitian author Edwidge Danticat, who is a Miami resident. The book, *Breath, Eyes, Memory*, was selected by a committee that included the Associate Dean for the College of Arts and Sciences at BBC, the Associate Vice President for Undergraduate Education, the Director of the Academy for the Art of Teaching and First-Year Programs, an Associate Vice President for Student Affairs, the Assistant Dean of Undergraduate Education at BBC, the Associate Director for Campus Life at BBC, and FYE instructors. The book met all of the criteria for common reading selections recommended in the monograph cited above. The common reading was integrated with the common syllabus used in the First-Year Experience course, and before the start of the Summer-B semester, instructors and peer mentors met to discuss incorporating the book in the FYE course. More than 100 students participated in the summer pilot project, and reviews of writing assignments indicated positive results. Ninety-three students completed a survey at the end of the course: 76% of respondents agreed strongly or agreed that the common reading program was a good idea; 51% recommended using this book for next year's freshman common reading program; 45% thought the book was relevant to college freshmen; 46% said reading this book made them want to read more; 61% said they discussed this book with other students outside of the classroom; and 65% strongly agreed/agreed that the freshman common-reading program provided a shared intellectual

experience for them and their peers. The pilot project continued in the Fall 2008, Spring 2009, and Summer-A semesters at BBC, and student surveys produced similar positive responses.

At the end of the Fall 2008 semester, the Director of the Academy for the Art of Teaching and First-Year Programs conducted a focus group of the BBC instructors who participated in the pilot. Given the positive results of the student surveys and instructor feedback, the project was continued, working with a greatly expanded committee to identify and select a book for 2009-2010 and developing a plan for continuing the pilot for a second year, extending it to include both Biscayne Bay and Maidique campuses. Further, the project had the objective of providing important learning for the proposed incorporation of a common-reading experience in the SACS Quality Enhancement Plan (QEP) on global learning.

*Funny in Farsi: A Memoir of Growing up Iranian in America*, by Firoozeh Dumas, is the selection for 2009-2010. The book is used in all First Year Experience (SLS) courses on both the Maidique and BBC campuses. Undergraduate Education purchased 4,000 copies of the book for this purpose. Options are being explored for other ways to fund the purchase of the common reading. Before receiving an assignment to teach SLS, all instructors (new and continuing) are required to participate in a training session that includes discussion of the purpose of the common reading and how to integrate it in the SLS curriculum. On October 19 and 20, Firoozeh Dumas, the common reading author, visited both the Maidique and Biscayne Bay campuses and was extremely well received by students, faculty, and staff, at a series of events which included a speech to 800 participants in the Graham Center Ballroom.

## **Appendix A**

### **Interconnectedness of Student Learning Outcomes among the Common Reading Program, First Year Seminar, and QEP**

#### **Student Learning Outcomes for Common Reading Program**

- Model intellectual engagement
- Create a sense of community by participating in a shared academic experience
- Demonstrate an understanding of diverse perspectives by exploring the distinct as well as common qualities in one's own perspectives and those of others
- Develop interest in reading and textual exploration



## **Student Learning Outcomes for First Year Seminar (SLS 1501)**

- Develop skills and gain knowledge to support academic achievement
- Demonstrate understanding of the complex issues and choices confronting a college student
- Manage the university environment in ways that lead to timely completion of an academic degree
- Use the resources and services available on campus

## **QEP Global Learning<sup>1</sup> Goals and Outcomes**

### **GOAL I: Perspective Consciousness**

#### **Recognition of one's own perspective<sup>2</sup> and the diversity of other perspectives**

Students will be able to:

1. detect the distinctive and common qualities between own perspective and the perspectives of others
2. assemble a multi-perspective analysis of a problem

### **GOAL II: Knowledge of Global Dynamics<sup>3</sup>**

#### **Knowledge of issues, processes, trends, and systems**

Students will be able to:

3. discuss prevailing world conditions associated with global dynamics
4. demonstrate an understanding of the interrelatedness<sup>4</sup> of global dynamics

### **GOAL III: Global Citizenship**

#### **Willingness to use knowledge of multiple perspectives and global dynamics to solve global, international, and intercultural problems**

Students will demonstrate willingness to:

5. accept shared responsibility for solving problems
6. use strategies that allow them to take action in the context of their own lives

<sup>1</sup>**Global learning:** educational experiences that teach students how to view issues from multiple perspectives and use their knowledge of global dynamics to solve intercultural, international, and global problems

<sup>2</sup>**Perspective:** ordinarily unexamined assumptions, evaluations, explanations, and conceptions of time, space, and causality

<sup>3</sup>**Global dynamics:** global, international, and intercultural issues, processes, trends, and systems (e.g. border disputes; international economic and political relationships; environmental issues; cultural interaction; international governance bodies)

<sup>4</sup>**Interrelated:** reciprocally or mutually connected

## **Appendix B**

### **Email Sent by the Dean of Undergraduate Education to FIU Faculty and Student Affairs Staff**

Dear Colleagues,

Undergraduate Education would like to invite you to participate in the university-wide common reading program.

Common reading programs are increasingly popular features of first year programs at colleges and universities across the nation. After many years of planning and research, Undergraduate Education initiated a small pilot project in 2007-08 at the Biscayne Bay campus with Edwidge Danticat's *Breath, Eyes, Memory*.

Both students and instructors in our first-year seminars reported a high level of communal and academic engagement as a result of integrating the common reading into the first-year seminar's curriculum. Based on a review of student essays, surveys, and focus groups, we have expanded the program to both campuses for 2009-10.

All first-year students received a free copy of Firoozeh Dumas's *Funny in Farsi* at Orientation and will have read it by the first meeting of their SLS 1501 class.

The text was selected by a committee comprising faculty and staff, with a review by a panel of students. Recent events in Iran have made this choice even more compelling than we could have imagined last spring. Early reports from Summer-B students confirm that not only does *Funny in Farsi* generate important discussion on issues such as immigration, transition, and culture, but

the politics of Iran certainly add to the mix.

Firoozeh Dumas will be visiting FIU on Monday, October 19, at the MAM campus, and on Tuesday, October 20, at BBC. Although the focus of her residency will be meeting with first-year students, a number of events will be open to the university community. A more detailed schedule of Ms. Dumas' two days at FIU will be distributed as her visit approaches. Numerous supplemental activities will also take place throughout the semester, including an Iranian mini-film festival, library exhibitions, and talks by Iranian faculty from a number of disciplines.

*Funny in Farsi* is available at the campus bookstores and the Libraries. We encourage all members of the university community to read the book and to discuss the text with our students.

Please visit the common reading website at <http://www.fiu.edu/~sls1501>, where you will find a list of resources. As the semester progresses, the site will also include a blog, a list of campus events related to *Funny in Farsi*, and a page for an electronic submission of recommendations for next year's common reading book selection.

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**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES**  
**ACADEMIC POLICY COMMITTEE**  
**RESEARCH & UNIVERSITY GRADUATE SCHOOL**  
**NOVEMBER 2009**

**GRADUATE EDUCATION REPORT**

**I. Introduction**

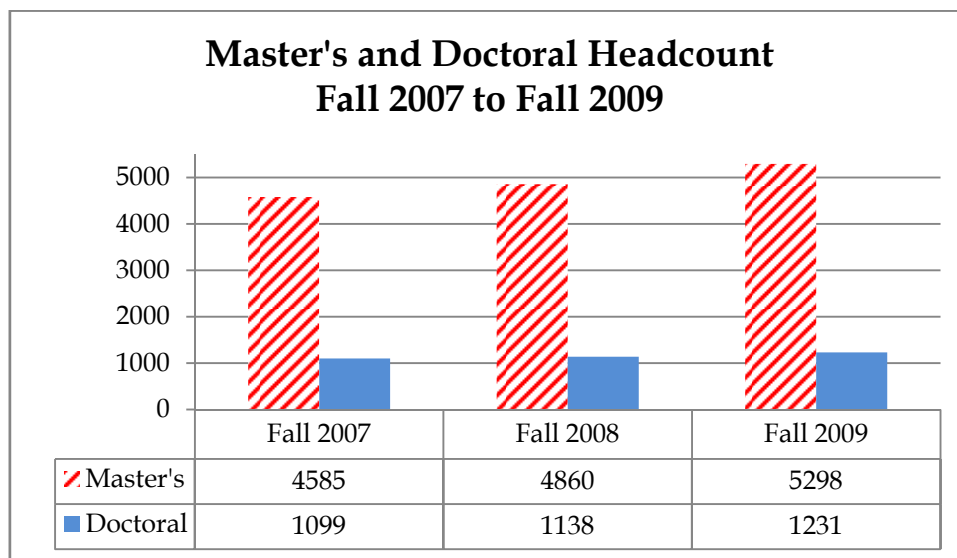
In line with *"Hit the Ground Running,"* UGS continues to support FIU in its development as a leading student-centered urban public research university. UGS strives to accomplish increased levels of academic student support and mentoring for graduate students, a helpful and responsive student support services, and an efficient and pleasant graduate admissions process. In order to support the sustainability of the University, we are working with units to recruit more students to programs with unused capacity, promoting the admission of a highly qualified and diverse doctoral student body, and facilitating efficient and consistent student progress toward degree completion.

**II. Graduate Enrollment**

Headcount of Master's and Doctoral Students:

In year-to-year comparison, the headcount of masters' students increased 5.9% from 2007 to 2008, and 9.0% from 2008 to 2009 (Figure 1). The pattern with doctoral students was similar; the total number of doctoral students increased by 3.5% in 2007, and by of 8.2% in 2008.

**Figure 1.**



### **Graduate FTE:**

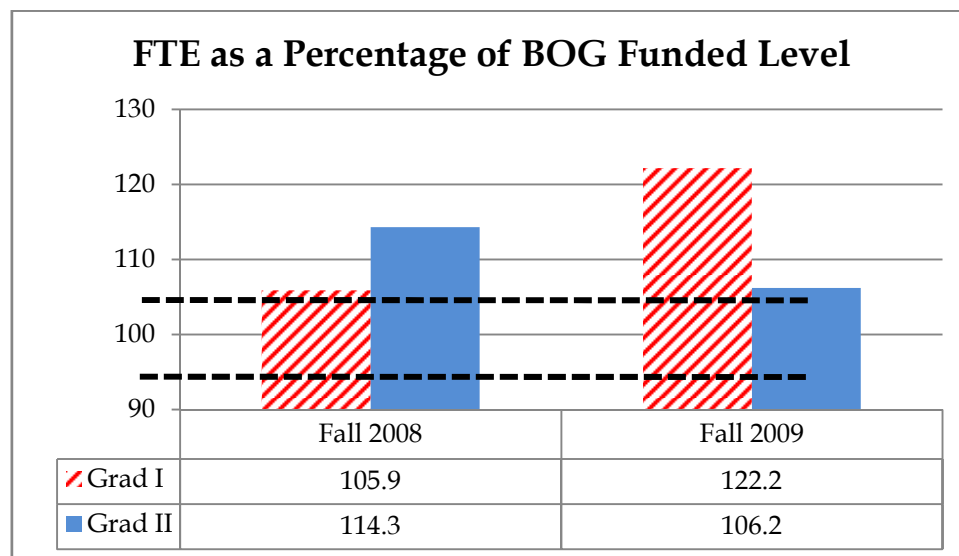
During the past several years, UGS has had the goal to keep Grad I FTE growth below 5%, while increasing Grad II enrollment between 5% and 7%. Although in Fall 2009 we were on target with our Grad II growth, our Grad I growth far exceeded this goal and is in excess of the BOG funded level (Figure 2).

Grad I FTE increased 17.2% from Fall 2008 to Fall 2009 (1263 to 1480, respectively). However, there was not a concomitant increase in the BOG-funded level for Grad I FTE over this same period. FIU was essentially right at the upper limit of the 5% BOG funding corridor for Grad I students in Fall 2008 (105.9%). However, in Fall 2009 we are well above the corridor at 122.2% of the BOG-funded level.

This increase in Grad I FTE is a reflection of the growth that FIU's professional programs are experiencing at the current time. The programs with the largest Grad I growth were Criminal Justice and the School of Architecture, at 101% and 112% of Fall 2008 FTE levels, respectively. The large increase in the School of Architecture is due to the conversion of the bachelor's degrees in Architecture, Interior Design, and Landscape Architecture to 5-year professional master's degrees. The substantial increase in graduate enrollments in Criminal Justice (CJ) resulted primarily from offering the Master of Science in CJ degree program fully online. Other programs with notable increases in Grad I FTE from 28-53% were (in increasing order) Occupational Therapy, Communication Sciences and Disorders, Journalism, Public Administration, Health Policy Management and Hospitality Management. In addition, the School of Accounting had one of the largest increases in absolute terms, from 88.1 FTE in Fall 2008 to 110.5 in Fall 2009. Professionals laid off from the financial services industry are retooling to become Certified Public Accountants, which is seen as a more stable and secure profession.

Grad II FTE increased a more modest 6.7% from Fall 2008 to Fall 2009 (224 to 239, respectively). Fortunately, FIU was able to take advantage of the large (14.8%) increase in the Grad II BOG-funded level over last year (196 to 225). For Fall 2009, Grad II FTE is near optimal relative to the BOG-funded level, at 106.2% (Figure 2). The increases in Grad II FTE were distributed across programs, with the only exceptionally large increase being the Doctor of Physical Therapy with a 23% increase.

**Figure 2.**



### III. Doctoral Degree Production

Forty students were conferred their doctoral degrees in Summer 2009 (38 PhD and 2 EdD), and approximately 41 doctoral students are expected to graduate in Fall 2009.

Table 1 (below) provides the 3-year average PhD production by program. The largest producers of PhD degrees across the university have been Biology, Psychology, Chemistry, Electrical Engineering, Civil Engineering, Computer Science, and Business Administration.

**Table 1. Three-Year PhD Production by College and Program**

College	2006-07	2007-08	2008-09	3-year average
College of Arts and Sciences	41	41	51	44.3
• Biology	6	8	10	8.0
• Psychology	8	8	8	8.0
• Chemistry	7	3	9	6.3
• Geosciences	4	2	5	3.7
• Spanish	6	3	0	3.0
• History	1	4	3	2.7
• Economics	1	4	2	2.3
• International Relations	2	3	2	2.3
• Political Science	2	2	3	2.3
• Comparative Sociology	3	1	3	2.3
• Physics	1	2	3	2.0
• Public Management	0	1	3	1.3
College of Education (PhD Only)	0	1	3	1.3
• Higher Education	6	6	13	8.3

College	2006-07	2007-08	2008-09	3-year average
• Adult Education & Human Resource Development	3	4	3	3.3
• Curriculum & Instruction	1	5	4	3.3
• Educational Administration & Supervision	4	1	3	2.7
• Curriculum & Instruction (PhD)	0	1	3	1.3
• Exceptional Student Education	0	0	1	0.3
• Instructional Leadership	0	0	0	0.0
<b>College of Engineering &amp; Computing</b>	<b>37</b>	<b>43</b>	<b>32</b>	<b>37.3</b>
• Electrical Engineering	16	19	6	13.7
• Civil Engineering	9	8	8	8.3
• Computer Science	6	8	5	6.3
• Mechanical Engineering	3	7	5	5.0
• Industrial & Systems Engineering	3	0	3	2.0
• Biomedical Engineering	0	1	2	1.0
• Materials Science & Engineering	0	0	3	1.0
<b>College of Public Health &amp; Social Work</b>	<b>3</b>	<b>12</b>	<b>5</b>	<b>6.7</b>
• Social Welfare	1	8	1	3.3
• Dietetics and Nutrition	2	4	3	3.0
• Public Health	0	0	1	0.3
<b>College of Nursing &amp; Health Sciences</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0.3</b>
• Nursing	0	1	0	0.3
<b>College of Business Administration</b>	<b>5</b>	<b>8</b>	<b>12</b>	<b>8.3</b>
<b>University-Wide PhD Degrees Awarded</b>	<b>86</b>	<b>106</b>	<b>103</b>	<b>98.3</b>

#### IV. Academic Support and Mentoring of Developing Scholars

Update of Ph.D. Program Evaluation Process: Completed doctoral program self-studies conducted thus far have resulted in specific reports and planning documents. The three completed doctoral program self-studies (i.e., Chemistry, History, and Nursing) have resulted in: final self-study documents from the units, the reports of external reviewers, integrative summary statements written by the UGS, and summaries of financial costs associated with doctoral production written by UGS. The visits of external reviewers are scheduled or being scheduled for Biology, Psychology, and Public Administration. Reviews initiated in the Fall 2009 semester involve six additional academic units: Physics, College of Education, Social Welfare, Civil and Environmental Engineering, Electrical and Computer Engineering, and the School of Computer Sciences. Many of the group meetings that are part of each doctoral program self-study have already taken place for the six units initiating the self-study process in Fall 2009. Documents resulting from doctoral program self-studies are designed to be



components of ongoing quality improvement processes for each unit, which includes both strategic planning and follow-up visits between unit faculty and UGS.

Center for Excellence in Writing (CEW): UGS continues to offer, in conjunction with the CEW, as well as the Office of Sponsored Research Administration (OSRA), multiple workshops related to the enhancement of graduate-level writing, career development, responsible conduct of research, and facilitation of Graduate School processes for AY 2009-2010. The CEW held its first workshop for the Fall 2009 semester on October 7<sup>th</sup>, covering *Research and Writing in the 21<sup>st</sup> Century*. The CEW will hold its second workshop on October 27<sup>th</sup>, *Writing a Winning Personal Statement*. The UGS and CEW are also exploring program formats for an Intensive Dissertation Writing Institute, dedicated to students who have encountered writing issues after having submitted their D3/proposal.

The CEW currently employs four half-time writing tutors who work exclusively with graduate students to improve thesis and dissertation writing. Due to a high volume of requests for tutoring services from graduate students, plans are underway to hire additional graduate writing tutors during the Spring 2010 semester. Additional new programming for Spring 2010 will include a weeklong intensive writing workshop for pre-screened doctoral students. This dissertation-writing workshop is currently in its planning stages, and is intended to assist doctoral students who are writing the results and discussion sections of their dissertations to make significant progress via the intensive writing format.

Assistance with Grant and Fellowship Applications: The UGS, the Center for Excellence in Writing and OSRA are currently developing plans to initiate a Graduate Grants Writing Program to assist doctoral students to write competitive applications to a range of doctoral fellowship programs in order to fund their own doctoral research projects. In addition, the UGS will have a page dedicated to external funding on its new website (tentative launch date: January 4, 2010). This is in addition to partnering with various funding agencies to host presentations regarding available funding opportunities, such as the NASA presentation on their Graduate [Student Researchers Program](#) on Thursday, October 8<sup>th</sup>, 2009.

## **V. Student Support Services**

Graduate Advisory Board (GAB): In its inaugural year (08-09), GAB members were active in creating a GAB Mission Statement and survey on how best to communicate with the graduate student community. In its second year, the GAB has welcomed additional members including representatives from the Student Government Association (SGA), Graduate Student Association (GSA), and the officers of various graduate student organizations. Recently, the GAB, GSA, and UGS distributed a survey soliciting graduate student feedback on involvement, programming, and communication. As of October 15, 2009, 316 students had responded; preliminary results from this survey can be viewed at: [http://www.surveymonkey.com/sr.aspx?sm=M0ZV\\_2bXwZ5YJ6QNNQ62FuQpQB1OPMmqG4BfiycTlyXaU\\_3d](http://www.surveymonkey.com/sr.aspx?sm=M0ZV_2bXwZ5YJ6QNNQ62FuQpQB1OPMmqG4BfiycTlyXaU_3d).

Teaching Assistant (TA) Credentialing: The Office of Academic Budget & Personnel, Registrar's Office and UGS worked together to establish an efficient workflow for handling of TA credentialing forms over the 08-09 AY. For 09-10, TA forms are received and approved by the

UGS; approved forms are logged in a database by year and scanned into WebNow for departmental access. The database is then shared on a periodic basis with the Registrar's Office in order to ensure timely assignment of TAs for primary and secondary instructor purposes. Additionally, the [Certification of Credentials for Graduate Teaching Assistants](#) form was revised to include step-by-step instructions for the academic units.

UGS Staff Development Related to Customer Service: UGS has a goal to create a universal call center that complements the common lobby for Graduate Admissions and Graduate Support Services established in May 2009. During the month of October 2009, staff members from UGS academic support services and graduate admissions are in the process of cross training. Staff from the graduate admissions call center will learn general information pertaining to academic support services; likewise, staff from the academic support services area will learn general information about graduate admissions. In-depth training workshops on LiveChat and the Intelliworks communication product will also be included in the cross-training program.

Electronic Thesis and Dissertation (ETD) Project: UGS is striving to find the most practical and user-friendly way for graduate students to submit their thesis or dissertation digitally. During the Summer 2009 semester, the ETD Steering Committee piloted the [DigitalCommons](#) website with 24 doctoral students in their dissertation submission phase. For the Fall 2009 semester, both master's and doctoral students will have the ability to use the DigitalCommons site for ETD submission. However, due to issues of sustainability, customer service, and staffing, as an alternative, the UGS is considering entering into an agreement with the company ProQuest to serve as our ETD submission vendor. We will be meeting with ProQuest on October 30<sup>th</sup>, 2009.

Doctoral Recruitment Initiative: For a second year, UGS has announced an initiative to assist doctoral programs to recruit highly qualified applicants. In AY 2009-2010, this initiative will provide up to \$5,000 in matching recruitment money for each academic unit with a doctoral program. The purpose of this ongoing initiative is to (a) broaden and improve the quality of applicant pools, and (b) to identify and fill unused capacity in graduate programs at FIU. In AY 2008-2009, UGS distributed \$53,210.34 to 11 academic units and one college-wide initiative for the purposes of enhancement of graduate recruitment efforts. Departments including Biological Sciences, Political Science, Psychology, and Global and Socio-Cultural Studies used UGS monies to bring highly qualified admitted doctoral applicants to FIU, singly or in groups, for recruitment purposes. Psychology and Biological Sciences held very successful department-wide recruitment events for these applicants. Other units (e.g., Political Science) used recruitment monies to enhance their departmental web pages. Academic units with large international student bodies were more like to send faculty out of the country or to international academic conferences to recruit highly qualified applicants (e.g., Political Science, Biomedical Engineering, College of Engineering and Computing, Civil and Environmental Engineering, and Chemistry). Recruitment travel by FIU faculty included visits to conferences and universities in Brazil, Peru, Columbia, Denmark, Spain, Poland, India, China, Thailand, and Malaysia. In addition, other units focused on the development and dissemination of printed or electronic recruitment materials including: view books and brochures (Public Administration, School of Music), and recruitment posters (Art and Art History, School of Music). Finally, the Department of Economics used UGS recruitment monies to purchase on-line advertising for their doctoral program. In year-end reports, most units reported positive results with the

recruitment of admitted student or the production of materials designed to raise the national visibility of the program.

## **VI. Research Faculty**

**Steven Oberbauer** is Professor of Biological Sciences at Florida International University. Dr. Oberbauer received his B.S. and M.S. degrees from San Diego State University. He completed his Ph.D. at Duke University studying the ecophysiology of tropical trees in Costa Rica. Dr. Oberbauer's research in the plant ecophysiology lab at FIU currently focuses on the physiological responses of plants and whole ecosystems to the effects of climate change and how those responses in turn affect the concentrations of the greenhouse gases, carbon dioxide, and methane in the atmosphere.

Dr. Oberbauer and his team are working in tundra, tropical rainforest, and wetland ecosystems. The underlying basis for the interest in these systems is the importance of their responses to expected climate change resulting from human-induced increases in the atmospheric greenhouse gases. In the Arctic, a large fraction of the earth's terrestrial carbon is stored in cold wet soils as peat. With climate warming and increased decomposition, that carbon could be released to the atmosphere as carbon dioxide or methane, which would promote further warming. Tropical forests not only store large amounts of carbon but are the ecosystems with the greatest potential for removing carbon dioxide from the atmosphere through photosynthesis. Studies in the Tropics have suggested that a slight increase in temperature could trigger release of enormous amounts of carbon from tropical forest soils. Our work is showing that slight increases in temperature or reductions in rainfall are already lowering rainforest tree growth and limiting their ability to remove carbon dioxide from the atmosphere. Wetlands are important players in the global carbon balance because much of the plant material produced during photosynthesis is trapped as peat below water, protected from decomposition that would otherwise release the carbon back to the atmosphere. Wetland ecosystems are among the strongest "sinks" for carbon dioxide. To address the responses of these systems to climate change, a mechanistic understanding of the plant and soil responses to limiting resources affected by climate change is needed.

During his presentation to the BOT, Dr. Oberbauer will briefly describe some of the highlights of the work his team is doing in Alaska, Costa Rica, and the Everglades. In Alaska, they currently have projects documenting carbon dioxide exchange in response to changes in water availability and temperature. In Costa Rica, they are tracking the forest carbon dioxide exchange and forest carbon storage in response to natural variation and experimental water additions. In the Everglades, they are monitoring carbon dioxide exchange in response to the current water management regimes and seasonality.

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**Academic Policy Committee  
Enrollment Services Report  
October 20, 2009**

## **I. University Enrollment**

As of October 16, 2009, 39,761 enrolled students had generated 10,453 FTEs for the fall 2009 term. Compared to fall 2008, headcount enrollment increased by 615 students (1.6%) and FTEs increased by 261 FTEs or 2.6%. As shown in table 1, for fall 2009 we are currently over the BOG FTE target by 49 FTEs. This is due to an increase in upper level enrollment.

**Table 1. Fall 2009 Fundable Student Credit Hours Comparisons  
to Target Dates and BOG Projections  
(As of 10/16/2009)**

<b>RESIDENCY</b>	<b>Course Level</b>	<b>Current FTE</b>	<b>Current FSCH</b>	<b>BOG FTE TARGET</b>	<b>Compare Current FSCH to Point-In-Time</b>	<b>Compare Current FSCH to End-Of-Term</b>	<b>Compare Current FSCH to BOG Targets.</b>
FLORIDA RESIDENT	LOWER	3,214	128,570	3,569	-4.3%	-4.2%	-9.9%
	UPPER	4,769	190,745	4,638	3.3%	3.3%	2.8%
	GRAD	1,578	50,482	1,276	19.2%	19.0%	23.6%
<b>FLORIDA RESIDENT Total</b>		<b>9,560</b>	<b>369,797</b>	<b>9,484</b>	<b>2.3%</b>	<b>2.4%</b>	<b>0.8%</b>
NON-FLA RESIDENT	LOWER	214	8,561	225	-5.6%	-5.0%	-5.0%
	UPPER	283	11,321	307	-3.6%	-3.6%	-7.7%
	GRAD	396	12,657	388	3.9%	4.5%	2.0%
<b>NON-FLA RESIDENT Total</b>		<b>893</b>	<b>32,539</b>	<b>920</b>	<b>-1.4%</b>	<b>-1.0%</b>	<b>-2.9%</b>
<b>Grand Total</b>		<b>10,453</b>	<b>402,336</b>	<b>10,404</b>	<b>2.0%</b>	<b>2.1%</b>	<b>0.5%</b>

Note: Grand Totals may not equal the sum of the summarized data due to the rounding of figures.

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

In the fall of 2009, 2,013 new First Time in College (FTIC) students, and 4,338 new transfer students, enrolled in courses. The entering FTIC students had a high school mean GPA of 3.74 and a SAT mean of 1157 (critical reading and math only), or 1726 including the writing component. Whereas, the state and Miami-Dade county level, the SAT mean was 995 or 1475 (includes writing) and 947 or 1411 (includes writing), respectively.

<b>Table 2.</b>	<b>Fall 2008</b>	<b>Fall 2009</b>
<b>First Time in College</b>	2,113	2,013
<b>Transfers</b>	<u>3,264</u>	<u>4,338</u>
<b>Total New Students</b>	5,377	6,351

## **III. Financial Aid Disbursements**

To date, fall 2009 financial aid disbursements total \$116,568,563 compared to \$89,680,914 on this same date in fall 2008. This represents a 130% increase in financial aid disbursements over the prior fall term.

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy Committee**  
November 19, 2009

**Subject: Student Affairs Report**

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**Proposed Committee Action**

None. Information/Discussion Item.

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**Exhibits/Supporting Documents:**

- Division of Student Affairs Summary Report

**Facilitator/Presenter:**

- Rosa Jones

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**FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES  
ACADEMIC POLICY COMMITTEE  
DIVISION OF STUDENT AFFAIRS – SUMMARY REPORT**

**NOVEMBER 2009**

**INTRODUCTION**

President Rosenberg identified several areas of focus in his “Hit the Ground-Running” document. One of the areas identified is the “expansion of minority pre-college programs to ensure readiness for Florida International University (FIU)”. This is a significant part of his vision of transforming FIU into a student-centered university. This report will provide an overview of the status of pre-collegiate programs within the Division of Student Affairs.

**MISSION**

To provide enhanced academic, personal and cultural support, and assistance to qualified elementary, middle and high school students in Miami-Dade County that will result in increased graduation rates and eventual enrollment in a postsecondary institution. Many of the programs (especially TRIO programs which are federal educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds) cater to the educational needs of low-income, first generation future college students.

**PHILOSOPHY**

Pre-collegiate programs are built on the premise that students are innately curious and inquisitive and, if given the chance and the opportunity, they can and will succeed. Furthermore, it is the firm belief of the pre-college staff that most students have the potential to succeed academically if provided with a balance of challenge and support. Pre-Collegiate programs were established at FIU and are designed to raise awareness and to stimulate the minds of the participants.

**STUDENT PROGRAMS 2009**

The Pre-College Programs at Florida International University (FIU) give students the chance to explore careers and build their educational foundation in a variety of disciplines, including Science, Technology, Engineering, Mathematics (STEM), Social Sciences, English Literature and Grammar, and Foreign Languages. Students also become acclimated to college by taking classes on campus and adapting to the behavioral

norms of college students. Additionally, participants in three of our programs are given the opportunity to have a residential summer experience and live on campus from 2 to 6 weeks. Through the pre-collegiate programs, students can experience a genuine college classroom environment, with tough courses to challenge their young minds. This reinforces the curriculum from high school, exposes students to college level work, and improves their study skills. The ultimate goal is to develop students who are intellectually prepared for the collegiate experience and the world around them.

#### Summary of Pre-college Programs in Student Affairs

<b>NAME OF PROGRAM</b>	<b>NUMBER OF STUDENTS BEING SERVED</b>	<b>FUNDING SOURCE</b>	<b>PARTNERSHIPS (IF ANY)</b>	<b>OUTCOMES</b>
TRIO Upward Bound Scholars Program	70	US DOE	MDCPS Extended Programs Free & Reduced Lunch	80% to 95% college acceptance 283 HS graduates 201 in college 41 college graduates
College Reach Out	250	FL DOE	MDCPS Extended Programs Free & Reduced Lunch	391 HS graduates 71% to 85% college acceptance
Partners in Progress 1 & 2	72	FIU	MDCPS Extended Programs	100% HS graduates 98% college acceptance
Center of Excellence	211	FEF		834 HS graduates 312 in college
College Board Program	73	College Board		100% completed program with passing grades
TRIO Talent Search Program	600	U.S. Department of Education	Miami-Dade County Public Schools	Graduation rate: 93.8% College going rate: 84.3% Alumni: 348
TRIO Upward Bound Math Science	50	U.S. Department of Education	Miami-Dade County Public Schools	Graduation rate: 100% College going rate: 90% Alumni: 10

## **BRIEF DESCRIPTION OF PROGRAMS**

### **TRIO Upward Bound Scholars Program (UB)**

- Upward Bound is a TRIO program funded by the USDOE with a budget of \$1,355,772 for four years. The program has been funded for four cycles. The goal of the program is to provide supplemental enrichment activities and services of a personal, academic, career and cultural nature to first generation college students with academic and financial need.
- The program has an academic year component and a summer component. It serves 70 students during the academic year and 50 during the summer. Since its inception in 1995, the program worked with 80 students each year.
- The high school graduation rate for program participants has been consistently 98% to 100% receiving standard diplomas; the percentage of students enrolled in college varies from 85% to 95% annually.

### **College Reach Out Program (CROP)**

- The College Reach Out Program is funded by the Florida Department of Education. The main goals of the program are to increase the number of minority middle and high school students who complete high school; increase the number of low income students who attend and complete college; strengthen the participants' and their parents' understanding of the benefits of a college education; and foster academic, personal and career development through supplemental instruction.
- Through a consortium with Miami Dade College, CROP serves 600 middle school and high school students during the academic year and the summer. FIU has served 250 students every year since the inception of the program in 1984. The academic year offers college readiness preparation and support. In the summer there are several residential and non- residential options depending on the students' school level. The curricular focus for the summer is primarily Math and Science although writing is stressed as the main component for communication.
- Funding varies every year depending on the Florida legislature appropriations. The combined yearly budget for FIU and Miami Dade College for last year was \$187,494.28; FIU received \$ 87,482.42 through the consortium.
- Of the 2009 FIU- CROP graduating high school seniors, 79% are attending a community college or a public university in Florida.

### **Partners in Progress I (PIP I) and Partners in Progress II (PIP II)**

- Partners in Progress I and II are summer programs that FIU offers 10<sup>th</sup> and 11<sup>th</sup> graders during two consecutive summers. The program provides SAT and ACT preparation and students are selected based on academic profile and potential for college. The recruitment effort is concentrated in low-performing schools and schools with a high percentage of free and reduced lunch.
- The PIP program is a unique partnership arrangement between FIU and Miami-Dade County Public Schools. FIU provides the campus site, professional development for the teachers, logistical and academic supervision and student materials. During the students' second summer experience, the students receive dual enrollment credit and take college courses as a bridging experience to college. Students who complete the program and are admitted to FIU are eligible to receive the Invitational Scholarship.
- The high school graduation rate for PIP students has been consistently 100% receiving the standard diploma; the percentage of students enrolled in college from year to year is above 95%. The average SAT range gain during the first summer of instruction is 150 to 200 points.

### **Center of Excellence National Achiever Society**

- The Center of Excellence, National Achiever Society is an honor society designed to offer 4<sup>th</sup> through 12<sup>th</sup> grades academic and social seminars and workshops, educational and career advisement, field trips, community service opportunities, tutoring, mentoring, college opportunities advising, networking and college tours. The National Achiever Society is a merit program that serves 270 students yearly.
- The program was instituted in 1983 and is funded by the Florida Education Fund with an annual \$26,000 grant. FIU houses the program and provides the overhead.
- The high school graduation rate for these participants has been consistently 100% receiving standard diplomas; the percentage of students enrolled in college from year to year is above 98%.

### **College Board Program**

- The program goal is to prepare high school underrepresented students for a four-year college education. The specific purpose is to raise academic achievement, improve college readiness, prepare students to take the standardized tests (FCAT, PSAT, SAT), and finally, to expose participants to the rigors of collegiate academic performance. Additionally, the program focuses on motivating students to take more challenging high school classes identified as honors, Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment courses. Ultimately, the purpose of the program is to increase the pool of academically

- The target schools are low achieving high schools like Miami Southridge, Homestead Senior High, and some of the feeder middle schools with similar school characteristics.
- The College Board sponsors the initiative with a partnership with Florida and was initially funded in 2004. Funding fluctuates from year to year, but averages about \$50K annually.
- Ninety percent of the participants in 2008-09 who took the FCAT preparation workshop passed all segments of the test. Sixty-three percent of the students enrolled in at least one Honors course and one AP course or IB course.

### **TRIO Educational Talent Search Program**

- Talent Search is a TRIO program funded by the U.S. Department of Education with a budget of \$906,400 for a four-year cycle from 2007-2011. The program is in its second grant cycle. The program provides educational support and opportunities to economically and educationally disadvantaged students from 6<sup>th</sup> – 12<sup>th</sup> grade, whose parents or guardians did not attend college.
- Talent Search provides the participants with a four-week curriculum that is centered on FCAT/SAT preparation, career choices, and researching their choices. There are four major content areas of language arts, math, science, and career life and skills. 600 middle school and high school students from 7 targeted schools in North Miami-Dade County are introduced to experience in college life, by offering tutorial assistance, college counseling, Saturday Academies, and educational and cultural fieldtrips.
- Using data from the last four cohorts, 93% of the program participants graduated from high school, receiving standard diplomas. The percentage of students who enrolled in college is 84%. This is well above the 54% of all low-income students who attempt post-secondary education nationwide and significantly above the 35% matriculation rate for the North Dade targeted schools served by the grant.

### **TRIO Upward Bound Math-Science Program**

- The Upward Bound Math Science (UBMS) program at Florida International University focuses on preparing 50 students who are potential first generation high school students to enter careers in Science, Technology, Engineering, and Mathematics (STEM).

- The UBMS program is year-round, with an intense summer component. As a supplement to academics, the UBMS program provides a wide variety of services and activities that are of a personal, career, and cultural nature.
- In the 6-week residential summer program, students are immersed in the college experience and are challenged with a rigorous science/math curriculum. The summer residential program also includes a Research Academy for the 12<sup>th</sup> graders designed to introduce students to basic research techniques, research methodology and to familiarize them with state-of-the-art research labs and equipment.
- UBMS is a TRIO program funded by the USDOE with a budget of \$1,249,765 for a five-year cycle --2007 to 2012. UBMS is in its first grant cycle.
- The graduating class of 2009 is the first class in which we have graduation and post-secondary matriculation data. The graduation rate for this class is 100% and the post-secondary matriculation rate is 90%.

### **Personal Statement of a FIU Pre-Collegiate Participant**

“I was 13 years old when my parents divorced. My mother gave me the most unsupportive lecture she had ever given me. She told me “College is not an option for you and I am not giving you a single penny for it. So, you better figure out a way to pay for it if you think you are going”. We went from a financially stable dual-parent household to a low-income single parent home. Figuring out how to pay for college was not something a 13 year old could fully comprehend. That summer I began the College Reach-Out Program (CROP) at Florida International University. I was in unfamiliar surroundings and could not figure out why my mother signed me up for a program held on a college campus. During the program, the campus setting became an environment in which I felt comfortable and wanted to surround myself.

The following fall I began high school and my teachers made it clear to me that the choices I made now would ultimately determine my future. My teachers stressed that my performance and choices in high school would either open or close doors for college and financial aid opportunities. Overwhelmed with the journey ahead, my world was soon turned upside down when I found myself pregnant at the beginning of my freshman year in high school. Everyone close to me, including my parents, thought this would

discourage me from graduating from high school and ultimately going to college. My daughter was my motivation to graduate from high school and to continue on with college so I could be a better parent. The Assistant Director of Pre-College Programs questioned me when I did not return for the CROP summer program the following summer. When I told her my situation, I expected her to give up on me as so many others had before. To my surprise, she still believed in me, and she helped me gain the confidence to be admitted to FIU. She also helped me find funding for college. Without Pre-College Programs I do not know if I would be in college and be as successful with my college career as I am today.

When I began my college career the Office of Pre-College Programs opened their arms to me once again by offering me a student job. I could not have been more grateful. I completed my bachelor's degree last spring and I was accepted in to the master's program in higher education administration. I was also hired as a graduate assistant in the Office of Multicultural Programs and Services.

I plan to use the knowledge gained, paired with my personal experiences, to help encourage more students in my community to take advantage of opportunities to continue on to college and not only get into college but, to complete their degrees. I want to gain a broader and more in depth knowledge of college access, enrollment, student engagement, and retention.”

## Career Services

The Fall Career Fair was held on September 22, 2009 at the Modesto A. Maidique Campus. The Career Fair took place between the hours of 3:00pm and 7:00pm to reach undergraduates, graduates as well as alumni. Students were given the option to prepare for the Career Fair during *Mega Career Week* through a series of workshops held at all Career Services Office locations (MMC, BBC, and EC).

The Mega Career Week is a two-week long career development event preceding the career fair that assists students in their career development through workshops and practice interviews. Students also received personalized coaching to assist them in developing their resumes and cover letters to present to employers at the career fair, as well as one on one mock interviews to help develop students' interviewing skills.

A total of **1426 students/alumni** and **84 employers** participated at the Fall 2009 Career Fair. Although the captured data for total number of students is 1426, it is estimated that more than **2000** students attended the Career Fair.

### CAREER FAIR ATTENDEES BY ACADEMIC CLASSIFICATION

Academic Classification	# of Students	%
Freshman	23	2%
Sophomore	20	1%
Junior	141	10%
Senior	636	45%
Graduate	466	33%
Professional (JD)	9	1%
Alumni	131	9%
Total:	<b>1426</b>	<b>100%</b>



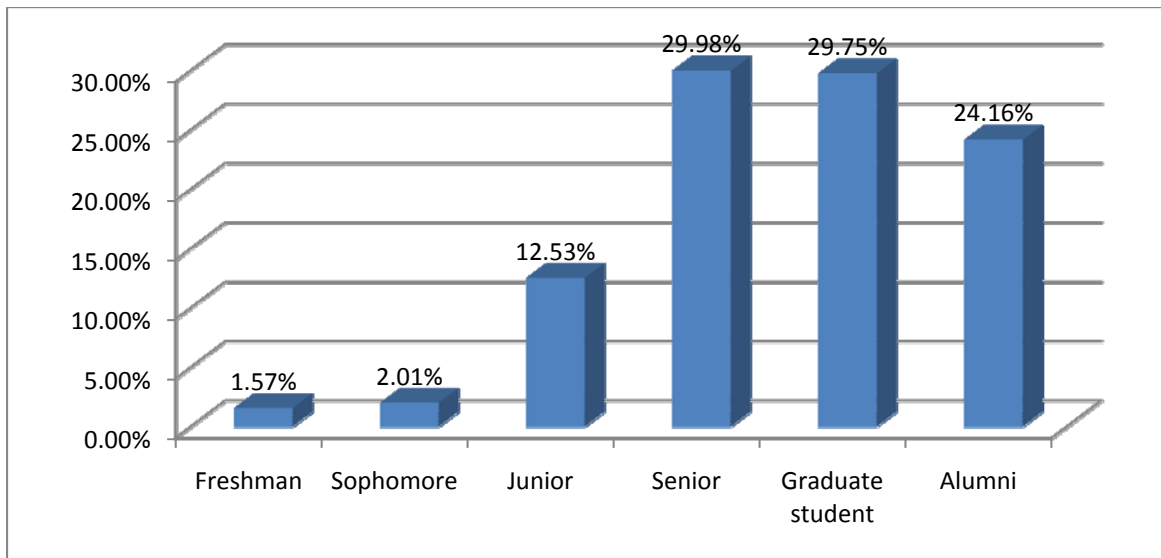
## STUDENTS ATTENDING THE CAREER FAIR BY MAJOR

Major	# of Students	%
Accounting	144	11%
African World Studies	1	0%
Asian Studies	1	0%
Architecture	4	0%
Art	1	0%
Biological Science	16	1%
Biomedical Engineering	10	1%
Business Administration	16	1%
Certificate in Film Studies	1	0%
Certificate in Geographic Info Systems	1	0%
Certificate in Gerontology	1	0%
Certificate in International Business	2	0%
Certificate in Latin American Caribbean Studies	8	1%
Certificate in Law, Ethics & Society	2	0%
Certificate in Banking	11	1%
Chemistry	7	1%
Civil Engineering	40	3%
Communication	25	2%
Computer Engineering	17	1%
Computer Science	39	3%
Construction Management	30	2%
Counselor Education	1	0%
Criminal Justice	17	1%
Curriculum and Instruction	2	0%
Dietetics and Nutrition	2	0%
Early Childhood Education	1	0%
Economics	10	1%
Electrical Engineering	61	5%
Elementary Education	5	0%
Engineering Management	10	1%
English	4	0%
Environmental Engineering	11	1%
Exceptional Student Education	1	0%
Executive MBA (EMBA)	9	1%
Exercise and Sports Science	2	0%
Finance	103	8%
Forensic Science	1	0%
Grad Certificate in Taxation	4	0%
Health Information Management	2	0%
Health Sciences	4	0%
Health Services Administration	15	1%

History	5	0%
Hospitality Management	19	1%
Human Resource Management	10	1%
Industrial Engineering	21	2%
Information Technology	19	1%
Interior Design	1	0%
International Bank Management	10	1%
International Business	114	9%
International MBA (IMBA)	43	3%
International Relations	17	1%
International Development Education	1	0%
Juris Doctor	8	1%
Liberal Studies	19	1%
Management	38	3%
Marketing	29	2%
Mass Communication	7	1%
Materials Science & Engineering	6	0%
Mathematics	4	0%
Mechanical Engineering	35	3%
Management Information Systems	18	1%
Music	2	0%
Non-Degree Seeking Student	6	0%
Nursing	3	0%
Occupational Therapy	1	0%
Philosophy	1	0%
Physical Therapy	1	0%
Physics	3	0%
Political Science	19	1%
Post-Baccalaureate-Special	7	1%
Psychology	39	3%
Public Administration	15	1%
Public Health	11	1%
Real Estate	2	0%
Religious Studies	1	0%
School Psychology	2	0%
Social Work	5	0%
Sociology/Anthropology	6	0%
Spanish	2	0%
Telecom and Networking	36	3%
Theatre	1	0%
Tourism Studies	1	0%
Travel and Tourism Management	1	0%
Undecided	5	0%
Alumni	131	9%
<b>Total Swipes / Forms</b>	<b>1426</b>	<b>100%</b>

## STUDENT /ALUMNI ASSESSMENT

A total of 447 participants completed the evaluation survey, which is 31% of all students (1426) that attended. The following is the academic classification of students that completed the evaluation:



## PRIMARY MOTIVATION EXPRESSED FOR ATTENDING THE CAREER FAIR:

Count	Respondent	
204	45.84%	Network with employers
279	62.70%	Obtain a full-time job
70	15.73%	Obtain a part-time job
162	36.40%	Obtain an internship
122	27.42%	Gain experience talking to employers
6	1.35%	Other

### **The following was reported from the evaluations:**

- 64.62% rated they enjoyed attending the Career Fair as strongly agree or moderately agree
- 71.21% rated that attending the Career Fair would benefit their career development as strongly agree or moderately agree
- 85.68% rated that the Career Services Office staff were very helpful as strongly agree or moderately agree
- 65.38% rated that the overall event was worthwhile as strongly agree or moderately agree
- 64.92% rated that the location of the Career Fair as very satisfied or satisfied
- 79.96% rated the date of the event as very satisfied or satisfied
- 81.10% rated the time of the event as very satisfied or satisfied
- 65.38 % rated attending the event overall as very satisfied or satisfied
- 80.37% would recommend the event to other students

### **Recommendations by Students/Alumni for Future Fairs**

- Larger location
- More registration lines
- Have a list of positions posted for companies that are hiring
- More employers for health services majors
- More employers for communication majors
- More employers for civil engineering majors
- Divide the room by industry
- Divide the room by technical and non-technical majors
- Broader range of employers

### **Employer Assessment**

A total of 88 employers registered for the event and 84 employers participated in the event. Sixty-eight of the 84 employers (76 %) completed the evaluation.

About **96.83%** of employers rated that they would participate in one of the career fairs in the future.

### **The following was reported from the evaluations:**

- 95.39% rated the information provided by Career Services Office prior to their visit as very satisfied or moderately satisfied
- 72.31 % rated the physical facilities (comfort, cleanliness, and conduciveness to effective recruiting) as very satisfied or moderately satisfied
- 84.62 % rated the planning and organization of the event as very satisfied or moderately satisfied
- 95.39% rated the availability, cooperation, and helpfulness of the staff as very satisfied or moderately satisfied
- 93.85% rated the attendance of the number of students as very satisfied or moderately satisfied
- 84.62% rated the planning and organization of the event as very satisfied or moderately satisfied
- 79.36% rated the students' resumes were satisfactory and appropriate for the positions they applied as strongly agree or moderately agree
- 87.30% rated that students' communication skills were effective during conversations as strongly agree and moderately agree
- 82.54 % rated that students appeared to be knowledgeable and prepared for the event as strongly agree or moderately agree
- 88.88% rated that students' professional attire was appropriate for the career fair setting as strongly agree or moderately agree

### **Recommendations by Employers:**

- Larger space – preferably move to the arena
- Larger table space
- Provide more water bottles
- Parking should be closer to ballrooms

### **List of Participating Employers at the Career Fair**

#### **EMPLOYERS**

5 O'clock Travel  
ADP (Automatic Data Processing)  
Alan W. Smith Inc.  
ALDI  
Alvarez & Marsal Tax and, LLC  
American Cancer Society  
Amtrak

#### **INDUSTRY**

Leisure/Travel  
Other  
Construction  
Retail and Wholesale Trade  
Accounting Services/ Consulting  
Non-Profit and Social Services  
Transportation Services

Applied Research Center-FIU	Education/Higher Education
Baptist Health	Hospital/Healthcare
Bay Pines VA Healthcare System	Hospital/Healthcare
BDO Seidman, LLP.	Accounting Services
Becker Professional Education	Accounting Services
Beckman Coulter, Inc.	Other
Berkowitz Dick Pollack & Brant	Accounting Services
Buckeye International, Inc.	Chemicals
Burger King Corporation	Food, Beverage, Tobacco, Hospitality
Carnival Cruise Lines	Leisure/Travel
CH Robinson Worldwide	Transportation Services
City Furniture	Retail and Wholesale Trade
Community Partnership for Homeless	Non-Profit and Social Services
Consolidated Electrical Distributors, Inc.	Retail and Wholesale Trade
Crowe Horwath LLP	Accounting Services
Cuyahoga Community College	Higher Education
Deloitte	Accounting Services
Deloitte	Financial Services
Emteq Inc. (Miami)	Engineering
Enterprise Rent A Car	Hospitality, Marketing
Ernst & Young	Accounting Services
Espirito Santo Bank	Financial Services
FBI	Government/Political
Federal Air Marshal Service	Government/Political/ Legal/ Law Services
Federal Deposit Insurance Corporation ("FDIC")	Government/Political
Florida International University, Division of HR	Higher Education
FPL Group	Utilities
Geico	Insurance
General Electric (GE)	Engineering
Grant Thornton LLP	Accounting Services
HDR	Engineering
Heico Corporation	Aerospace/Defense
Hertz Corporation	Other
IBM Corp	Computer Hardware/ Software/ Consulting
Integra FX	Financial Services
Jack D. Gordon Institute for Public Policy & Citizenship	Education
Johnson & Johnson NJ	Engineering/ Health Products and Services
Kaufman, Rossin & Co.	Accounting Services
KPMG LLP	Accounting Services
Kraft Foods - Newberry, SC	Food, Beverage, Tobacco
Leo A Daly	Other
Lockheed Martin Corporation (University Relations)	Aerospace/Defense
Lowe's Companies, INC	Retail and Wholesale Trade
Luis Hines and Associates, P.A.	Health Products and Services

Macy's Inc.	Retail and Wholesale Trade
Marcum Rachlin Accountants & Advisors	Accounting Services
MassMutual/Linq Financial Group	Financial Services/ Insurance
Miami Dade County	Government/Political
Miami HEAT	Other
Moore Stephens Lovelace, P.A.	Accounting Services
Morrison, Brown, Argiz & Farra, LLP	Accounting Services
National Security Agency	Government/Political
NAVSEA Warfare Centers	Government/Political
Navy Recruiting District Miami	Aerospace/Defense/Chemicals/Construction
New York Life	Financial Services
Northwestern Mutual Financial Network	Financial Services
Office of the Director of National Intelligence	Government/Political
Polk County Public School	Education
PricewaterhouseCoopers LLP	Accounting Services
Prudential	Financial Services
Regions Financial Corporation	Financial Services
Royal Caribbean Cruises Ltd.	Leisure/Travel
RSM McGladrey	Accounting Services
Sherwin-Williams	Construction /Consumer Products/ Marketing
State Farm Insurance	Insurance
Target Corporation	Accounting Services/Consumer Products
Techtronic Industries, N.A., Inc.	Consumer Products
The Air Force Research Laboratory - AFRL/RB	Engineering
The Club at Admiral's Cove	Hospitality
The Continental Group, Inc.	Other
The Pepsi Bottling Group	Food, Beverage, Tobacco
Tropical Foods LLC	Food, Beverage, Tobacco
U.S. Air Force	Engineering
U.S. Census Bureau	Government/Political
U.S. Department of Education	Government/Political
U.S. Department of Energy	Energy
U.S. Department of Energy	Engineering
U.S. Department of Energy	Government/Political
U.S. Department of State	Government/ Political
Walgreens	Retail and Wholesale Trade

**Data from this Fall Career Fair has resulted in the following changes for the Spring 2010 Career Fairs:**

- The Career Fair has been moved to the US Central Arena to accommodate demand and provide more space. This change will provide opportunity for employers to have more

table and display space. Parking access to Arena will be enhanced with proximity to Red garage.

- The time frame of 3:00PM -7:00 PM was used for the first time and appeared to work well for both students and alumni. This time frame will be used again.
- More card readers will be added to facilitate the registration process and reduce registration lines.
- Implementing process for employers to provide immediate data on (1) number of participants who were asked for follow – up interviews and (2) number of hires following Career Fair.

### **Business Etiquette Lunch (November 4, 2009)**

The *Business Etiquette Lunch* took place November 4<sup>th</sup> at 12:00 p.m. in GC 243. It was designed to teach students the intricacies of interviewing over a meal. It enables students to take their place at the business table with finesse. Employers, such as State Farm, were present to simulate the real experience. Next semester, the Business Etiquette Lunch/Dinner will take place on the Biscayne Bay Campus and the Engineering Center. The presenter will be Dalia Goby, Director of Catering for Panther Catering. Tickets are available at the Career Services Office at the Modesto A. Maidique Campus, Biscayne Bay Campus and the Engineering Center.

- **Career Path (November 19, 2009).** *The Career Path* panel discussion will take place on November 19 from 3:00 p.m. to 4:00 p.m. in GC 316. The panelists are alumni who majored in Arts and Sciences who have chosen a variety of career paths within and outside of their disciplines. The purpose of the event is to dispel the myth that your major determines your career. The panel of professionals will share with students, the paths that lead them to their current positions.
- *The FYRST (First Year Residents Succeeding Together) Explore* program is a yearlong program established to introduce First Year residents to the services offered by the Career Services Office. The program takes place in the Residence Halls and workshops are offered monthly on topics such as Career Services 101, How to Choose a Major, Internships and Money Management. FYRST Explore is facilitated by Rhea Perkins, Career Services Office Graduate Assistant, and graduate student in FIU's Higher Education Administration program.
- **Sophomore Outreach Success (S.O.S.) Program** *The S.O.S (Sophomore Outreach Success) Program* is designed to address the “sophomore slump.” The “Sophomore



Slump” refers to the transitional period when students matriculate from freshman to sophomore. Students who are in their second year may receive less services and attention because they are expected to know how things work. Studies have found that these students may enter the “sophomore slump” and do not progress to their third or junior year. The S.O.S. program is designed by the Career Services Office and will be launched this spring. The program’s goal is to increase retention of FIU sophomore students. Students will be offered a series of workshops in collaboration with Academic Advising, academic departments and other University programs.

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy Committee**  
November 19, 2009

**Subject: University Technology Services Report**

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**Proposed Committee Action**

None. Information/Discussion Item.

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**Exhibits/Supporting Documents:**                      ■    University Technology Services Report

**Facilitator/Presenter:**                                      ■    Min Yao

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**FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES  
ACADEMIC POLICY COMMITTEE  
DIVISION OF INFORMATION TECHNOLOGY REPORT**

**NOVEMBER 2009**

**IT Security Office**

The IT Security Office is conducting security assessment of the International Hurricane Center, Toshiba Printers, network file server ADPFS1, and PantherSoft imaging system ImageNow. The goal is to discover any information security risks and solve the problems proactively. In addition, the IT Security Office routinely scans and monitors the University's key servers and information systems and notifies server operators of any security risks or potential problems. Recently, a new function was assigned to the IT Security Office to ensure old computer hard drives are cleaned before being disposed of. From May to October, the IT Security Office has sanitized more than 1,700 hard drives to ensure that no confidential data were left on the hard drives when these old computers or servers were disposed of. The IT Security Office also plays an important role in the design and implementation of FIU Chat and the rollout of thin clients, i.e. terminals with minimal processing and storage capability. In the past 12 months, the IT Security Office provided fourteen (14) customized information security workshops and training sessions to raise the awareness of information security risks among faculty and staff. To help keep the University's information systems secure, the IT Security Office also developed and implemented three new FIU information security policies, including Wireless Security Policy, Responsibilities for IT Administrators, and FTC – Red Flags Policy.

**Upgrade of IT Customer Service Management Software.**

We recently upgraded our IT customer service management software, Remedy, to the latest version (Version 7.1). The upgraded software retains all of the functions of the previous software and significantly improves the system's response time. The upgraded software also provides faculty, staff, and students a self-service function to report a technology problem online and track the request for assistance. For more information about the upgraded IT customer service management tool, please visit <http://utshelp.fiu.edu> for a test drive.

**Network Engineering and Telecommunications**

**Network Upgrade:** The Division of IT has begun to replace obsolete and non-supported network hardware systematically. The total number of network switches and devices that will be replaced is over 600. The new network hardware ensures that the University continues to have a highly reliable and resilient data and voice network to support critical applications such as the Voice over IP (VoIP) telephone system, PantherSoft, Email, video conferencing services, and Web presence as well as research projects that require high-speed and wide bandwidth computer networks. The project is scheduled to be completed by March, 2010.

**Upgrade of Core and Border Routing Switches:** The two core and the two border network routing switches have been upgraded from 1Gig connection bandwidth to 10Gig throughput. The upgrade provides increased network bandwidth between FIU buildings.

The upgrade paves the way for FIU faculty and researchers to conduct collaborative research projects over our high-speed network within FIU and with other universities in the country and around the globe.

**10Gig to NAP upgrade:** As part of our upgrade to higher network bandwidth capacity, we will soon be completing the upgrade of our network's point of entry bandwidth from 1Gig to 10Gig at the NAP of America. This upgrade will increase our network connection bandwidth to Internet2, Florida Lambda Rail and National Lambda Rail. This upgrade will allow our researches to gain access to high-speed research networks within the United States and across the globe.

**Enhancement to Emergency Communications.** Two years ago, we implemented the Informacast system which allows Public Safety to send emergency audio and text messages to over 6,000 VoIP phones deployed throughout FIU. With new funds provided by the University, we extended the scope of the emergency notification system to 219 general purpose classrooms, 134 class labs, 85 open labs, and 132 conference rooms. In addition, 25 external speakers have been installed in the Student Housing and 55 speakers throughout the University.

**Assisted Lehman Center for Transportation Research.** The network service staff assisted the College of Engineering in establishing secure communications with Florida's Department of Transportation (FDOT) for the ability to observe and analyze live traffic conditions along FDOT roadways. The network staff worked with FDOT, Miami Dade County Engineers and Terremark to establish a fiber link between FDOT systems at the NAP and FIU. This allowed FIU researchers to create a Layer 2 virtual local area networks from the Miami-Dade County cage at the NAP of America in downtown Miami to the lab in the College of Engineering. The research is in collaboration with state and local agencies to develop innovative solutions to transportation challenges in South Florida.

#### **Enhancement to Desktop Video Conferencing and Online Collaboration Tool.**

Following the introduction of the desktop video conferencing and collaboration tool to faculty and staff two months ago, an interface gateway is being added to this tool so that faculty and staff may now use the tool to communicate with students who use Google Talk or Microsoft Live as well as communicating among faculty and staff. This new gateway will pave the way for advisors to speak or chat with FIU students over the Internet. For more information about this online collaboration tool, please visit <http://uts.fiu.edu/chat> To use the online collaboration tool, please go to <http://chat.fiu.edu>.

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