FIU | Board of Trustees

FLORIDA INTERNATIONAL UNIVERSITY

ACADEMIC POLICY COMMITTEE

Thursday, 10 September 2009
11:30am
Florida International University
Modesto A. Maidique Campus
Graham Center Ballrooms
Miami, Florida

Membership

Patricia Frost, *Chair*
Cesar Alvarez, *Vice Chair*
Thomas Breslin
S. Lawrence Kahn
Claudia Puig
Anthony Rionda
Gerald Grant, FIU Foundation Board of Directors

AGENDA

1. **Call to Order and Chair's Remarks** — **Patricia Frost**
2. **Approval of Minutes** — **Patricia Frost**
3. **Action Items**
   - **AP1. Tenure as a Condition of Employment Nominations** — **Douglas Wartzok**
   - **AP2. Request to Terminate Academic Programs** — **Douglas Wartzok**
4. **Information/Discussion Items** *(No Action Required)*
   - **4.1. Academic Affairs Reports**
     - Undergraduate Education Report and Student Presentation — **Douglas Robertson**
     - Graduate Education Report and Student Presentation — **George Walker**
     - Enrollment Services Report — **Douglas Wartzok**
     - Online Education Report — **Joyce Elam**
     - Peer Mentorship Report — **Michele Ciccazzo**

4.2. Student Affairs Report **Rosa Jones**

- Student Service Report and Student Presentation

4.3. University Technology Services Report **Min Yao**

5. New Business *(If Any)* **Patricia Frost**

6. Closing Remarks and Adjournment **Patricia Frost**

Next Academic Policy Committee Meeting is scheduled for 19 November 2009

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy Committee
10 September 2009

Subject: Academic Policy Committee Meeting Minutes, 11 June 2009

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 11 June 2009, attached to this Resolution as Exhibit "AP - Minutes," are hereby approved.

Exhibits/Supporting Documents:

- Exhibit "AP - Minutes": 11 June 2009 Academic Policy Committee meeting minutes

Facilitator/Presenter:

- Committee Chair Patricia Frost

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FIU | Board of Trustees
FLORIDA INTERNATIONAL UNIVERSITY

ACADEMIC POLICY COMMITTEE
MINUTES
11 JUNE 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 11:40 a.m. on Thursday, 11 June 2009, at University Park Campus, Graham Center Ballrooms, Miami, Florida.

The following attendance was recorded:

Present	***Excused***
Patricia Frost, *Chair*	Cesar Alvarez
Albert Dotson, *Vice Chair*	Claudia Puig
Thomas Breslin	
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 for the meeting. She welcomed student Trustee Anthony Rionda to his first Academic Policy Committee meeting. She also welcomed FIU Foundation Director Gerald Grant to the meeting.

Committee Chair Frost thanked Dr. Ronald Berkman for his service to the University, most recently as Executive VP and Provost, and wished him well on his new endeavor as President of Cleveland State University. She noted that Dr. Douglas Wartzok was serving as Provost and Executive VP until such time that an executive search was conducted and the position was filled.

Committee Chair Frost congratulated Dr. Berkman on his selection to receive the 2009 Michael P. Malone International Leadership Award. She recognized Dr. Ronald Berkman's hard work and efforts as the University has incorporated an international, global approach into the learning curriculum.

Committee Chair Frost added that the Frost Art Museum continued to positively impact the South Florida community, noting that the museum was recently voted "Best Museum in South Florida Area." She also added that the Keenan Flagler Discovery Gallery in the museum was selected "Best Place for Kids to Unleash Their Creativity" by the *Miami New Times*.

Committee Chair Frost announced that Southern District of Florida U.S. Attorney R. Alexander Acosta was newly-appointed as the second dean of the University's College of Law. She added that Dean-Designate Acosta would join the University next month. She thanked College of Law Founding Dean Leonard Strickman for his leadership and dedication and congratulated the College's Faculty and staff for the many achievements accomplished in such a short time. Vice Chair Albert Dotson requested that the Committee present a Resolution to the Full Board in recognition of College of Law Founding Dean Leonard Strickman.

2. Approval of Minutes

Committee Chair Patricia Frost asked if there were any additions or corrections to the minutes of the 30 March 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 30 March 2009, attached to this Resolution as Exhibit "AP-Minutes," are hereby approved.

3. Action Items

AP1. Tenure Nominations

Provost and Executive VP Douglas Wartzok presented the Tenure Nominations for Committee review, noting that the recommendations consisted of seventeen (17) members from the faculty as qualified for tenure.

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 for seventeen (17) nominees listed in Exhibit "J";
>
> THEREFORE BE IT RESOLVED that the Florida International University Board of Trustees ("the BOT") hereby approves the granting of Tenure to the seventeen individuals listed in Exhibit "J" based on the recommendations of the University President.

AP2. Tenure as a Condition of Employment Nominations

Provost Wartzok presented the Tenure as a Condition of Employment Nominations for Committee review, noting that the candidates selected to receive 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. He stated that a revision to Exhibit "K" was necessitated as the rank for Dr. Paula Gillespie should be Associate Professor. The Committee amended the Resolution.

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 four (4) nominees listed in Exhibit "K";
>
> 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 four individuals listed in Exhibit "K" based on the recommendations of the University President.

AP3. BA in Mathematics with a Major in Mathematics Education

Provost Wartzok presented the BA in Mathematics with a Major in Mathematics Education for Committee review, noting that the proposed program would provide majors with a strong, broad background in Mathematics while providing the necessary coursework for teacher certification on Mathematics, grades 6-12. He added that the proposed program also would serve to address the national need for K-12 mathematics and science teachers and that no additional costs would be incurred to implement the program.

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

> RESOLVED that the Florida International University Board of Trustees ("the BOT") hereby approves the Bachelor of Arts in Mathematics with a Major in Mathematics Education , attached to this Resolution as Exhibit "L";
>
> 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.

Committee Chair Frost requested to postpone the Committee's review of the Request to Terminate Academic Programs. There were no objections.

AP4. Golden Panther Enterprises Corporation

Provost Wartzok presented the Golden Panther Enterprises Corporation for Committee review, noting that the University desired to create a direct-support organization named Golden Panther Enterprises Corporation which would, in turn, create a wholly foreign owned subsidiary to engage in management/business consulting services as well as hiring Chinese faculty to serve the University programs in the People's Republic of China.

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

> WHEREAS, the Florida International University Board of Trustees ("the BOT") desires to create a direct-support organization named Golden Panther Enterprises Corporation which will, in turn, create a wholly foreign owned subsidiary to engage in management/business consulting services as well as hiring Chinese faculty to serve the University programs in the People's Republic of China; and
>
> WHEREAS, the BOT desires to undertake all steps necessary to create the above entities which are outlined below;
>
> THEREFORE, BE IT RESOLVED, that the Articles of Incorporation, attached hereto as Exhibit "N" and the Bylaws, attached hereto as Exhbit "O" are hereby approved. The Articles of Incorporation and Bylaws are incorporated by reference herein; and
>
> BE IT FURTHER RESOLVED, that the BOT authorizes Golden Panther Enterprises Corporation to take all actions necessary pertaining to these Articles of Incorporation and Bylaws; and
>
> BE IT FURTHER RESOLVED, that the BOT authorizes Golden Panther Enterprises Corporation to take all actions necessary pertaining to creating a wholly foreign owned subsidiary, named Golden Panther Services, and to take all necessary actions to obtain approvals from the government of the People's Republic of China to be able to operate the subsidiary in China on the terms provided in this resolution and bylaws.

AP5. Request to Terminate Academic Programs

Provost Wartzok presented the Request to Terminate Academic Programs for Committee review, noting that he reviewed the recommendations with the advice from the Deans and Faculty Senate. He added that while closing academic degree programs did not affect the students currently in the programs, as these students would be given an opportunity to complete their degrees, it did stand to affect the faculty teaching the programs, the staff supporting program activities, and prospective students.

Committee Chair Frost expressed, on behalf of the Committee, a great sadness at the consideration of difficult but necessary program reductions.

Trustee Thomas Breslin stated that the Faculty Senate did not support the recommendations for closure of the Bachelor and Master of Science in Recreation and Sports Management, the Master of Science in Athletic Training Education and the Bachelor of Arts in Religious Studies programs.

The Committee engaged in a discussion regarding the Faculty Senate recommendations. Committee Chair Frost proposed an amendment to the Resolution to vote on 11 programs as a block and to postpone the review of the termination of the following academic degree programs until there was

opportunity for public comment and until further information regarding the enrollment, costs and revenues associated with each program was received:

Recreation and Sports Management – Bachelor of Science
Recreation and Sports Management – Master of Science
Athletic Training Education - Master of Science
Religious Studies – Bachelor of Arts

After discussion, the Committee recommended the following revised 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 "M";

RESOLVED, that the BOT hereby approves the request for the termination of the following academic degree programs:

French Education - Bachelor of Science
Mathematical Sciences - Bachelor of Science
Occupational Therapy - Bachelor of Science
Spanish Education - Bachelor of Science
English Education - Master of Arts in Teaching
French Education - Master of Arts in Teaching
Mathematics Education - Master of Arts in Teaching
Physical Therapy - Master of Science
Science Education - Master of Arts in Teaching
Social Studies Education - Master of Arts in Teaching
Spanish Education - Master of Arts in Teaching

RESOLVED, that the BOT hereby postpone the request for the termination of the following academic degree programs until there has been opportunity for public comment and until further information regarding the enrollment, costs and revenues associated with each program is received:

Recreation and Sports Management - Bachelor of Science
Recreation and Sports Management - Master of Science
Athletic Training Education - Master of Science
Religious Studies - Bachelor of Arts

BE IT FURTHER RESOLVED that the BOT gives the President the authority to alter the decision, subject to ratification at a subsequent Board of Trustees meeting, to close any program pending receipt of external funding sufficient to meet program costs.

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

Provost Wartzok provided a brief summary of the Enrollment Services update, noting the impact of the expected revenue to be generated from the tuition differential. He provided a report on the University's plan for critical investments in undergraduate advising. He also provided an update on the continued growth of doctoral degrees awarded.

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.

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 1:23 p.m.

Trustee Requests	***Follow-up***	***Completion Date***
1. *Committee Vice Chair Albert Dotson requested a detailed report on public service works, which University students engaged in, for a future meeting.*	*Provost and Executive VP Wartzok*	*TBD*
2. *Committee Chair Frost requested that the University administration invite professors conducting notable research to present their work to the Committee.*	*Interim Provost and Executive VP Wartzok*	*September 2009*
3. *Committee Chair Frost requested that the University administration invite students engaged in noteworthy research projects, community outreach, or other significant activities to present their work to the Committee.*	*VP for student Affairs Rosa Jones*	*September 2009*

4. *Trustee Anthony Rionda requested that a report on online courses be included in the next agenda, detailing the fees/costs associated with online course.*	*Executive Dean of the College of Business Joyce Elam*	*September 2009*

MG
6/22/09

Exhibits: "AP-Minutes," "J," "K," "L," "M" & "O"

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy Committee
10 September 2009

Subject: Tenure as Condition of Employment Nominations

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 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.

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.

Background Information:

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

Exhibits/Supporting Documents:	▪ Exhibit "A": Tenure as a Condition of Employment Nominees ▪ Attachment 1: Tenure as a Condition of Employment Nominees' Bios
Facilitator/Presenter:	▪ Douglas Wartzok

Exhibit "A"

Florida International University
2009 - 2010 Tenure Nominations
(as a condition of employment)

NAME	ACADEMIC UNIT	DEPARTMENT	PROPOSED RANK
Denis Brunt	College of Nursing & Health Sciences	Physical Therapy	Professor
Kenneth Jessel	College of Business Administration	Finance	Professor
William Pelham	College of Arts and Sciences	Psychology	Professor
Jeremy Pettit	College of Arts and Sciences	Psychology	Associate Professor
Daniel Waschbusch	College of Arts and Sciences	Psychology	Professor
James Waxmonsky	Herbert Wertheim College of Medicine	Psychiatry	Associate Professor

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Denis Brunt, Professor, Physical Therapy Department, College of Nursing and Health Sciences

Dr. Brunt completed his doctoral work in Exercise Science in 1979 at the University of Oregon. He completed a post-doctoral year at the University of California at Los Angeles followed by faculty positions at Louisiana State University and University of Texas. In 1986 he earned a masters degree in Physical Therapy from Texas Woman's University, Houston. He was a tenured Associate Professor in the Department of Physical Therapy at the University of Florida 1990 to 2002 and founding Director of the PhD in Rehabilitation Science. He is currently Professor and Chair, Department of Physical Therapy, East Carolina University. At East Carolina University his achievements have included the transition from a masters degree to the Doctor of Physical Therapy, development of a research agenda that includes 5,300 square feet of dedicated research space, and the recent self-study and accreditation site visit. The two graduating Doctor of Physical Therapy classes at East Carolina University received 100% first time pass rate on the national licensing examination. His research focus is in normal and abnormal control of gait and posture. He has over 60 publications and 90 research presentations. He has received over one million dollars in external funding as PI or CO-PI in the form of research grants, training grants or contracts.

Kenneth A. Jessel, Professor, Finance Department, College of Business Administration

Kenneth A. Jessell is Senior Vice President for Finance and Administration and Chief Financial Officer at Florida International University, a position he has held since July 2009. As Senior Vice President and Chief Financial Officer, Dr. Jessell is responsible for the management and administration of financial, facility, and business service operations of the University. Dr. Jessell is also a Professor of Finance in the College of Business Administration at Florida International University.

Prior to his appointment in this position, Dr. Jessell served as the Senior Vice President for Financial Affairs at Florida Atlantic University. During his 26 year career at Florida Atlantic University, Dr. Jessell served in several key leadership positions, including Interim University Provost, Interim Vice President for University Advancement and Executive Director of the FAU Foundation, Associate University Provost, and Associate Dean in the College of Business Administration. Dr. Jessell started his employment at FAU in 1983 as an Assistant Professor in the Department of Finance and Real Estate.

Dr. Jessell's teaching and research interests are in the areas of financial management and real estate finance and appraisal. He has published sixteen articles and abstracts in academic journals including The Financial Review, Journal of Cash Management, The Appraisal Review, Housing Finance Review, Applied Economics and Journal of Financial Education. He has also presented several research papers in the areas of finance and real estate at professional conferences and organizations, including the Oxford Roundtable in Oxford, England.

Dr. Jessell received his Baccalaureate Degree in Political Science from The Florida State University. He also holds a Master of Business Administration Degree and a Doctor of Philosophy Degree in Finance from The Florida State University.

William E. Pelham, Jr., Professor, Psychology Department, College of Arts and Sciences

Dr. William Pelham received his PhD in Clinical Psychology from the State University of New York at Stony Brook in 1976. He currently is Distinguished Professor of Psychology, Pediatrics, and Psychiatry at the State University of New York at Buffalo and Director of the Center for Children and Families at UB. His summer treatment program for ADHD children has been recognized by Divisions 53 and 37 of the American Psychological Association (APA), SAMHSA, and CHADD as a model program and is widely recognized as the state of the art in treatment for ADHD.

Dr. Pelham has authored or co-authored nearly 300 professional publications dealing with ADHD and its assessment and treatment—psychosocial, pharmacological, and combined. Dr. Pelham is a fellow of the American Psychological Association and the American Psychological Society, and past President of the Society of Child Clinical and Adolescent Psychology, the International Society for Research in Child and Adolescent Psychopathology, and the Professional Group for Attention Deficit and Related Disorders. He has held more than 60 research grants from federal agencies (NIMH, NIAAA, NIDA, NINDS, IES), foundations, and pharmaceutical companies (12 current including NIMH (5), NIAAA, NIDA, ACF, and IES (4)). He has served as a consultant/advisor on ADHD and related topics to numerous federal agencies (NIMH, NIAAA, NIDA, IOM, OMAR, and the CDC) and organizations (AAP, AACAP, APA, CHADD). He founded and directs the biennial Niagara Conference on Evidence-based Treatments for Childhood and Adolescent Mental Health Problems.

Jeremy W. Pettit, Associate Professor, Psychology Department, College of Arts and Sciences

Dr. Jeremy Pettit received his PhD in Clinical Psychology from Florida State University in 2003, where he was a Pew Young Scholars Fellow. Before coming to FIU Dr. Pettit was Associate Professor of Psychology and the Director of the Mood Disorders Clinic and the Adult Assessment Clinic at the University of Houston.

Dr. Pettit's areas of expertise include mood disorders and suicidal behaviors in adolescence and early adulthood. He has authored two books and over fifty journal articles and edited book chapters on these topics. Dr. Pettit is the recipient of local and federal research grants, including a major grant from NIMH to study the longitudinal course and impact of depression. He currently holds positions as Editor of *Behavioral Medicine*, Associate Editor of the *Journal of Social and Clinical Psychology*, and a member of the editorial board of the *Journal of Clinical Child and Adolescent Psychology*.

Daniel A. Waschbusch, Professor, Psychology Department, College of Arts and Sciences

Dr. Daniel Waschbusch received his PhD in Clinical/Developmental Psychology from the University of Pittsburgh in 1998. He is currently an Associate Professor in the Center for Children and Families, Departments of Pediatrics and Psychology, at the University of Buffalo. He is also an Adjunct Professor in the Department of Psychology at Dalhousie University in Nova Scotia, where he had been Director of the Child Behavior Program and Associate Director of Clinical Psychology and of Forensic Psychology prior to his move to Buffalo in 2005.
In collaboration with Dr. William Pelham, Dr. Waschbusch has been at the forefront of research on Attention Deficit-Hyperactivity Disorder (ADHD) in children and adolescents. He has particular expertise in the area of conduct problems associated with ADHD. Dr. Waschbusch has held numerous grants, as principal or co-principal investigator, totaling millions of dollars. He has published over 40 peer-reviewed articles, along with numerous chapters and invited papers. He has received a number of awards and honors, including the New Researcher Award from the Canadian Psychological Association. He is on the editorial board of the *Journal of Clinical Child and Adolescent Psychology*.

James G. Waxmonsky, M.D., Associate Professor, Dept. of Psychiatry, Herbert Wertheim College of Medicine

Dr. Waxmonsky completed his undergraduate degree at Cornell University, his medical school and general psychiatry residencies at the University of Buffalo (UB) , then went on to complete his Child Psychiatry Fellowship at Harvard University in the Massachusetts General Hospital (MGH) Program. After completing his child fellowship in 2001, he served as a clinical instructor at Harvard University with a full time academic position at the MGH Pediatric Psychopharmacology Research Center, an internationally renowned center for the pharmacological treatment of pediatric ADHD and Bipolar Disorder.

In the fall of 2002, he was appointed as an Assistant Professor of Psychiatry at UB where he served as the primary attending psychiatrist at the Children's Hospital of Buffalo Outpatient Mental Health Clinic and a researcher at the Center for Children and Families (CCF), a multidisciplinary research center internationally recognized for its expertise in the behavioral treatment of pediatric ADHD. At UB, he has served as the director of Psychopharmacology Research at the CCF, where he was primary instructor in pediatric psychopharmacology for the UB School of Medicine. He has helped to establish the Children's Hospital Clinic as a regional center of excellence for childhood mental illness, with an emphasis on ADHD and Bipolar Disorder. He also runs a private practice focusing on the treatment of adult ADHD and is regarded as a local expert in this area. Dr. Waxmonsky has expanded the focus of the CCF beyond ADHD to include children with Bipolar Disorder and other severe, chronic mental illness.

His current research focuses on improving the long term outcomes of children with ADHD and/or Bipolar Disorder primarily through improving medication tolerability/adherence and integration of pharmacological and behavioral treatments. For his research efforts he has been awarded the Klingenstein Fellowship in pediatric depression research, the NCDEU Young Investigator award from NIMH as well as awards from UB for his research and teaching. In addition, he has been named a "Future Leader in Psychiatry" and elected to "Best Doctors in America." In the past two years he has been awarded two NIH grants (R01 and a R34 from NIMH) and two industry grants focusing on the treatment of pediatric ADHD and mood disorders while serving as a co-investigator on 3 other federally funded grants. His current grant portfolio totals 3 million dollars in direct costs. During this same time, he has authored (or co-authored) 9 peer reviewed publications and two textbook chapters on these topics, presented his research at numerous regional, national and international conferences, and was named to the editorial board for BP magazine (the only consumer directed periodical for patients with Bipolar Disorder) and writes a regular column on parenting children with severe mental illness.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy Committee
10 September 2009

Subject: Request to Terminate Academic Programs

Proposed Committee Action:

Recommend Board adoption of the following Resolution:

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.

Background Information:

Authority:

Florida Board of Governors Regulation 1.001, University Board of Trustees Powers and Duties provides, in pertinent part:

(4) Academic Programs and Student Affairs.
(a) Each board of trustees shall adopt university regulations or policies, as appropriate, in areas including, but not limited to:
1. authorization and discontinuance of degree programs;

Florida Board of Governors Regulation 8.012, Academic Program Termination states in part:

(3) Each University Board of Trustees has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist level in accordance with BOG Regulation 8.012 (1) and subsection (2). Upon termination of a degree program, the university will notify the Board of Governors, Office of Academic and

Student Affairs within four weeks of the University Board of Trustees decision.

Florida Board of Governors 8.012 subsections (1) and (2) provide:

(1) To ensure the efficient use of state resources and maintain the quality and relevancy of academic programs offered within the State University System, programs may be terminated. Reasons for terminating programs may include but are not limited to the following:
(a) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates other offerings at the university.
(b) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with strategic goals of the Board of Governors.
(c) The program no longer meets the needs of the citizens of Florida in providing a viable educational or occupational objective.

(2) Each University Board of Trustees must adopt policies and procedures for degree program termination, with copies provided to the Board of Governors, Office of Academic and Student Affairs. The policies will include at a minimum:
(a) A formal process for determining degree programs that are candidates for termination that includes review by the appropriate curriculum, financial, and administrative councils of the university; and
(b) A plan to accommodate any students or faculty who are currently active in a program that is scheduled to be terminated; and
(c) A process for evaluation and mitigation of any potential negative impact the proposed termination may have on the current representation of females and ethnic minorities within the faculty and students.

The Florida International University Board of Trustees, Policy on Program Termination, approved and effective 15 November 2007, states in pertinent part:

In order to promote and maintain high quality academic programs, the University may over time develop new academic degree programs or discontinue existing programs.
Program discontinuance is the formal termination of a degree program, department or division of instruction, school or college, or other program unit for educational reasons, strategic realignment, resource allocation, budget constraints, or combination of education strategies and financial reasons. A recommendation to discontinue a program, or department, or other academic unit may be made by a department, its chair, the dean, the campus program review committee, the vice president for academic affairs, the provost, the president or the Board of Trustees.

A recommendation for program discontinuance will be reviewed by the provost with advice from the dean and faculty senate and submitted to the President and Board of Trustees.

Exhibits/Supporting Documents:

- Exhibit "B": Program Termination Policy
- Attachment 2: Program Termination Form - Chemical Engineering - Bachelor of Science
- Attachment 3: Program Termination Form - Home Economics Education - Bachelor of Science
- Attachment 4: Program Termination Form - Home Economics Education - Master of Science
- Attachment 5: Program Termination Form - Trade and Industrial Education - Bachelor of Science
- Attachment 6: Program Termination Form - Trade and Industrial Education – Master of Science
- Attachment 7: Program Termination Form - Elementary Education – Master of Science

Facilitator/Presenter:

- Douglas Wartzok

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Florida International University
Board of Trustees
Program Termination Policy

PURPOSE

To specify the standards required for university program termination.

AUTHORITY/SOURCE

Executive Vice President and Provost

POLICY

In order to promote and maintain high quality academic programs, the University may over time develop new academic degree programs or discontinue existing programs.

Program discontinuance is the formal termination of a degree program, department or division of instruction, school or college, or other program unit for educational reasons, strategic realignment, resource allocation, budget constraints, or combination of education strategies and financial reasons.

PROCEDURE

A recommendation to discontinue a program, or department, or other academic unit may be made by a department, its chair, the dean, the campus program review committee, the vice president for academic affairs, the provost, the president or the Board of Trustees.

A recommendation for program discontinuance will be reviewed by the provost with advice from the dean and faculty senate and submitted to the President and Board of Trustees. In considering programs for possible termination, the following items will be evaluated:

1. Relationship of the program to the University Mission.
2. Relationship of the program to University Strategic Objectives
3. (Student FTE)/(Faculty FTE)
4. (Program Expenses)/ (State appropriations plus tuition)
5. Number of graduates
6. Time to degree
7. Percent completing with 4 years, 6 years, and 8 years (the latter only for graduate programs)
8. Faculty scholarly and/or creative productivity
9. Record of Faculty external funding, where appropriate
10. Impact on students in the program
11. Impact on educational opportunities for underrepresented minorities
12. External community financial support
13. Accreditation status for accredited programs

The trend lines in indicators 3-9 will be of particular importance.

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PROGRAM TERMINATION FORM
Florida International University Board of Trustees

PROGRAM NAME: _____ Chemical Engineering_____

DEGREE LEVEL: __BS_____ (List type, e.g., Ph.D.)

***CIP CODE:** __14.0701_____ (*Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: __As soon as possible_____

This is the form to be used for requests to terminate bachelors, masters or specialist degree programs. The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Florida Board of Governors for notification. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. The issues outlined below are examined by the UBOT in approving termination.

1. Provide a narrative rationale for the request to terminate the program.

This program has been inactive since 2003 and no courses have been taught in this program since then. To preclude students being accidentally allowed to register in the program, we suggest that it be closed at no cost or adverse effect to the university.

2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

Program was offered at the University Park Campus (Engineering Center). Termination of program will have no impact on enrollment, enrollment planning, and/or the reallocation of resources.

PROGRAM TERMINATION FORM (PAGE 2)

3. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

Students have already been contacted by telephone and email and asked to change majors. All have complied.
There are no faculty members teaching in this program at the present.

4. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

At present there are no students in the program and no faculty related to this program

5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

There are no potential negative impacts on students or faculty, minority or otherwise.

PROGRAM TERMINATION FORM (PAGE 3)

George S Bulikrawski	03/04/09
Signature of Requestor/Initiator	Date
Shulyon J McWhorter	7/22/09
Signature of Campus EO Officer	Date
for Ami Minnes	3/4/09
Signature of College Dean	Date
Thomas A Breslin	4/24/09
Signature of Faculty Senate Chair	Date
	6/4/09
Signature of ~~Vice President for~~ PROVOST FOR Academic ~~Affairs~~ PLANNING	Date
	20 Jul 09
Signature of Executive Vice President and Provost	Date
	7/21/09
Signature of President	Date
Signature of Chair, FIU Board of Trustees	Date

REVISED 8/2007

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PROGRAM TERMINATION FORM
Florida Board of Governors

UNIVERSITY:

Florida International University

PROGRAM NAME:

BS in Home Economics Education

DEGREE LEVEL: BS
(List type: e.g., Ph.D.)

***CIP CODE:** 13.1308
(*Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE:

Fall 2009

The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Florida Board of Governors for approval (doctoral and professional programs) or notification (bachelor's and master's programs). Attach additional pages as necessary to provide a complete response. The issues outlined below should be examined by the UBOT in recommending termination.

Provide a narrative rationale for the request to terminate the program.

The BS in Home Economics Education was inactivated in March, 2004. This Program Termination form is being submitted to delete this program from the SUS Program Inventory.

Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The program was offered at the University Park Campus. There will be no impact on enrollment as no students have been admitted since the program was inactivated.

Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

There are no active students in this program. There are no faculty associated with this program.

Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

There are no students in this program. There are no faculty associated with this program.

Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty and students.

There will be no negative impact to representation of females, minorities, faculty nor students.

APPROVALS:

Signature of Requestor/Initiator — Date: 1-6-09

Signature of Campus EO Officer — Date: 1/22/09

Signature of College Dean — Date: 1/6/09

Signature of Chair of the Faculty Senate — Date: 4/24/09

Signature of Vice ~~President~~ PROVOST for Academic ~~Affairs~~ PLANNING — Date: 6/4/09

Signature of Executive Vice President and Provost — Date: 20 JUL 09

Signature of ~~President~~ — Date: 7/21/09

Signature of Chair, FIU Board of Trustees — Date

REVISED 10/2007

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PROGRAM TERMINATION FORM
Florida Board of Governors

UNIVERSITY:

Florida International University

PROGRAM NAME:

MS in Home Economics Education

DEGREE LEVEL: MS
(List type: e.g., Ph.D.)

***CIP CODE:** 13.1308
(*Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE:

Fall 2009

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Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

There are no active students in this program. There are no faculty in this program.

Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

There are no students in this program. There are no faculty in this program.

Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

There will be no negative impact to representation of females, minorities, faculty nor students.

APPROVALS:

Signature of Requestor/Initiator	Date 1-6-09
Signature of Campus EO Officer	Date 7/21/09
Signature of College Dean	Date 1/6/09
Signature of Chair of the Faculty Senate	Date 1/24/09
Signature of Vice President for Academic Affairs	Date 6/4/09
Signature of Executive Vice President and Provost	Date 28 JUL 09
Signature of President	Date 7/21/09
Signature of Chair, FIU Board of Trustees	Date

REVISED 10/2007

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PROGRAM TERMINATION FORM
Florida Board of Governors

UNIVERSITY:

Florida International University

PROGRAM NAME:

BS in Trade and Industrial Education

DEGREE LEVEL: BS
(List type: e.g., Ph.D.)

***CIP CODE:** 13.1320
(*Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE:

Fall 2009

The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Florida Board of Governors for approval (doctoral and professional programs) or notification (bachelor's and master's programs). Attach additional pages as necessary to provide a complete response. The issues outlined below should be examined by the UBOT in recommending termination.

Provide a narrative rationale for the request to terminate the program.

The B.S. in Trade and Industrial Education was inactivated in March 2004. This Program Termination form is being submitted to delete this program from the SUS Program Inventory.

Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The program was offered at the University Park Campus. There will be no impact on enrollment as no students have been admitted since the program was inactivated.

Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

There are no active students in this program. There are no faculty in this program.

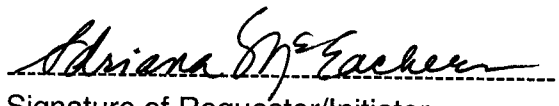
Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

There are no students in this program. There are no faculty in this program.

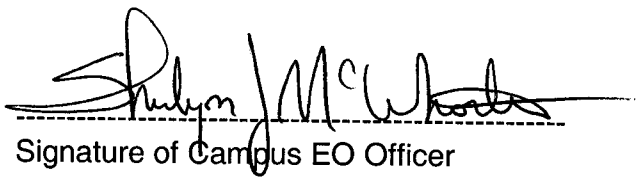
Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

There will be no negative impact to representation of females, minorities, faculty nor students.

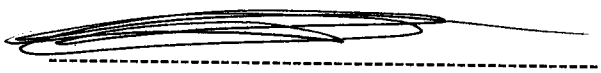
APPROVALS:



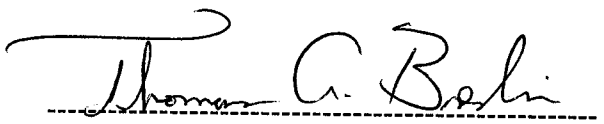
Signature of Requestor/Initiator — 1-6-09 Date



Signature of Campus EO Officer — 7/22/09 Date

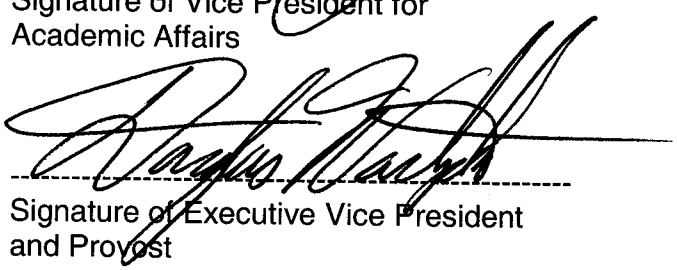


Signature of College Dean — 1/6/09 Date

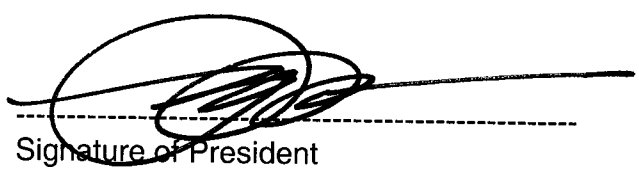


Signature of Chair of the Faculty Senate — 4/24/09 Date

Signature of Vice President for Academic Affairs — 6/4/09 Date



Signature of Executive Vice President and Provost — 20 VII 09 Date



Signature of President — 7/21/09 Date

Signature of Chair, FIU Board of Trustees — Date

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PROGRAM TERMINATION FORM
Florida Board of Governors

UNIVERSITY:

Florida International University

PROGRAM NAME:

MS in Trade and Industrial Education

DEGREE LEVEL: MS
(List type: e.g., Ph.D.)

***CIP CODE:** 13.1320
(*Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE:

Fall 2009

The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Florida Board of Governors for approval (doctoral and professional programs) or notification (bachelor's and master's programs). Attach additional pages as necessary to provide a complete response. The issues outlined below should be examined by the UBOT in recommending termination.

Provide a narrative rationale for the request to terminate the program.

The MS in Trade and Industrial Education was inactivated in March 2004. This Program Termination form is being submitted to delete this program from the SUS Program Inventory.

Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The program was offered at the University Park Campus. There will be no impact on enrollment as no students have been admitted since the program was inactivated.

Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

There are no active students in this program. There are no faculty in this program.

Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

There are no students in this program. There are no faculty in this program.

Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

There will be no negative impact to representation of females, minorities, faculty nor students.

APPROVALS:

Signature of Requestor/Initiator	Date: 1-6-09
Signature of Campus EO Officer	Date: 7/22/09
Signature of College Dean	Date: 1/6/21
Signature of Chair of the Faculty Senate	Date: 1/24/09
Signature of Vice President for Academic Affairs	Date: 6/4/09
Signature of Executive Vice President and Provost	Date: 20 VII 09
Signature of President	Date: 7/21/09
Signature of Chair, FIU Board of Trustees	Date

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PROGRAM TERMINATION FORM
Florida Board of Governors

UNIVERSITY:

Florida International University

PROGRAM NAME:

MS in Elementary Education

DEGREE LEVEL: MS
(List type: e.g., Ph.D.)

***CIP CODE:** 13.1202
(*Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE:

Fall 2009

The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Florida Board of Governors for approval (doctoral and professional programs) or notification (bachelor's and master's programs). Attach additional pages as necessary to provide a complete response. The issues outlined below should be examined by the UBOT in recommending termination.

Provide a narrative rationale for the request to terminate the program.

The M.S. in Elementary Education was inactivated when the M.S. in Curriculum and Instruction was created several years ago. This Program Termination form is being submitted to delete this program from the SUS Program Inventory.

Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The program was offered at the University Park Campus. There will be no impact on enrollment as this is an inactive program and all students are enrolled in the M.S. in Curriculum and Instruction.

Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

No active students in this program. Students enrolled in the MS in Curriculum and Instruction. Faculty currently teach in the MS in Curriculum and Instruction as well.

Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

There are no students in this program. There are no faculty in this program.

Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

There will be no negative impact to representation of females, minorities, faculty nor students.

APPROVALS:

Signature of Requestor/Initiator — Date: 1-12-09

Signature of Campus EO Officer — Date: 2/22/09

Signature of College Dean — Date: 1/12/09

Signature of Chair of the Faculty Senate — Date: 4/24/09

Signature of Vice ~~President~~ PROVOST for Academic ~~Affairs~~ PLANNING — Date: 6/4/09

Signature of Executive Vice President and Provost — Date: 20 JUL 09

Signature of President — Date: 7/21/09

Signature of Chair, FIU Board of Trustees — Date:

REVISED 10/2007

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Agenda Item 4.1

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy Committee
10 September 2009

Subject: Academic Affairs Reports

Proposed Committee Action

None. Information/Discussion Items.

Reports

A. Undergraduate Education Report and Student Presentation – Douglas Robertson
B. Graduate Education Report and Student Presentation – George Walker
C. Enrollment Services Report – Douglas Wartzok
D. Online Education Report – Joyce Elam
E. Peer Mentorship Report – Michele Ciccazo

Exhibits/Supporting Documents:

- Undergraduate Education Report and Student Presentation
- Graduate Education Report and Student Presentation
- Enrollment Services Report
- Online Education Report
- Peer Mentorship Report

Facilitator/Presenter:

- Douglas Robertson
- George Walker
- Douglas Wartzok
- Joyce Elam
- Michele Ciccazo

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Florida International University

Board of Trustees

Academic Policy Committee

Office of the Dean, Undergraduate Education

September, 2009

STUDENT-CENTERED ACADEMIC SUCCESS:

IMPROVED RETENTION AND GRADUATION RATES

THROUGH IMPROVED PEDAGOGY

As described in the last report, Undergraduate Education has just finished the first year of a three year plan to improve retention and progress to graduation by dramatically improving the student:advisor ratio and the quality of advising at FIU through the Integrated Learning Advising Model (ILAM). In addition, Undergraduate Education has recently expanded its work on improving retention and progress to graduation by targeting specific pedagogical development in three projects, which are described below.

Effective Math Pedagogy: Wal-Mart Minority Student Success Initiative Grant

A Florida International University grant team--which combined faculty and staff from the Office of Undergraduate Education, Department of Mathematics and Statistics, and Office of Student Affairs--was selected by the Institute for Higher Education Policy to receive a Wal-Mart Minority Student Success Award—a three-year $100,000 grant to help build on FIU's demonstrated successes in enrolling, retaining, and graduating first-generation college students. FIU was one of only 15 minority-serving institutions (MSIs) selected through a highly competitive application process to strengthen efforts to support first-generation students. Mathematics presents the greatest academic challenge for FIU's over 7,500 first generation undergraduate students: 74% of those who enroll in College Algebra in their first semester fail or drop the class (Fall 2007). Success in math is critical to student retention and graduation, as freshmen who fail College Algebra are almost 20% less likely to return the following Fall and are 75% less likely to graduate in a timely manner than students who pass College Algebra.

To address this choke point in student progress, cohorts of 150 first-generation, first-year students will participate in pilot math-intensive First-Year Interest Groups (FIGs) intended to apply and assess best practices in mathematics education. A Faculty Learning Community (FLC)

made up of the student learning community faculty will convene regularly to improve best practices and pedagogies for teaching gateway mathematics courses and addressing first-generation students' learning needs. Anticipated outcomes include an increase in one-year retention for freshmen, an increase in persistence from sophomore to junior year, an increase in timely graduation, and faculty development in best practices of mathematics education.

Effective Large-Enrollment Pedagogy: Team-Based Learning

As enrollment rises without commensurate increases in faculty, a need grows to have larger classes. We know that engaged pedagogy utilizing active student learning plays an important role in student retention and graduation. So the challenge becomes to increase student learning while also increasing the student:faculty ratio in classes (thereby driving down instructional cost per student while also increasing student retention and graduation).

This challenge is not new to higher education, and in the literature and practice of higher education pedagogy, some effective approaches to teaching large enrollment classes effectively have been developed and documented. One of these standouts is Team-Based Learning, a demonstrably successful pedagogy developed by Dr. Larry Michaelsen over a 30 year period (http://teambasedlearning.apsc.ubc.ca/).

On June 10 and 11, 2009, Dr. Michaelsen worked on the FIU campus with 16 FIU faculty, who primarily comprised the faculty who are designing the initial 6 global learning courses for FIU's SACS Quality Enhancement Program (QEP). These courses are anticipated to be large enrollment courses. The impact on participating faculty could be fairly described as transformative. Many faculty left the workshop committed to working out the application of Team-Based Learning in their other courses. Dr. Michaelsen was receptive to continuing to work with FIU over an extended period in order to help faculty to implement Team-Based Learning in an increasing number of FIU courses.

Effective Mentoring of Undergraduate Research and Creative Activity: Council for Mentored Undergraduate Research and Creative Activity (CMURCA)

Mentored undergraduate research and creative activity constitutes an effective active learning strategy, which connects to many positive student learning outcomes including improved retention and graduation rates. A survey at FIU conducted in 2008, revealed that a good deal of mentored undergraduate research and creative activity occurs at FIU but that it is not organized at the university level for optimal efficiency, synergy, and impact. In response to this need, the Office of Undergraduate Education has helped to create a new university-wide Council for Mentored Undergraduate Research and Creative Activity (CMURCA). Below are elements taken from CMURCA's founding statement.

Mission

The mission of the Council for Mentored Undergraduate Research and Creative Activities is to promote active learning among FIU undergraduate students through mentored research and creative activities.

Vision

The desired future of the Council for Mentored Undergraduate Research and Creative Activities is to become a national model among student-centered, urban, public, research-extensive universities for coordinating and promoting, across the university, active learning in undergraduate students through mentored research and creative activities.

Goals

The Council for Mentored Undergraduate Research and Creative Activities focuses on the following six goals:

1. To provide professional development in facilitating active learning for faculty and graduate students who mentor undergraduate research and creative activities.
2. To develop university-wide projects that promote mentored undergraduate research and creative activities (e.g., travel grants, project grants, campus-wide fairs, and awards).
3. To encourage coordination and collaboration across the university among current and emerging projects in mentored undergraduate research and creative activities.
4. To make recommendations to appropriate offices and bodies regarding policies and procedures that promote active learning among undergraduate students through mentored research and creative activities.
5. To serve as a two-way communication channel for mentored undergraduate research and creative activities--disseminating pertinent information to the university community as well as bringing relevant information to the Council.
6. To promote external funding to support active learning through mentored undergraduate research and creative activities.

Charge

The charge to the Council for Mentored Undergraduate Research and Creative Activities to pursue its mission, vision, and goals is given by the Dean of Undergraduate Education, who (or whose designate) will serve as Chair.

Membership

Members of the Council for Mentored Undergraduate Research and Creative Activity comprise representatives (appointed by the appropriate Dean) from the following university colleges, schools, and programs:

- College of Architecture and the Arts
- College of Arts and Sciences
- College of Business Administration
- College of Education
- College of Engineering and Computing
- College of Law
- Herbert Wertheim College of Medicine
- College of Nursing and Health Sciences
- Honors College
- McNair Program (Student Affairs)
- Office of Research and University Graduate School
- Robert Stempel College of Public Health and Social Work
- School of Hospitality and Tourism Management
- School of Journalism and Mass Communication
- Undergraduate Education
- University Libraries

Members will serve a one-year term and may be reappointed indefinitely.

ENGAGING THE COMMUNITY: THE ACADEMY FOR ADVANCED ACADEMICS (AAA@FIU)

With strong leadership from President Mark Rosenberg, the Office of Undergraduate Education has developed an exciting new partnership with Miami-Dade County Public Schools (MDCPS). Beginning on August 24, 2009, with 100 juniors and growing next year to full capacity at 100 juniors and 100 seniors, the Academy for Advanced Academics began offering an all-day university/high school experience on the FIU campus for MDCPS students. Carefully selected high school students will take 3 FIU courses in the morning and their Advanced Placement (AP) courses (calculus, English literature, economics/government, and research) in the afternoon. The students will participate in FIU courses taught by FIU professors and alongside FIU undergraduates. The AP courses will be taught by MDCPS faculty. Other MDCPS staff includes an administrator, counselor, and administrative assistant. This significant project should have a number of positive outcomes including helping to build stronger university/community relations, developing an important new university-based dual enrollment option for MDCPS students, and increasing the number of top local students who choose to enroll as undergraduates at FIU.

FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

ACADEMIC POLICY COMMITTEE

RESEARCH & UNIVERSITY GRADUATE SCHOOL

SEPTEMBER 2009

GRADUATE EDUCATION REPORT

I. Introduction

The mission of the University Graduate School (UGS) is to promote excellence in graduate programs. In partnership with academic units, the UGS assures the overall quality of graduate education, i.e., graduate students' experiences related to both instruction and research at Florida International University (FIU). The quality of students' experiences is foundational to the formation of new scholars and the development of professionals in both master's and doctoral programs. Strong graduate programs are necessary for the fulfillment of the teaching and research missions of FIU. The synergy inherent among faculty and student participants in high quality graduate education generates advances in research, learning and intellectual discourse that are disseminated globally as new knowledge and applied to improve the lives of others, or used to engage and develop new thought leaders.

The UGS strives to improve the quality of the University's graduate programs, to support the teaching, research, and creative activities of graduate faculty, staff, and students, and to provide access to a challenging and rewarding learning community for a diverse body of highly qualified applicants. The programs and services of the UGS are designed to improve the effectiveness of graduate education at FIU by implementing national best practices; advocate for and distribute resources in support of advances in graduate education at the University, as well as design and implement innovative initiatives to enhance the quality of students' graduate education experiences at FIU.

II. Two-Year Action Plan

RUGS will collaborate with administrative units, academic units, faculty, and students to enhance the quality and effectiveness of graduate education at FIU and its supporting infrastructure. Outgrowths of the doctoral program reviews will permeate all of our efforts. Resource utilization and labor will be guided by an action plan that is organized by the (overlapping) goals listed below.

1. Enhance the Quality and Effectiveness of Graduate Programs at FIU

Ensuring the consistent quality and effectiveness of master's and doctoral programs is essential to improving the national recognition of the University, providing excellent education to our students, and enhancing the University's role as a source of knowledge for human betterment. The University produces well-qualified new scholars and professionals who provide the human capital to improve communities, ranging from local to global. This goal may be achieved through the following action steps:

- Sustained and regular program reviews that focus on indicators of program quality;
- Increased focus on activities that engage faculty and students in the processes of graduate education;
- Strategic approaches to investment in graduate programs, and

- Sustained efforts to recruit, retain and graduate highly qualified graduate students.

2. Enhance Financial Support for Doctoral Students at FIU

The provision of competitive, annualized graduate assistantship stipends to the doctoral students who attend FIU influences the ability of doctoral programs to recruit, retain, and graduate highly qualified doctoral students. In addition, funding support in the form of Presidential Fellowships, Dissertation Year Fellowships, Doctoral Evidence Acquisition Fellowships, and McKnight Fellowships assist academic units in recruiting, retaining, graduating and placing highly productive and engaged doctoral students. These enhancements have influenced positively the experiences of FIU's doctoral students and their ability to compete at a national level. We propose the following action steps:

- Continued enhancements to graduate student stipends to promote national competitiveness.
- Continued expansion of the number of graduate assistantships funded by Academic Affairs, research grants, and doctoral fellowships.
- Continuation of time-limited fellowship programs that assist doctoral students with key transition points in the process of doctoral study (e.g., data collection).
- Increased emphasis on training that will result in doctoral students applying for and winning extramural doctoral fellowships.

3. Enhance Graduate Student Mentoring and Promote Mentoring as a University Value

Quality of faculty mentoring of graduate student teaching, research, professional practice, and creative activities is essential to the quality of the students' graduate education experience. This is an area in which many different initiatives could be enacted to improve current practices at FIU. UGS will partner with a range of other units to provide enrichment and development opportunities for both faculty and graduate students. Improvement in this area may be achieved through the following action steps:

- Sustained and regular program reviews that focus on indicators of program quality.
- Advocate for development of a University-wide policy that equates doctoral student completion with faculty effort recognition, i.e., adopt a differentiated teaching assignment policy that gives course credit to the major professors of doctoral students who graduate within a given timeframe.
- Develop and disseminate "FIU recommended practices" documents for graduate student mentorship.
- Link training in student mentorship to graduate faculty status and provide faculty development opportunities and resources in relation to student training.
- Offer doctoral students educational opportunities to better understand mentoring relationships with faculty and to develop their own mentorship skills relative to undergraduates and beginning graduate students.
- Hold University-wide events to promote and celebrate the significance of excellence in faculty mentoring.
- Articulate clearly and regularly the importance of high quality mentoring of graduate students and, specifically, work with Academic Affairs to consider the quality of graduate student mentoring in the tenure and promotion process.

4. Enhance Research Infrastructure for Graduate Education

Adequate research infrastructure is essential to improving the quality of graduate education at any major research university. Accessible and modern facilities are necessary for graduate education in teaching and research, and indeed, the development of an on-campus graduate culture. Lack of adequate facilities, space, and equipment are all barriers to improving graduate education at FIU. Progress in this area may be achieved through the following action steps:

- Advocate for increased investment in research facilities and equipment for faculty with active research programs that enhance the development of graduate students.
- Advocate for expanded resource allocation to shared facilities that are used by graduate students (e.g., computer labs, core labs, dedicated library space) to teach and conduct research.
- Advocate for common working spaces for graduate students in every academic unit.
- Facilitate the efforts of faculty to develop and obtain general infrastructure enhancement grants that facilitate the education of graduate students.
- Continue to provide training for graduate students relative to research compliance and research ethics, e.g., IRB and IACUC training and the Responsible Conduct of Research (RCR) Program.

5. Enhance Ability of Graduate Students to Compete Successfully for National Competitive Awards

Efforts to improve the national recognition of the University and the distinctiveness of specific graduate programs will be facilitated by enhancing the ability of FIU graduate students to vie for competitive national fellowships and awards. This goal may be achieved through the following action steps:

- Implement a Graduate Grants Center to disseminate fellowship opportunities to interested students and faculty, and provide related support services (mentoring, writing assistance).
- Facilitate the efforts of faculty to develop training grants at the University.
- Deliver specific resources to graduate students on campus to enhance efforts to write applications (grant-writing workshops, visits by agency officials).

6. Enhance Recruitment of a Diverse, Highly Qualified Applicant Pool

The degree to which graduate programs are accessible to a wide range of applicants and the admissions process characterized by inclusiveness is important to maintaining equal opportunity in higher education and the vital diversity that is a hallmark of most major research universities. A separate, and equally important, issue is a university's need to compete with peer institutions to recruit and retain the most highly qualified applicants. An active, engaged recruitment strategy is essential for every graduate program to improve the quality of the students that it enrolls. Progress in this area may be achieved through the following action steps:

- Provide resources to units (funding, support staff) to assist them in developing and implementing strategic plans for recruiting. Engage faculty and graduate students in implementing the plans.
- Streamline the graduate admission processes and train staff to take proactive approaches to working with academic units. Speed decision-making to obtain enrollment commitments back from high-quality applicants.
- Work with external organizations (e.g., the International Institute for Education) to recruit highly qualified foreign applicants.
- Optimize decision-making timelines for all UGS fellowship programs so that fellowship offers can be used as recruiting tools.

- Complete multi-year strategic resource allocation plans and distribute them to FIU colleges so that all units know how many assistantships and tuition waivers will be provided to them from UGS for the next several recruitment seasons.

7. Enhance the Quality of the Graduate Education Experience at FIU

The quality of the graduate education experience is strongly influenced by what occurs outside the classroom or research laboratory. A holistic approach to enhancing the quality of graduate education must include qualitatively different types of development experiences such as those in the personal, professional, and creative domains. A wide range of enhancement programs that promote specific capabilities and competencies among graduate students at FIU will more thoroughly prepare them to be leaders in diverse settings. Progress in this area will be facilitated by the following action steps:

- Sustained and regular program reviews that focus on indicators of program quality.
- Engage the student Graduate Advisory Board (GAB) to serve as liaison between the University's graduate student community and the UGS.
- Create a specially designed living and learning community in on-campus housing that provides graduate students with the opportunity to interact with visiting scholars, participate in workshops or lectures designed to meet their needs as developing scholars, receive assistance in key areas such as writing skills and statistics, or form study groups with other students.
- Implement nationally-acclaimed professional development programs such as the Preparing Future Faculty (PFF) Program.
- Enhance relevant infrastructure such as the Center for Excellence in Writing (CEW) and Statistical Consulting at FIU.
- Promote opportunities for graduate students to obtain successful leadership experiences both inside the university, in local communities, and in professional settings.
- Continue the Colloquium Enhancement Initiative to bring nationally recognized speakers to each doctoral program and provide opportunities for interaction with graduate students.
- Improve graduate culture on campus by sponsoring more University-wide events focused around topics in graduate education of significant general interest and benefit.
- Develop policies regarding post-doctoral training at FIU, conduct a needs assessment, and begin to offer services to attract and support post-doctoral research associates at the University.

8. Establish, Enforce and Review Graduate Policies, Procedures and Educational Best Practices

The UGS has primary responsibility for reviewing, revising, establishing, and enforcing graduate policies and procedures to provide quality assurance in graduate education, equity in the graduate admissions process, and integrity in earning and conferring graduate degrees to students. These policies are inherently linked to the process of reaccreditation of the University, the professional conduct of graduate students and faculty, and many of the formative experiences that comprise a graduate career. As the practice of graduate education evolves, formulation and implementation of policies, procedures, and educational best practices must anticipate, and be responsive to, the changing needs of the graduate community at FIU. To facilitate reaching this goal, we intend to:

- Re-invigorate the Graduate Faculty Advisory Board to provide the Dean of the University Graduate School advice on formation and implementation of graduate educational policy and procedures.
- Institute routine reviews of graduate policies and procedures to assess relevance and responsiveness.

- Work with the student Graduate Advisory Board and Graduate Program Directors to develop effective strategies to communicate the changes in graduate policies and procedures to the graduate students and graduate staff.
- Support and encourage Graduate Program Directors to be effective liaisons between their departments and the University Graduate School.
- Encourage UGS staff to attend national graduate education meetings (e.g., the Council on Graduate Schools) to obtain information on national trends in recommended educational practices and translate that information for use at FIU.

9. Provide Efficient Services to the University Community

A primary responsibility of the UGS is to provide timely, responsive and efficient services to the University community as a whole. It is the mandate for UGS to provide these services with high levels of customer service. Progress in this area will be aided by the following action steps:

- Continue staff training related to improvement of quality of customer service.
- Continue customer service surveys of faculty, staff, and graduate students.
- Continue and improve log procedures for incoming paperwork, and implement scanning system for all clients who access services at UGS offices.
- Provide yearly written reports to the University community regarding customer satisfaction.
- Inform the University community of available services via email announcements, posts on the UGS webpage, outreach workshops, notifications to Deans and Graduate Program Directors, and the UGS newsletter.

10. Improve Data Collection Systems at UGS

The University Graduate School must assume a leadership role in assisting colleges and departments in strategic planning related to graduate education in their academic units. In addition, improved data management systems will enhance UGS operations related to graduate admissions, student retention, allocation of resources, timely degree completion, student recruitment, and compliance with UGS, University, and SACS-related policies. It is essential that additional resources be allocated to UGS to improve data management and analysis functions, so that UGS can collaborate proactively with academic units to identify graduate students at risk for failure, perform University-wide auditing functions, and provide customized reports to graduate programs. This goal may be achieved through the following action steps:

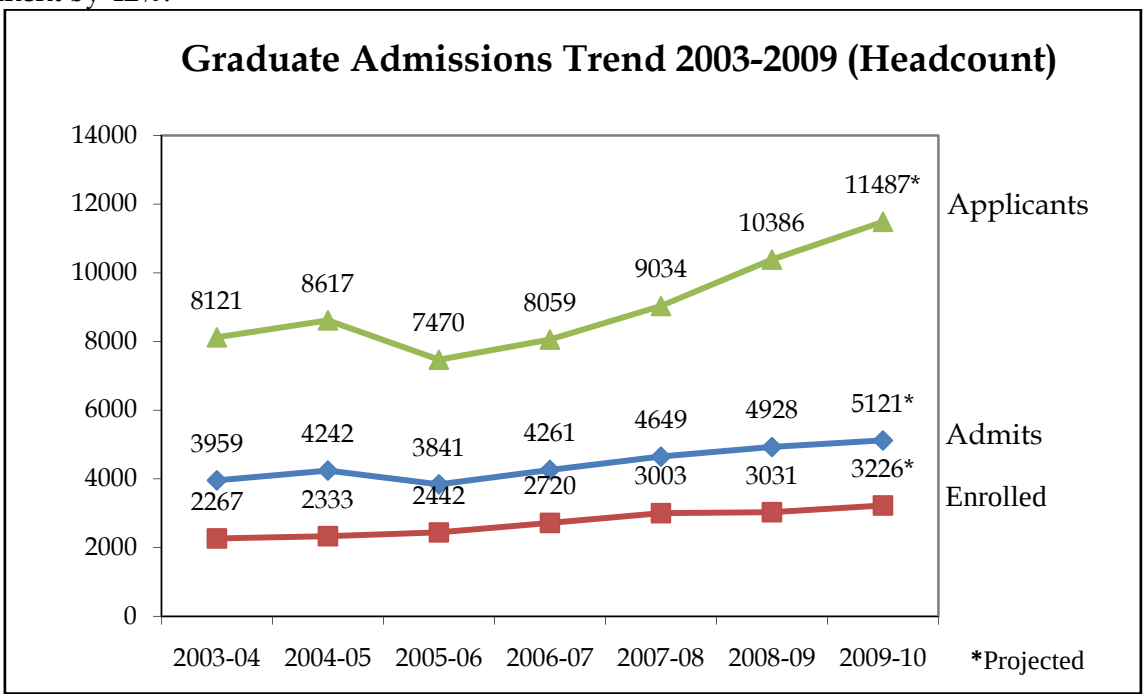
- Implement a degree audit system for all graduate programs.
- Implement electronic document management systems for all UGS forms.
- Implement a recruitment contact management system.
- Standardize compliance-related audits and produce reports for academic units.
  Implement developmental milestones feature in PeopleSoft to help graduate students and faculty advisors track progress in students' academic careers.

III. Doctoral Degree Production

Although the numbers are not yet final, 33 (31 Ph.D./2 Ed.D.) students have submitted the final copies of their dissertation and are expected to graduate in Summer 2009. This is somewhat lower than the doctoral degree production in Summer 2008, which was unusually high at 43 (37 Ph.D./6 Ed.D.). In summer 2007, doctoral production was also 33 (30 Ph.D./3 Ed.D.).

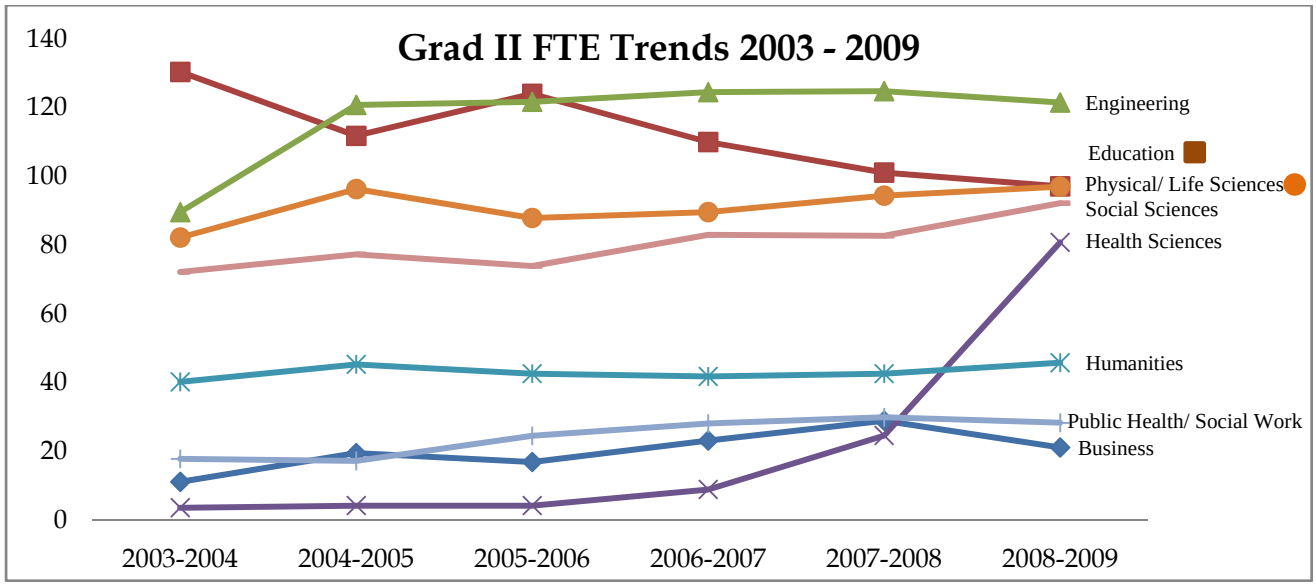
IV. Graduate Enrollment Trends

Admission trends from the past 7 years show an increase in applications by 41%, admits by 29% and enrollment by 42%.



The University continues to realize growth in GRAD I FTEs, fueled mainly by growth in the College of Business, an overall increase of 66% from 2003 to 2009. Growth in other areas remains flat, with minimal growth in other professional degree programs, i.e. Health Sciences, Hospitality Management and Mass Communication.

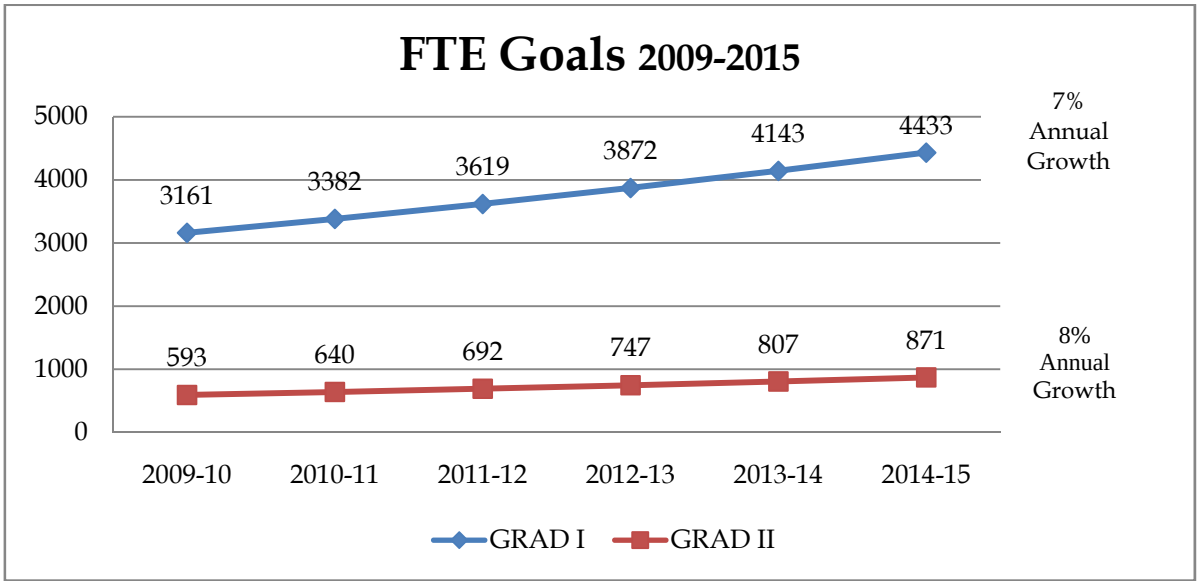
At the GRAD II Level, significant growth has occurred in the Health Sciences area, specifically due to the introduction in the Doctor of Physical Therapy. Additional growth in the Health Sciences is expected over the next few years with the establishment of the Doctor of Nursing Practice in the next year. Education has experienced a decline in Grad II enrollment as they have limited admissions to bring the number of students in line with the appropriate level of available faculty.



UGS is currently conducting doctoral program reviews and will continue until all programs have been reviewed. UGS will utilize the results to determine which programs demonstrate the ability to grow and further its research and instructional quality. Additional funding will be directed towards successful programs.

V. Enrollment Goals and Strategies

Our goal over the next five years is to grow GRAD I FTE's by 7% each year, with most of the growth occurring in professional degree programs, and GRAD II FTE's by 8% each year.



The strategies to achieve enrollment goals without reducing quality:

- Identify programs with unused capacity (both Grad I and Grad II) and assist them to enroll more students. This involves working with the academic Deans to identify programs with unused capacity, helping programs identify barriers to increased enrollment, and working individually with programs to recruit more students (assist with recruitment plans and activities and provide matching funds for recruiting, improving admissions processes, etc).
- Reduce student attrition at both Grad I and Grad II levels. This would be accomplished through program reviews, provision of mentorship resources and training for graduate faculty, increased provision of academic support by UGS.
- Work with units to optimize their admissions policies (e.g., fall-only vs. year-round admission, achieving adequate numbers for successful cohort-based programs) to achieve program goals and enrollment capacity.
- Increased number of on-line degrees being offered through Higher Ed Holdings, e.g. business, education and nursing.
- Continued implementation of the strategic plan for increased Ph.D. student support, i.e., incremental stipend increases, increased numbers of assistantships & waivers for targeted Ph.D. programs.
- Hold off on plans to further restrict Conditon-2 admissions.

Note: The following programs are coming "on-line" in 2009 and 2010 and will result in an increase in Grad I and Grad II enrollment: entry-level M.S. programs in the School of Architecture; M.S.N. programs converting to Doctorate of Nursing Practice, conversion of the Foreign Physician Program from BSN to MSN.

VI. Updates on Initiatives

Doctoral Program Reviews: The doctoral program reviews for three programs are essentially complete, and the reviews for three other programs are nearing completion. It has become evident that engagement in this process has resulted in faculty making valuable discoveries about their own programs. More importantly, programs are identifying ways in which they can make significant improvements to their program with little or no additional resources. For example, program improvement plans include implementation of faculty initiatives to promote participation in doctoral mentorship, implementation of training to support student applications for fellowships,

providing mentoring and guidance to junior faculty in support of applications for Dissertation Advisor Status and reducing attrition rates among enrolled doctoral students. Programs will propose a timetable for implementation of program improvements and a progress report will be submitted to the UGS on an annual basis.

Presidential Fellowships and Presidential Enhanced Assistantships: In order to compete with other universities for top new students, Presidential Fellowships and Enhancements must be attractive to top applicants and offers must be made to students early in the recruitment season. In 08-09, UGS raised the stipends for Presidential Fellows to $25,000 to make this award more competitive in attracting top students. In addition, for the 09-10 awards, UGS changed the nomination process to include both an early (February) and a late (April) round of nominations. These strategies have apparently paid off, as we have a record high number of confirmed acceptances for Presidential Fellowships for Fall 2009, 11 acceptances compared to 4-6 in previous years. In addition, four (4) students have accepted Presidential Enhanced Fellowships for Fall 2009, compared to two (2) students in Fall 2008. The average GRE of the Fall 09 fellows is 1366 and the average GPA is 3.69. The distribution of 2009 fellows across colleges is CAS = 6, CEC = 5, CBA = 3, COE =1.

Augmenting doctoral graduate student stipends across the University: For the 2009-2010, Academic Affairs and RUGS are providing doctoral students supported on state funds a 3% "market competitiveness stipend increase." This increase is intended to move UGS incrementally forward in its overlapping goals to enhance recruitment of a diverse, highly qualified applicant pool and to enhance financial support for doctoral students.

VII. Graduate Student Presentation

Patricia Diaz, Ph.D. Candidate
Department of Chemistry and Biochemistry
Advisor: Dr. José R. Almirall

Patricia Diaz, a Miami resident, graduated from FIU in December 2005 with a Bachelor of Science in Chemistry and a minor in Sociology and Anthropology. She is pursuing her Ph.D. in Chemistry, which she anticipates to finish in December 2009. Under the direction of Dr. José Almirall, Ms. Diaz began her research career as an undergraduate in November 2004, she later became a teaching assistant, and since January 2007, has been a research assistant. The University Graduate School awarded Patricia a 2009 Dissertation Year Fellowship so that she may finish her research, complete her dissertation, and obtain her doctorate. Along with Dr. Almirall and Dr. Jeannette Perr (also an FIU alumna), she has a pending patent application: Method and apparatus for extraction, detection, and characterization of vapors from explosives, taggants in explosives, controlled substances, and biohazards. U.S. Pat. Appl. Publ. (2009), 12pp., Cont.-in-part of U.S. Ser. No. 630,559.

Research Topic: Improved Sampling, Pre-Concentration, Detection, and Identification of Hidden Explosives and Illicit Drugs by a Novel Solid Phase Microextraction Geometry Coupled to Ion Mobility Spectrometry

Summary: Drugs and explosives give off what are called odor signatures into the air that make it possible for trained dogs to detect their presence rather than the actual drugs and explosives. Since the odor signature compounds are present in the air around the illicit drug or explosive, the air can be sampled to collect these compounds (instead of using trained dogs.) The research conducted has resulted in the creation of the first ever planar solid phase microextraction (PSPME) device for direct

introduction into ion mobility spectrometers (IMS—the instrument used at airports to screen passengers and baggage for drugs and explosives). This PSPME device has increased surface area and capacity for collecting the odor signatures, allowing it to sample larger volumes with PSPME as opposed to being limited to sampling in closed vials. The more than 15,000 instruments out in the field conducting over a million analyses per year do not have to be specifically adapted to this new technology; only the consumable PSPME devices have to be purchased. The results have been published in the peer-reviewed journal, Journal of Separation Science, and a patent is pending.

Academic Policy Report

Enrollment Services Update

August 21, 2009

I. University Enrollment

During Summer 2009, 26,966 students were enrolled in courses which generated 4,689 FTEs. In Summer 08, 27,393 enrolled students generated 4,914 FTEs. Compared to last year, headcount enrollment decreased by 427 students (1.6%) and FTEs decreased by 225 FTEs or 4.5%.

For 2008/09, the university generated 24,552 FTEs or 1.9% over the Annual Board of Governors Funded FTE, as illustrated in the chart below.

Total 2008/09

LEVEL	Annual BOG Funded FTE	Annual Current FTE	Difference Between Current and BOG Funded FTE	Projected FTE Compared to BOG Funded Level	Minimum FTE to Meet 5% Corridor	Projected FTE Above/Below Minimum
Lower	8,469	8,028	-441	94.80%	8,046	-17
Upper	11,579	12,170	591	105.10%	11,000	1,170
Grad I	3,056	3,288	232	107.60%	2,903	385
Grad II	520	598	78	115.00%	494	104
Law	460	469	9	101.90%	437	32
Total FTE	**24,084**	**24,552**	**468**	**101.90%**	**22,880**	**1,672**

State budget reductions continue to affect the University for academic year 2009-10. Consequently, minimal growth in FTEs is expected. For the new academic year, FIU's enrollment targets (25,271) will mirror the funded FTEs set forth by the Florida State Legislature in the State University Appropriations Bill. This will result in an overall increase of 3% over the 2008-2009 actual FTEs. The university continues to give degree-seeking students first priority when registering for classes. This strategy allows the university to work within budgetary constraints while ensuring our degree-seeking students progress towards the completion of their degrees.

II. New FTIC and Transfer Enrollment

The university must continue to manage its undergraduate enrollment within budgetary resources and enrollment caps imposed by the Board of Governors. For the upcoming 2009/10 enrollment cycle, the university plans to hold FTIC and transfer enrollment constant at 8,800 students consisting of 3,440 FTIC and 5,360 transfers.

This projected enrollment represents a 13% reduction in total enrollment, a 24% reduction in FTIC and 5% reduction in transfers since 2006/07. Despite this decline in enrollment, demand for FIU continues to increase as FTIC and transfer applications for the upcoming year are up by 17.4% compared to this time last year. The university enrolled a total of 2,098 new FTIC and transfer students summer 2009, compared to 2,105 in summer 2008.

4-Year Enrollment Trend Of New FTIC and Transfer Students

	Actual			Projected	4-Year Chg	
	2006/07	2007/08	2008/09	2009/10	#	%
FTICs	4,534	3,847	3,432	3,440	-1,094	-24%
XFERS	5,613	5,060	5,328	5,360	-253	-5%
TOTAL	10,147	8,907	8,760	8,800	-1,347	-13%

Beginning Summer 2009 the admissions office adopted the BOG regulation for implementation of SAT 2400 scale (Critical Reading; Math; Writing) as part of the review process. At the time of this report, the Fall 2009 mean FTIC score is 1,737. To provide some comparative context, the College Board reported that in 2008 high school seniors across the nation scored a mean of 1,511 and those in the State of Florida scored a 1,474. The 2009 college-bound senior SAT report will be available on August 25th.

III. Financial Aid: Preparing Aid Recipients for Fall Semester 2009

Fall First Disbursements: As of August 14th, 2009 $81 million in all types of aid has been accepted by Aid Recipients for the Fall Semester. This represents an increase of 16.6% over the same time last year. The goal is to disburse at least 90% of that amount by September 5th, 2009.

Bright Futures Scholarship Program: The 2009 Florida Legislature passed Conforming Bill-SB 1696 changing the Bright Futures Program as detailed in the June 2009 report. The Financial Aid Office has conducted a campaign to inform students of the changes that entailed the following:

- Updated financial aid website to alert students to the major changes* in the Bright Futures Program http://finaid.fiu.edu/

- Sent new and continuing Bright Future students notification of major changes*to award amounts and revised renewal criteria.

- Posted "Bright Futures Important Notice" flyer at every customer service station in Admissions, Financial Aid, Registrar's Office and Student Financials (18 stations at MMC and 5 stations at BBC) to inform students of changes in the award amounts and revised renewal criteria. Also posted large posters in PC lobby area.

- Made special presentations at each new student Orientation Session during summer months.

- Developed special "Important Information" box within PantherSoft (PS) for all Bright Futures students. All scholarship recipients must enter PS and accept their award in the Financial Aid area in order for that aid to be disbursed. Upon accepting their award, students will see the "Important Notice" posted alongside their award. This notification outlines all program requirements including the new award amounts and revised renewal criteria.

***Changes to Bright Futures Scholarship include the following:**

Minimum Earned Hours Required for Renewal:
To be eligible for renewal, full time students must earn at least 24 semester credit hours in an academic year (previous requirements of 12 credits per academic year).

Dropped Class Repayment Requirement:
If a student drops or withdraws from a course(s) after the official add/drop period, the student will be financially responsible for those courses and must repay these funds to the university within two (2) weeks of dropping a course.

Credit Limits:
The Bright Futures Scholarships will cover up to 132 credit hours toward the completion of a Bachelor's degree for Florida Academic or Medallion recipients and 90 credit hours for Vocation Gold Seal recipients. Note: Special fees for on-line courses are not covered by the Bright Futures Scholarship.

Book Allowance:
There is no longer a book allowance for the Academic Scholars and no additional fees may be included in any Bright Futures award. The changed award amounts are based on the amount per credit hour vs fixed amounts:

New Per Credit Amounts:
FL Academic Scholars: $126.00
FL Medallion/Vocational Gold Seal: $95.00

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Board of Trustees

Academic Policy

Committee Meeting

Presented To:

Florida International University

Board of Trustees

Academic Policy Committee

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I. About FIU Online

FIU Online strives to provide the highest possible level of service and support in the field of technology enabled distance learning. Our goal is to collaborate with faculty to provide truly unique, engaging, convenient, and rewarding teaching and learning experiences that maintain the quality and integrity of a fully accredited formal academic institution.

Mission

To provide superior quality teaching and learning experiences for students and instructors, enabled by a state-of-the-art technology infrastructure.

Funding

FIU Online is a self-supported department. The distance learning fee of $66.33 per undergraduate credit, up to a maximum of $199 per undergraduate course, supports the design, development, and delivery of online courses as well as research into new instructional technologies and techniques. There is a cost sharing agreement with the individual colleges/schools where approximately 38% of collected fees are distributed to each college/school to support the design, development, delivery and support of online courses.

Structure

The department is structured in 5 functional areas:

- Administrative
- Instructional Design and Development
- SSD- Systems Support and Development
- IT- Information Technology
- Online Support Services

The administrative team manages the day to day operations of the department and is responsible for its financial management and strategic direction.

Within the Instructional Design and Development area, are program managers who are assigned to specific academic units. They are responsible for managing course

offerings, instructor contracts, instructional design teams, instructor assignments, and all other administrative functions related to their respective courses.

Working under the supervision of a program manager, the instructional design teams are comprised of instructional designers and course developers. Instructional designers are assigned by their program managers to work individually with faculty members to collaborate on the design and development of their online courses. Instructional designers facilitate faculty training and advocate quality and innovation in teaching and learning by encouraging the use of tools, technologies, and instructional methods that meet the specific needs of courses while maintaining established guidelines. In addition to these duties, they continuously research new methods and technological tools that will enable faculty to enhance the online teaching and learning experience. Course developers, who assist the instructional designers, provide important development support that allows the department to maximize efficiency and increase productivity.

The system support and development team provides administration, maintenance, and support for our LMS (Learning Management System) and all FIU Online servers. They develop applications and middleware to integrate the university systems with the LMS and other applications as necessary. This team also designs and develops interactive educational games and simulations to facilitate e-learning. In order to provide 24/7 service, the LMS is hosted on a clustered environment at the NAP with disaster recovery protection.

The IT team provides end user support and training to faculty and staff. This team also researches new technologies and helps implement them within fully online courses.

The FIU Online Support Services Team represents the first-line of contact between students and the institution. By providing technical support, troubleshooting assistance for online courses, and general information pertaining to the university, the support services team is committed to the effective and accurate transfer of knowledge to assist all stakeholders. Students have the opportunity to communicate with FIU Online via four modalities, Email, Live Chat, Phone, and office walk-ins. FIU Online Support hours of operation are Monday-Friday [8:00am-8:00pm] with extended hours during peak periods and Live Chat/Email support on weekends from 10:00am-6:00pm.

Tools for Course Development

FIU Online offers instructional designers and faculty the tools that are essential to develop online courses that meet the unique challenges of an ever-changing social and technological landscape. These tools are acquired as a result of research and recommendations made. Please see the attached brochure (Appendix A) for an overview of some of the tools that are currently available.

Professional Development and Training

FIU Online employees are encouraged to attend and participate in e-learning related conferences and to be active members of various organizations and consortiums that offer a wide range of resources related to the field. Employees are encouraged to build professional learning networks within and outside the university in order to expand on existing knowledge and build a high level of expertise in their field. Professional development and training are emphasized as an integral part of reaching the department's mission. Each year, FIU Online organizes a day-long conference for FIU faculty teaching (or planning to teach) online courses which is offered free of charge to faculty. This conference features both nationally known experts in the field of online learning as well as faculty panels and presentations.

Online Degree Programs

FIU Online currently offers the option to complete the following degree programs online:

Undergraduate Degrees

- Bachelor of Business Administration-Finance
- Bachelor of Business Administration-International Business
- Bachelor of Business Administration-Human Resource Management
- Bachelor of Business Administration-Management

Graduate Degrees

- Master in Occupational Therapy
- Master of Public Health
- Master of Science in Construction Management
- Master of Science in Criminal Justice

II. Financials and Enrollment

Financials and Enrollment

Figure 1. AY 08-09 Actuals vs FY 09-10 Forecast

Undergraduate Enrollment	Results 08-09	Forecast 09-10
Sections	789	785
Instances of Enrollment	43,752	42,406
Fee's Generated	$ 8,706,648	$ 8,438,794

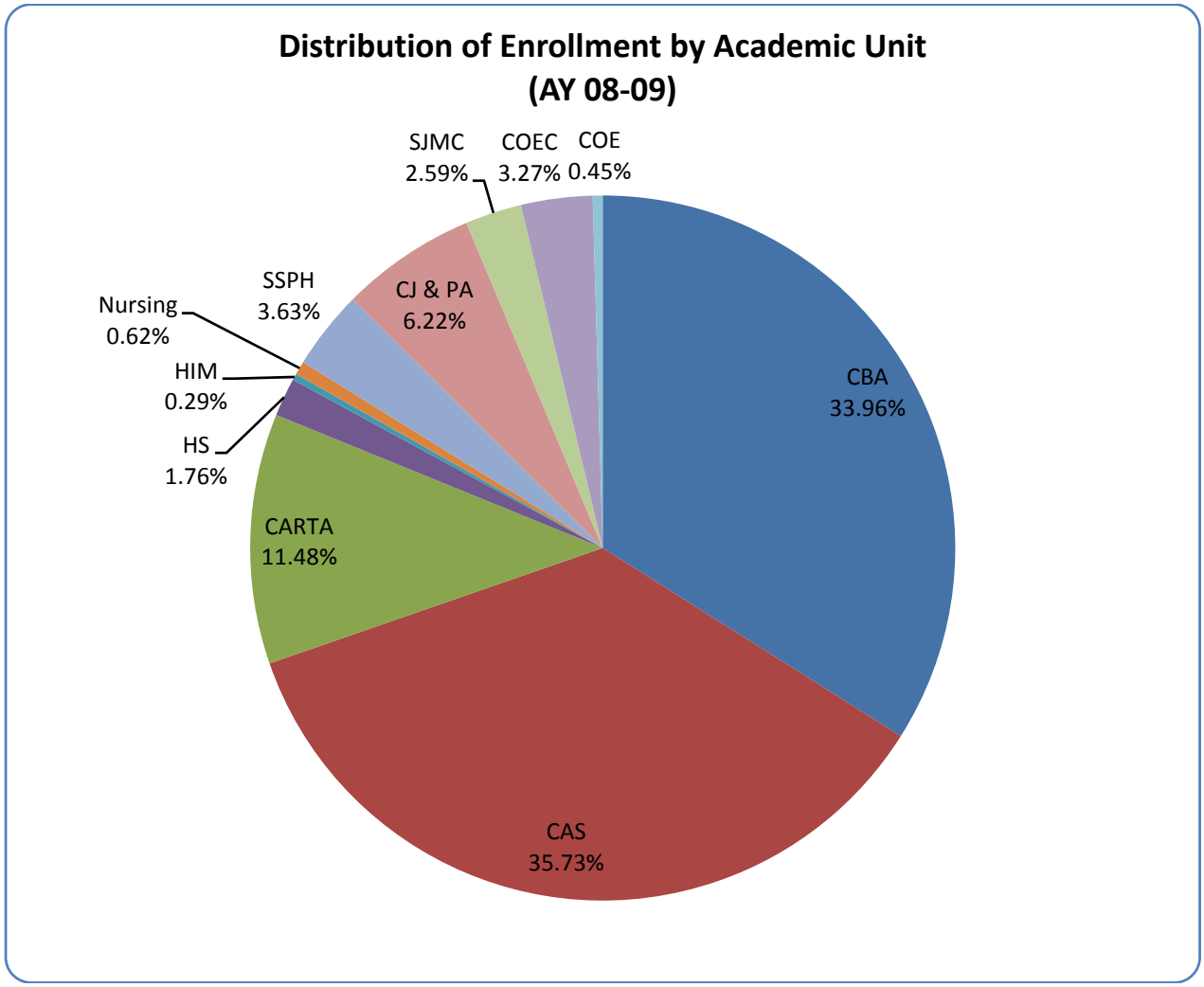
Graduate Enrollment	Results 08-09	Forecast 09-10
Sections	103	126
Instances of Enrollment	1,476	1,704
Fee's Generated	$ 620,579	$ 703,985

Figure 2. AY 08-09 Financial Results

Financial Results 08-09		
Distance Learning fee revenue	$	9,327,227
Transfer to Academic Units	$	4,789,956
Permanent Salary and Benefits	$	2,575,913
OPS Payroll	$	558,731
Operating Expenses	$	786,243
OCO	$	135,503
Reserve*	$	480,881
Total Expenses and Transfers	**$**	**9,327,227**

*Reserve for potential budget shortfalls, salary obligations, research & development and contingency expenses.

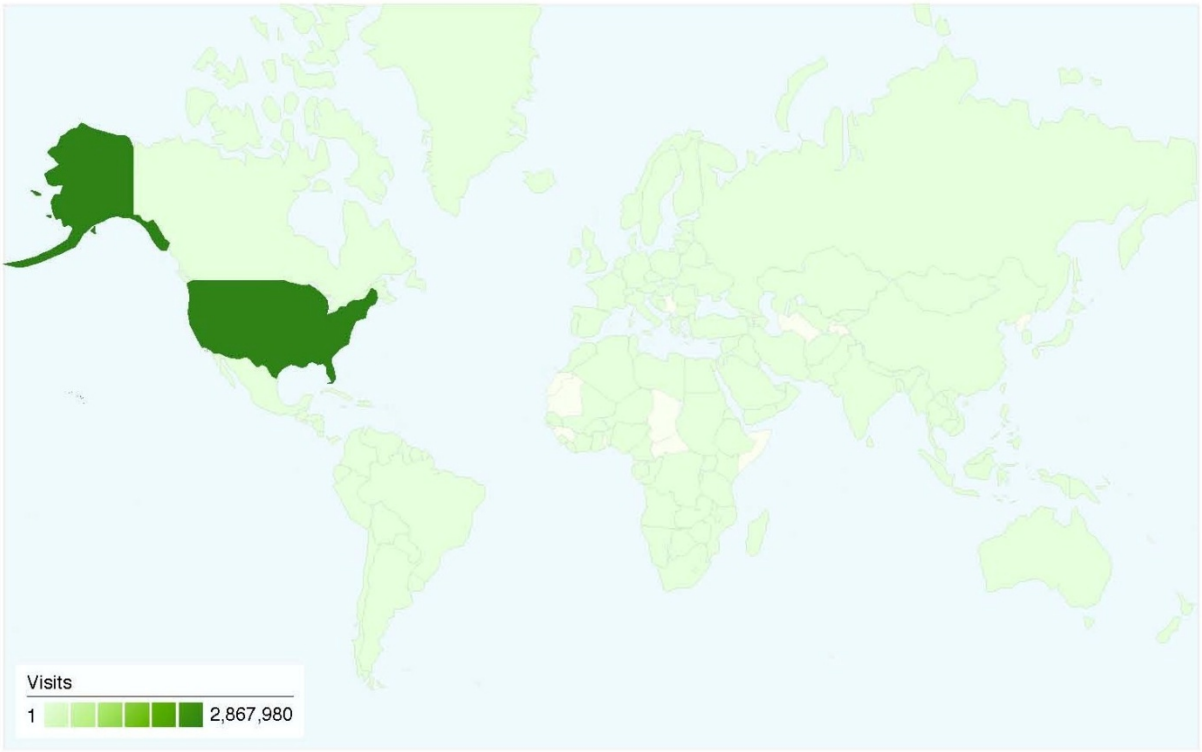
Figure 3. Distribution of Enrollment by Academic Unit (AY 08-09)



Google Analytics
Figure 4. FIU Online Site: Map Overlay

online.fiu.edu
Map Overlay

Aug 25, 2008 - Aug 8, 2009
Comparing to: Site



2,931,460 visits came from 192 countries/territories

Site Usage

Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
2,931,460	1.32	00:00:55	24.86%	87.62%
% of Site Total: 100.00%	Site Avg: 1.32 (0.00%)	Site Avg: 00:00:55 (0.00%)	Site Avg: 24.84% (0.07%)	Site Avg: 87.62% (0.00%)

Country/Territory	Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
United States	2,867,980	1.31	00:00:54	24.50%	87.88%
Jamaica	13,262	1.59	00:01:11	19.49%	82.08%
Venezuela	4,577	1.46	00:00:45	20.30%	87.46%
Colombia	3,777	1.57	00:01:07	33.73%	82.23%
Canada	3,383	1.81	00:01:08	55.04%	76.06%
Puerto Rico	2,237	2.08	00:01:42	46.22%	70.99%
Panama	2,092	1.33	00:01:02	24.19%	85.23%
Dominican Republic	2,066	1.63	00:02:04	30.93%	77.93%
Bahamas	1,796	2.41	00:02:04	44.54%	68.54%

Figure 4. FIU Online Site: Map Overlay Continued

Germany	**1,640**	1.91	00:01:46	44.70%	72.32%
Spain	**1,613**	1.72	00:01:17	40.48%	78.86%
India	**1,229**	2.48	00:02:04	83.08%	60.21%
Trinidad and Tobago	**1,148**	2.41	00:01:49	54.79%	65.94%
United Kingdom	**1,122**	1.88	00:01:44	57.75%	72.91%
Peru	**1,118**	1.78	00:01:21	40.43%	78.62%
Brazil	**1,090**	1.77	00:01:29	43.67%	77.61%
(not set)	**1,040**	1.39	00:00:54	25.48%	84.90%
France	**1,004**	1.69	00:01:06	43.43%	79.38%
Italy	**977**	1.68	00:01:10	42.68%	78.51%
Ecuador	**828**	1.74	00:01:39	39.49%	78.86%
Mexico	**771**	1.78	00:01:34	53.57%	72.63%
China	**764**	1.98	00:01:31	66.62%	68.19%
Nicaragua	**584**	1.81	00:01:11	33.56%	78.77%
Honduras	**532**	1.48	00:00:39	31.58%	80.45%
Japan	**528**	2.50	00:01:59	56.44%	61.55%
					1 - 25 of 192

Figure 5. FIU Online Site: State Detail, FL

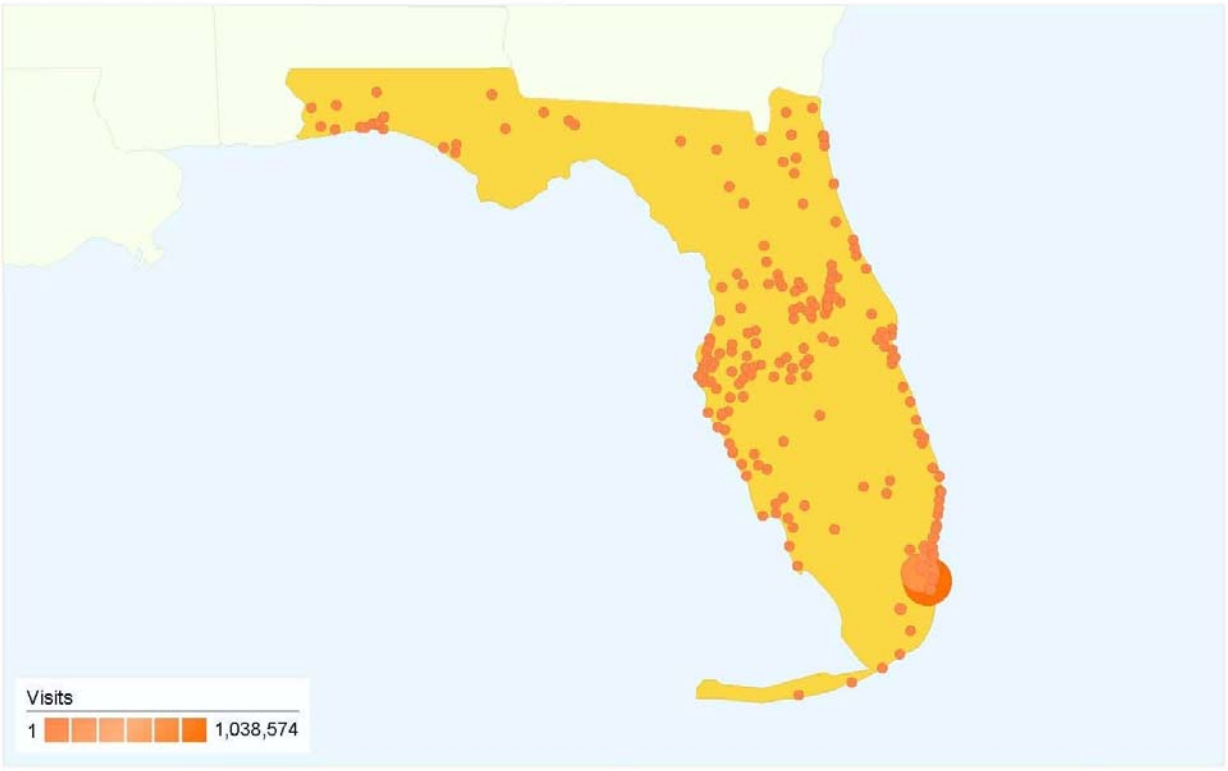
online.fiu.edu

State Detail:

Florida

Aug 25, 2008 - Aug 8, 2009

Comparing to: Site



This state sent 2,602,724 visits via 266 cities

Site Usage

Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
2,602,724 % of Site Total: 88.79%	1.28 Site Avg: 1.32 (-3.27%)	00:00:53 Site Avg: 00:00:55 (-3.22%)	23.61% Site Avg: 24.84% (-4.93%)	88.58% Site Avg: 87.62% (1.10%)

City	Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
Miami	1,038,574	1.24	00:00:50	22.64%	89.41%
Hialeah	769,395	1.22	00:00:52	21.79%	89.75%
Pembroke Pines	140,539	1.27	00:00:51	22.20%	88.89%
North Miami Beach	117,790	1.25	00:00:50	31.13%	88.77%
Opa Locka	75,117	1.27	00:00:47	21.74%	88.78%
Broward County	72,997	1.34	00:00:48	24.22%	87.64%
Homestead	38,284	1.28	00:01:04	20.65%	88.65%
Key Biscayne	38,043	1.26	00:00:49	20.94%	89.12%
Miami Beach	35,776	1.27	00:00:53	20.26%	89.10%

Figure 5. FIU Online Site: State Detail, FL Continued

Pompano Beach	**33,451**	1.50	00:00:58	27.35%	84.56%
Ft Lauderdale	**31,564**	1.38	00:00:51	24.35%	87.00%
Hallandale	**26,536**	1.30	00:00:57	21.21%	87.84%
Boca Raton	**16,152**	1.44	00:00:59	27.77%	84.81%
Weston	**14,527**	1.24	00:00:44	20.33%	89.68%
Deerfield Beach	**11,227**	1.81	00:03:25	23.79%	80.71%
Orlando	**10,820**	1.77	00:01:14	41.97%	78.79%
Dania	**10,136**	1.34	00:00:50	23.26%	87.87%
Tallahassee	**8,269**	2.01	00:01:18	43.62%	73.95%
Lake Worth	**7,589**	1.67	00:01:09	31.22%	80.10%
Gainesville	**7,158**	1.97	00:01:25	44.54%	73.82%
Tampa	**6,634**	1.86	00:01:34	38.18%	76.36%
Jacksonville	**6,057**	1.92	00:01:10	39.21%	77.27%
West Palm Beach	**5,794**	1.73	00:01:18	31.74%	79.65%
Delray Beach	**4,585**	1.45	00:00:57	23.08%	85.08%
Winter Park	**3,611**	1.73	00:01:16	50.65%	78.68%
					1 - 25 of 266

Technology Driven Tools.

HOW THE LATEST TECHNOLOGIES CAN ENHANCE YOUR TEACHING EXPERIENCE.

FIU | Online
FLORIDA INTERNATIONAL UNIVERSITY

Presentation Laptops with the latest software and audio accessories.

Record lectures using loaner presentation computers available for convenient recording.

Mimio

Create video class lectures by recording audio while writing on a whiteboard. These multimedia recordings can then be viewed online.

Wireless Microphone

Use in conjunction with media equipment to record audio-only files or lectures. Multiple recordings can be scheduled in the multimedia room.

Multimedia Stations

Use stations that are equipped with scanners, printers and the ability to record and edit audio and video files (VHS and DVD) . Multiple audio/visual recordings and/or editing can be scheduled in the multimedia room.

Apple desktops

iMac with Leopard OS-- and Mac Mini with Tiger OS-- are available for use. Both are equipped with the following software: MS Office, Garage Band, iTunes, Safari, and Final Cut Express, to name a few. These desktops can be used to test Mac compatibility and/or the creation and manipulation of material.

Tablet PC

Use tools such as One Note on the Tablet PC to capture on-screen handwritten notes that can be saved as an electronic file. Tablet PCs can be loaned out as necessary.

Camcorder

Available for recording or as a webcam. There are two available camcorders :

- Without Bluetooth microphone, 40X zoom, and 30gHz hard drive.
- With Bluetooth microphone, 2000X zoom, and 60gHz hard drive.

Multiple recordings can be scheduled in the multimedia room.

Other multimedia equipment is available upon request and availability:

- Webcam
- Projectors
- Digital Cameras
- Disk Duplicator
- Digital Recorder
- Laptops-Windows OS

Exciting, Interactive, Innovative Learning

Technology Driven Tools.

HOW THE LATEST TECHNOLOGIES CAN ENHANCE YOUR TEACHING EXPERIENCE.

FIU Online
FLORIDA INTERNATIONAL UNIVERSITY

FIU Online is recognized for its innovative use of learning and teaching technologies to support high quality, interactive course development. Our Instructional Design team will work closely with you to deliver effective learning solutions. We offer guidance and training for a broad range of instructional design strategies and technologies. Enclosed is a list of technological tools to help enhance your fully online courses.

Video Studio

VideoStudio lets you easily produce professional-looking videos and slide shows right on your own PC. For beginners, it includes handy Wizards that help you automatically capture footage, polish videos in minutes and create DVDs, complete with menus, titles, transitions and music. It also compresses the file into different video formats to upload to the media server.

DVDXpress (Capwiz)

DVDXpress DX2

Post DVD videos online. CapWiz is an easy to use video capture tool for direct capture of video from several video formats.

Sound Forge

Post audio files online. Extracts audio files from CDs and converts them to different audio formats to upload to the media server. Also used to edit audio and synchronizing with video.

Turnitin

turnitin

Detect plagiarism on student's papers. Screens student papers for verbatim text.

United Streaming

unitedstreaming

Offers high-quality content videos. United Streaming is a digital video-on-demand service from Discovery Education.

Camtasia Studio

Easily record your screen to present full-motion video of anything on your screen, create training, demo, and presentation videos. Offers a complete solution for recording, editing and publishing rich screen video presentations.

Mimio

mimio
by Virtual Ink

Create class lectures with audio by writing on a whiteboard. Records whiteboard notes synchronization with audio during a live lecture to later display online.

Wimba

Wimba
people teach people

Online collaboration tool integrated within CE6. Enables professors and students to communicate like they would in class. It will enable them to share applications, chat online, and communicate with audio and video conferencing.

Im Too DVD Ripper

Im Too DVD ripper is a powerful DVD ripper. Rips DVD movies to popular video/audio formats like DVD to AVI, MPEG, WMV, DivX, VCD, MP3, WMA, etc. easily with high DVD rip speed.

Green Screen

Green screen technology is the basis of the effects seen in everything from the latest Hollywood blockbusters to the weather forecast. The idea is simple. If you shoot a video with a single coloured backdrop (blue or green is often used) the proper software allows you to make that colour transparent - replacing it with any other video clip, graphic or still image. With green screen, it's simple to superimpose anything or anyone into any shot. You can transport yourself to the moon, appear in your favorite film, or make a presentation along with all the relevant facts and figures...

Exciting, Interactive, Innovative Learning

Appendix A Continued

Florida International University Board of Trustees
Academic Policy Committee
Undergraduate Peer Advisors/Peer Mentors

Peer Advisors

Each year the Orientation Office on each campus hires a group of enthusiastic and responsible FIU students to become Orientation Peer Advisors. In Spring 2009 UP Campus hired 24 Peer Advisors and BBC hired 9 Peer Advisors. To be eligible, each candidate must be currently enrolled as a degree seeking student at FIU; have completed at least 12 credit hours at FIU by the end of the Fall semester and have a minimum cumulative GPA of 2.5; be in good standing with the University; and, meet all eligibility requirements for employment, as stipulated by FIU. These students participate in an extensive training program during Spring semester where they learn about the various resources on campus as well as academic policies and procedures. Undergraduate Education plays a significant role in this training, providing the academic information component to prepare the Peer Advisors to assist with the first-year student academic advising process during Orientation.

These special students are trained to assist with all new student orientation programs throughout the year as well as other programs for new students and their families. In this capacity, they serve as resources for new students and their parents, they assist FIU staff with planning and implementation of the programs, and they are viewed as student leaders among the University community. At Orientation, each Peer Advisor is in an advising session with an academic advisor and 10-20 students, depending on the number of students attending the orientation and the intended major of the students in the session. The Peer Advisors are trained on the University Core Curriculum as well as other academic policies such as CLAST, the Forgiveness Policy, and FERPA.

Selection as an Orientation Peer Advisor is both a unique honor and rewarding opportunity for personal and professional growth. Recognized by the University administration and faculty for its invaluable assistance, this team of leaders has a huge responsibility, but will receive many benefits. These Peer Advisors learn about university resources, develop self-competence, enhance their abilities to solve problems, develop critical thinking skills and interpersonal skills, develop verbal communication skills with the ability to present to large and small group audiences, and learn to understand and appreciate diversity.

One of the major events of the peer educator system is Panther Camp, a three-day leadership and involvement retreat for incoming first-year students at FIU. The program is coordinated entirely by the peer educator system, including a six member student executive board and a 22 member student facilitator team. The facilitator team and the executive board both participate in group trainings and retreats to prepare them for their leadership positions. The trainings and retreats focus on small group facilitation, student development theory, team building activities, values clarification, traditions, diversity and multiculturalism awareness, inclusion, self awareness and leadership theory and practice. Additionally, the facilitators meet every week for eight months to create learning outcomes, educational programs and activities for the camp.

The camp consists of four educational programs based on campus traditions, diversity, leadership and involvement, and academic life. In 2008, 167 new students participated in Panther Camp. As a result of their participation in Camp, students noted an increased level of comfort with transition to college, a greater likelihood of getting involved, and excitement about attending FIU. Perhaps the most impressive discovery is that 100% of Panther Camp attendees persisted into their Spring semester; 100% also became involved in at least one campus organization. Panther Camp attendees also demonstrated greater institutional affinity to FIU, more confidence in their ability to graduate from FIU, and a greater knowledge about campus resources. Although these results are positive, no true connection between the Panther Camp experience and academic success has been established. Changes are being made to the program to incorporate a greater focus on academic success.

Peer Mentors

Current and previous Peer Advisors are hired to work as Peer Mentors for the First Year Experience Seminar (SLS 1501) of all the Freshman Interest Groups (FIGs - the learning communities for first-year students). Peer Mentors are limited to working with the First Year Seminar courses due to funding restraints. Peer Advisors undergo extensive training; the training for the Peer Mentoring Program supplements this training with three one-hour sessions on the pedagogy of the first-year seminar, student development theories, strategies of working with students and the instructor, and other relevant matters.

Each FIG SLS 1501 instructor is assigned a Peer Mentor, usually a sophomore or junior, who meets with the class at each session and assists the instructor in all matters, including leading group discussions, sharing personal experiences, familiarizing new students with the campus and university resources, acting as a role model, and at times, actually teaching a session for the course.

Because Peer Mentors are just that, peers who mentor this group of 25 FTICs , they tend to be more accessible and approachable than many instructors might be. Benefits students and Peer Mentors often identify in focus groups and debriefings include easier acclimation and transition to the new learning environment facilitated by peers whose direct experience can guide them in thinking things through and improving and increasing their knowledge of involvement in campus activities. Peer mentors, in turn, gain leadership skills that enhance self-esteem and, as with their students, become more engaged in their own educational opportunities at FIU.

2009 Peer Advisor Position Description

Each year a group of enthusiastic and responsible FIU students are selected to become Orientation Peer Advisors. These special students are trained to assist with all new student orientation programs throughout the year as well as other programs for new students and their families. In this capacity, they serve as resources for new students and their parents, they assist FIU staff with planning and implementation of the programs, and they are viewed as student leaders among the University community. In addition Peer Advisors are expected to make the Orientation experience an exciting and fun welcome to the FIU community. Selection as an Orientation Peer Advisor is both a unique honor and rewarding opportunity for personal and professional growth. Recognized by the University administration and faculty for its invaluable assistance, this team of leaders has a huge amount of responsibility, but will receive many benefits. As vital members of this dynamic team, Peer Advisors enjoy a memorable experience while providing a valuable service to the University.

Qualifications for Application

To be eligible, each candidate must:

a) be currently enrolled as a degree seeking student at FIU
b) have completed at least 12 credit hours at FIU after Fall 2008 semester
c) possess a minimum cumulative GPA of 2.5 by the end of the Fall 2008 semester
d) be in good standing with the University
e) meet all eligibility requirements for employment, as stipulated by FIU

Desired Qualifications for Selection

We will be looking to select candidates who:

a) exhibit leadership potential
b) exhibit a commitment to the mission of FIU's orientation program
c) adhere to a strong code of ethics
d) possess the following personal qualities:
   1) maturity
   2) responsibility
   3) initiative
   4) self-esteem
   5) motivation
   6) enthusiasm
   7) team player
   8) punctual
e) exhibit strong interpersonal and group presentation skills
f) demonstrate the ability to work with a diverse group of people

Terms and Conditions of Employment

A. Length of Position – This position begins in January 2009 and ends January 2010

B. Required Commitments – Peer Advisors selected for 2009 will be responsible for the following commitments:

1. *Training* – Each Peer Advisor will be required to attend training sessions beginning in January and ending in June. More than one absence, whether excused or unexcused, will result in immediate dismissal from the Peer Advisor staff. Training sessions occur every Friday from1-6pm (see exceptions in Important Dates below).

2. *Staff Retreat* – Each Peer Advisor will be required to attend and participate in our retreat, which will be held January 23 – 25, 2009 in Fort Myers Beach, FL.

3. *Leadership Summit* – In lieu of training on Friday, February 6th, 2009 all Peer Advisors will attend FIU's Leadership Summit at the Biscayne Bay Campus on Saturday, February 7th, 2009. More details will be provided.

4. *SROW* – All Peer Advisors will be required to attend the 2009 Southern Regional Orientation Workshop, which will be held at the University of Mississippi in Oxford, MS, March 13-15, 2009. We will leave FIU on Thursday, March 12th and return early on Monday, March 16th.

5. *Orientation Sessions* – Each Peer Advisor will be required to work from 6:00am-11:00pm on the Freshman Orientation dates and 6:00am-8:00pm on the Transfer Orientation dates listed in this packet. During Orientation sessions, Peer Advisors will be given a schedule of assigned tasks but will be expected to be available to assist with additional responsibilities as needed during these times.

6. *Freshman Convocation* – Peer Advisors will be required to assist with Freshman Convocation and the following Reception on Sunday, August 23 from Noon-5pm.

7. *Week of Welcome* – In conjunction with other FIU offices and organizations, Peer Advisors will be required to assist with all Week of Welcome events, August 21 – 30, 2009. More details will be provided.

8. *Parent/Family Weekend* – Each Peer Advisor will be required to assist with the events during Parent/Family Weekend, TBA (Mid-November). More details will be provided.

9. *Orientation rehearsals* – In preparation for skits and/or other performances, Peer Advisors will be required to attend practices prior to SROW and prior to the start of Orientation in May.

10. *Office Hours* – From time to time, Peer Advisors may be called upon to assist with tasks in the Orientation office. This will enable us to be fully prepared for incoming students and their families.

11. *Other FIU functions/Open Houses* – On occasion, other FIU departments and organizations will request the assistance of Peer Advisors. Often they are asked to give tours and to meet and greet special visitors to the campus. Most of these requests come in the Fall and Spring semesters, and they provide a good way to stay involved in the campus community.

C. Time Off – Each University Park Peer Advisor will have the flexibility to miss one Orientation session. Beyond this, time off is limited and allowed on an emergency permission basis only.

D. Outside Employment – All Peer Advisors must schedule other employment responsibilities around your Peer Advisor job responsibilities. If you have another part-time job, you need to make sure that it does not require you to miss a scheduled event or Orientation session (this includes needing to leave early to make it to another job).

E. Class Schedules – Peer Advisors are allowed to take classes during the Summer A term, but both your **Spring** schedule and **Summer A** schedule must leave **Fridays from 1pm-6pm** free to attend **mandatory** training sessions. The first three weeks of Summer B Orientation occur during the last weeks of Summer A class. During that time, you will be expected to be at Orientation and supplementary training during times when you do not have class or an exam. Peer Advisors may not take classes during Summer B or C terms.

F. Academic Standing – Peer Advisors must maintain good academic standing while employed by the Office of Orientation. Good academic standing shall be defined as maintaining a minimum cumulative and semester GPA of 2.5 during the time of employment. A PA will be placed on probation at any time that his/her cumulative or semester GPA falls below a 2.5. A PA will be terminated if he/she fails to achieve good academic standing after one semester of probation or if the PA's cumulative or semester GPA falls below a 2.0.

G. Compensation – Each Peer Advisor will be paid a salary of $1,200, which will be distributed biweekly beginning in mid June. Housing is also provided during the summer months during Orientation. However, those Peer Advisors who reside in on campus housing will be responsible for payment of housing when an overlap of residency exists. The Office of Orientation will **not** pay for housing while Panther Preview Orientations are not being held. More details to be provided at a later date. Peer Advisors will share a room or suite with fellow

Peer Advisors. Living on campus is free, but each Peer Advisor is required and expected to take advantage of this opportunity. Light snacks will be served at all training workshops and meals will be provided during orientation sessions. During the Peer Advisor retreat and SROW, all expenses including travel, lodging, and meals will be paid for by the orientation office. Each Peer Advisor will also receive two staff shirts and one pair of shorts.

Responsibilities

The following is a summary of the expectations of Peer Advisors:

A. Assistance to new students and parents
   1. Welcome new students and parents to FIU and assist them with check-in
   2. Develop a rapport with new students and parents, especially with those in your small group
   3. Help new students assimilate, to feel welcome, and get involved in the FIU community
   4. Be available and willing to answer questions of students and parents throughout each orientation session
   5. Prepare and conduct well-organized and thorough small group meetings and/or campus tours for new students and parents
   6. Assist students with academic decision making
   7. Serve as an academic and social role model at all times

B. Educational Duties
   1. Complete all training and requirements
   2. Communicate information to students about academic resources and student activities/services available at FIU
   3. Educate students about their responsibilities at FIU by explaining university policies and procedures
   4. Assist academic advisors with providing students an understanding of academic requirements
   5. Help students understand all logistical information in order to ease their transition into the FIU community

C. Administrative Responsibilities
   1. Attend all training sessions, meetings, and practices
   2. Be punctual in all Orientation activities including training sessions, meetings, and orientation sessions
   3. Assist with the packaging of orientation materials (i.e. mailings, packets, etc)
   4. Complete all logistical tasks as requested by the Orientation staff to ensure the program proceeds smoothly and effectively

5. Maintain regular communications with all Orientation supervisors and discuss with them situations that warrant their attention or action
6. With a positive attitude, fully participate in all assigned duties of orientation and take initiative with unanticipated tasks or problems
7. Assist all presenters at scheduled programs, meetings, and sessions throughout Orientation
8. Be supportive of all staff members on the Orientation staff
9. Respond appropriately to feedback and evaluations
10. Remain flexible at all times. Last minute as well as major programmatic changes may occur.

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Graduate Peer Mentoring Summary

2008-2009

Prepared by the University Graduate School

Several programs reported cultivating graduate student culture through peer-to-peer mentoring, informal and formal, for the 2008-2009 AY. The Center for Excellence in Writing also utilized peer advising. The report below highlights some of the peer-to-peer mentoring activities at the graduate level from a cross-section of the University.

Advanced Students help incoming/new students navigate graduate school

Biology has a peer-to-peer mentorship scheme for incoming graduate students. A group of two to three senior grad students identify current students in the program and pair them with each incoming student. The current student establishes contact with the incoming student (either by email or a phone call) prior to him/her coming to FIU and informs the student that he/she will serve as a mentor and help the student during the first term with both academic and more personal issues (finding housing, for example).

Students in the **nursing** education programs self-select their peer mentors when they start the program; they continue to work with their mentors throughout the program in regards to writing, understanding concepts in a course, learning to study in study groups and understanding how to best maximize learning. Peer mentoring is also a required component of Nursing's "Grow Our Own Nursing Faculty" and "Culturally Competent Nurse Educator" initiatives. Importantly, the "Grow Our Own Nursing Faculty" program is funded by the Health Foundation of South Florida.

Peer evaluation and mentoring of each other's work

In **English**, student cohorts are used to peer-review one another's written work. Additionally, the Graduate English Association, which meets regularly throughout the academic year, sponsors faculty and student presentations of their work and participates in conference activities and sponsors social gatherings. The **History** graduate students produce an annual journal, *The Atlantic Millennium,* which allows for peer editing and review.

Peer mentoring in development and presentation of thesis and dissertation research

Both informal and formal mentoring is helpful in the development of research scholarship. PhD students in the **Department of Economics** routinely engage in peer-to-peer mentoring, both informal and formal. Examples of informal mentoring include discussing possible ideas for dissertation papers, or reading and providing extensive comments on these papers. International students also regularly benefit from the editorial advice provided by their peers whose native language is English. The program also supports two formal channels through which peer-to-peer mentoring takes place. One is the Workshop course, where each PhD student presents his/her work-in-progress to both fellow students and a faculty member. Each workshop presentation is an opportunity for students to have their ideas subjected to critical scrutiny of their peers. The second formal channel is the departmental Seminar Series where students present their completed work to a much larger audience of their peers as well as faculty members. There the students get feedback on essentially the final draft of their "job market" papers, those that will be the first of three papers to be included in their PhD dissertation and the one that will be later presented at job interviews and professional conferences. These seminars are useful, not only as last minute checks on content, but also as practice sessions for the inherently important process of peer review in academia.

Peer-to-peer mentoring in the College of **Education** takes place at the doctoral level in variety of formal, structured ways: large and small group meetings, a "Publication Group" and the College of Education's Research Conference. In the large group, doctoral students and candidates provide feedback to each other on drafts (some have created process documents to help the group and/or act as a resource to review data collection instruments before they are piloted). Small group members either share a related research topic or a similar skill set. These groups meet somewhat regularly to peer review work and progress and review drafts of chapters. The COE also facilitates a Writing, Research, and Publication group that is open to faculty and students. This group provides students a group forum in which to discuss a specific writing issue. Relationships between graduate students who continue to assist each other have formed through this group. The COE also hosts a Research Conference; graduate students are encouraged to submit papers, become reviewers and moderate sessions. All of these activities involve a degree of peer-to-peer mentoring.

Center for Excellence in Writing

The Center for Excellence in Writing employs peer graduate writing consultants. The emphasis is on collaboration. Rather than answering questions as omniscient experts, consultants work with student writers to address concerns. Consultants do this by drawing the writers into an active role in the session by asking questions and offering examples. They model strategies, discuss expectations about the conventions for writing within a given discipline, and help clarify assignments for students. Because the consultant is a peer, students feel less risk in appearing confused or unsure about their writing; therefore, they are more likely to come to a critical understanding of themselves as learners. Because the graduate consultants are working on their own theses and dissertations, the consultants are usually able to share personal experiences and strategies for sustaining longer writing projects based on their own recent successful experiences as students. Student writers are encouraged to make their own decisions about incorporating, altering, or even disregarding the advice they receive. The collaborative nature of the sessions helps student writers develop critical thinking skills and helps consultants become more aware of the way they themselves critically engage with the writing process. In addition to this more articulate relationship with writing, the graduate consultants often discover new research methods from their student writers, they get an opportunity to revisit subject matters, and they become more experienced with cross-cultural communication. Both student writer and graduate consultant ultimately see the transformative power of collaborative work and the ways that work contributes to their success in the academy and beyond.

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Agenda Item 4.2

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy Committee
10 September 2009

Subject: Student Affairs Report

Proposed Committee Action

None. Information/Discussion Item.

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

August 2009

INTRODUCTION

As we prepare for the new academic year, many new students and their parents have participated in Orientation Programs specifically designed for freshmen and transfer students. Approximately 1,069 freshmen students participated in summer "B" orientation and began classes in June. Orientations for the fall semester have served 1,919 freshmen and 3,205 transfer students.

SPECIAL PROGRAMS AND STUDENT ACCOMPLISHMENTS

THE CENTER FOR LEADERSHIP AND SERVICE

- **Alternative Breaks (AB)** organized 22 service sites during the 2008-2009 academic year. This included six international sites. Over 220 students participated during fall, winter, spring, and summer breaks. Forty-two students developed their leadership skills by serving as site leaders. They selected and trained their team members and managed all aspects of their service work and reflection. Together the students contributed over 13,000 service hours to communities in need. AB is organized by a steering committee of students, providing leadership development opportunities as well as civic engagement.

- **Service- Learning** was implemented in 66 courses this year resulting in 13,400 hours of service to the community. Collaborative efforts have been underway this year to further the use of Service-Learning in the classroom. CLS has worked with faculty from the Herbert Wertheim College of Medicine to include Service-Learning in the curriculum and Service-Learning will be a component of all First Year Experience courses at the Biscayne Bay Campus starting in the fall.

- **Academy of Leaders (AOL)**. One hundred and ninety-seven (197) students completed the Academy of Leaders, which now includes six tracks throughout the year. Each AOL track engages in a community service project resulting in over 2,000 hours of service to the community.

- **Summer of Service 2009** is a ten-day Service-Learning program for high school students organized by Service for Peace and their Global Peace Makers in partnership with the Center for Leadership and Service (CLS). Summer of Service 2009, which took place June 13-23, worked with the Yvonne Learning Center (YLC) in Little Haiti. YLC is a private not-for-profit school serving the educational needs of 90 children in the Little Haiti neighborhood. FIU students served as Team Leaders for the high school participants. As Team Leaders, FIU students focused on team development and reflection activities to guide learning.

  The ten-day program included an all-day orientation, two multi-faith field trips where the participants visited different faith venues for an interactive session, six days of working at the YLC site, and a graduation event at the conclusion of the ten days. Led by their FIU Team Leaders, the Summer of Service participants created a mural for the library, prepared an area for an organic garden, removed a chain-link fence from the property, and completed other beautification projects.

CAREER SERVICES

- **Career Fairs:** Over 3,000 students/alumni participated in our career fairs during the fall and spring semesters. Students and alumni were given the opportunity to interact with approximately 300 employers. Despite the downturn in the economy, most employers remained loyal and continued to recruit at FIU.

- **The 4th Annual Federal Government Statewide Conference** was held on Friday, May 29th and brought together over 300 students, 8 university career centers and 33 federal agencies. The daylong event included specialized panels, federal resume writing workshop, student testimonials and a resource fair. In preparation for the Federal Government Statewide Conference, the Career Services Office implemented "Federal Career Week." Workshops were facilitated by Career Service staff on Federal Internships 101, How to Prepare for a Federal Conference, and Where the Jobs Are.

- **The Career Service Office partnership** with the Diplomat in Residence from the U.S. Department of State has afforded 3 FIU students the opportunity to participate in the Critical Language Scholarship program.

- **FIU students have received several awards**. The Department of State awarded two FIU students the Distinguished Interns Award. They were also awarded $15,000 stipends each. This award is given to 15 students nationwide. These two students will receive two internships with the Department of State - one in D.C. and one abroad.

- **The one and ONLY Foreign Agricultural Service (FAS) Fellow** chosen for 2009 in the entire nation is an FIU Graduate student. The FAS works to improve foreign market access for U.S. products, build new markets, improve the

competitive position of U.S. agriculture in the global marketplace, and provide food aid and technical assistance to foreign countries.

- **The Career Service Office** established new partnerships with Athletics, The Society for Women Lawyers, Psi Chi Honors Society, International Student and Scholar Services, Greek Life and the Pre-Med Society. Over 25 workshops and presentations were facilitated for more than 500 students through these new partnerships.

- **During 2008-2009, Hispanic Association of Colleges and Universities** (HACU) distributed $34,600.00 in scholarship via their HACU Academic Scholarship Program to FIU students. HACU offered corporate and federal internships to undergrad and graduate students valued at $269,900.00.

WOMEN'S CENTER

- **More than 350 students participated in the fifth annual "Take Back the Night"** program. Students, faculty, staff and community members gathered to support awareness about the scope of violence against women, specifically sexual assault. The event included a survivor who spoke about her experience of survival, followed by a walk against violence which included eleven educational stations, developed by student organizations, fraternities, sororities, and athletes. The event ended with "A Walk in My Shoes," a display of shoes with stories of assault and survival.

UNIVERSITY HEALTH SERVICES

- **University Health Services** (UHS) successfully collaborated with the Herbert Wertheim College of Medicine to establish the FIU Health Care Network that will provide primary health care services to faculty and staff and is housed in the University Health Services Complex. The program was initiated in July.

- **UHS** established a successful and functional Student Health Advisory Committee (SHAC). SHAC members meet weekly to discuss health related issues and programs that impact the FIU student population.

- **UHS** is working with the Miami Dade County Health Department and key university units and staff to ensure that the university community is informed about and responding to the H1N1 situation in an efficient and proactive manner.

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Agenda Item 4.3

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy Committee
10 September 2009

Subject: University Technology Services Report

Proposed Committee Action

None. Information/Discussion Item.

Exhibits/Supporting Documents:
- University Technology Services Report

Facilitator/Presenter:
- Min Yao

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Division of Information Technology Report to BOT
9/10/2009

Completion of the Upgrade of PantherSoft Financial System.
We have completed the upgrade of the PantherSoft Financial System from Version 8.4 to Version 9, along with the implementation of PeopleSoft Grants and Contracts management suite 9.0. Five PeopleSoft application modules were upgraded, including Accounts Payable, General Ledger, Purchasing, Travel and Expenses, and Asset Management, plus the new Grants and Contracts Management Suite. On July 13 of 2009, the new PantherSoft Financial System was introduced to the University. The project was a success.

Improving PantherSoft Student Information System.
We are in the process of redesigning the academic structure within PatherSoft Campus Solution 9 (student information system). The main goal of the project is to assure that the academic structure in the PantherSoft student information system reflects the current status of FIU program offerings and to streamline the enrollment process. Both the technical and functional teams are reviewing and validating the data and structure changes. The project is scheduled for Summer 2010 rollout.

Completion of Twenty New Technology Enhanced Classrooms (eClassrooms).
On June 30, we completed the project to implement twenty new technology-enhanced classrooms. With advanced electronic control systems that control lecture display projection, Internet connection, and audio-video equipment, these technology-enhanced classrooms will help enhance student learning.

Implementing a Desktop Video Conferencing and Online Collaboration Tool.
We are implementing a desktop video conferencing and collaboration tool to faculty and staff. The desktop video conferencing tool may be used to conduct virtual meetings between MMC and BBC to reduce travel costs. Powered by Microsoft Office Communication Service, the new collaboration online tool also offers free online chat and online phone calls. Leveraging on our existing software site license agreement with Microsoft, there is no software license cost for rolling out this new service to faculty and staff. For more information about this new online collaboration tool, please visit http://uts.fiu.edu/chat To use the online collaboration tool, please go to http://chat.fiu.edu

Statistics of Technology Usage.
Email Service.
On an average day, we receive more than 1.5 million pieces of email;
On a busy day, we receive more than 2.5 million pieces of email;
On average, 70% of the email we receive is junk mail.

Telephone Statistics.

Total number of VoIP phone/fax sets: 6,339
Total number of voice mail boxes: 4,494
Average monthly calls to FIU MM Campus phone operators: 14,242
Average monthly minutes of long-distance and international calls: 119,377

Wireless Network Usage.

Average day (excluding Student Housing):
- 438 average simultaneous connections
- 733 maximum simultaneous connections

Busy day (excluding Student Housing):
- 652 average simultaneous connections
- 1,448 maximum simultaneous connections

Student Housing wireless network usage:
- Average day:
  - 605 average simultaneous connections
  - 743 maximum simultaneous connections
- Busy day:
  - 641 average simultaneous connections
  - 799 maximum simultaneous connections

Guest usage of FIU wireless network:
- Average day:
  - 53 average simultaneous connections
  - 378 simultaneous connections at the peak time
- Busy day:
  - 325 average simultaneous connections
  - 677 simultaneous connections at the peak time

Unique users of FIU wireless network from February through April 2009: 22,639
Unique users of FIU wireless network from April through August 2009: 21,984

Network Traffic:

Every second, 128.27 megabits of data come into FIU Network
Every second, 38.15 megabits of data move out of FIU Network
Every day, 10,822.78 gigabits of data travel into FIU Network
Every day, 3,218.91 gigabits of data move out of FIU Network

PantherSoft Usage:

During the week of July 30 through August 4, our PantherSoft student portal Web page received more than 40,000 visits per day. On August 3, 23,770 students logged onto our PantherSoft student information system, followed by July 30 and July 31 on which 18,995 and 18,796 students logged into our

PantherSoft student information system respectively. The top four most popular links that students visited from PantherSoft portal page are Parking, Class Schedule, Course Catalog, and Password Reset.

Online Course Services.

Online remains a popular platform for students. Below are some statistics generated by our online learning servers (WebCT 6):

Summer 2009 (reported 8/5/2009)

	Hybrid Web courses (offered by UTS)	Fully online (offered by FIU Online)	Total
Student	6781	4893	10839
Instructors	361	288	608
Enrollment instances	8916	6772	15688
Sections	547	338	885

Spring 2009 (reported 7/1/2009)

	Hybrid Web courses (offered by UTS)	Fully online (offered by FIU Online)	Total
Student	17761	12814	25645
Instructors	522	413	850
Enrollment instances	29204	24831	54035
Sections	976	670	1646

User Support Service

Call Center:			
	Calls Received 1 Year	Per Mo. - Peak/Slow	Per Day - Peak/Slow
	71,892 (Actual)	8,923 /7,044 (Actual)	795 / 302 (Actual)
	Avg. Time to Answer	Aug.-Sept.	June-July
	120 sec.	187.5 sec.	129 sec.
Field Team:			
	Requests Rec'd 1 Year	Avg. Per Mo.	Avg. Per Day
2008	4470 (Actual)	373	18
2009	2787 (to date)	398	16
	Avg. Time to Resolve	Aug.-Sept.	June-July
2008	39.5 hrs	39hr	37 hr.
Hardware Repair:			
	Avg. Requests/Year	Avg. Per Mo.	Avg. Per Day
	2593	216	9
	Avg. Time to Resolve	Aug.-Sept.	June-July
Including parts procurement	15.7 Days	20.4 Days	11 days
User Accounts Mgmt:			
	Avg. Requests/Year	Per Mo. - Peak/Slow	Per Day - Peak/Slow
	5500	460 /230	15/8
	Avg. Time to Resolve	Aug.-Sept.	June-July
	36hr	48hr	24hr

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