



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

Friday, February 5, 2010  
11:00 am  
Listen Only Dial-in# 800-404-5245

**Membership**

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

**AGENDA**

- |           |  |                        |
|-----------|--|------------------------|
| <b>1.</b> | <b>Call to Order and Chair's Remarks</b>                                     | <b>Cesar Alvarez</b>   |
| <b>2.</b> | <b>Approval of Minutes</b>   | <b>Cesar Alvarez</b>   |
| <b>3.</b> | <b>Follow-Up to Items from Previous Meetings</b>                             | <b>Douglas Wartzok</b> |
| <b>4.</b> | <b>Action Items</b>  |                        |
| AP1.      | Revision of Regulation 408 - Foreign Exchange Visitor Insurance Requirements | <b>Douglas Wartzok</b> |
| AP2.      | Approval of Regulation 1103 - Textbook Affordability                         | <b>Douglas Wartzok</b> |
| AP3.      | Approval of the FIU Annual Report to the Board of Governors                  | <b>Douglas Wartzok</b> |

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

**5.1. Academic Affairs Reports**

Undergraduate Education Report

**Douglas Robertson**

Graduate Education Report

**Kevin O'Shea**

Enrollment Services Report

**Douglas Wartzok**

**5.2. Student Affairs Report**

**Rosa Jones**

**5.3. University Technology Services Report**

**Min Yao**

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

**Cesar Alvarez**

**7. Closing Remarks and Adjournment**

**Cesar Alvarez**

**NEXT ACADEMIC POLICY COMMITTEE MEETING**

Thursday, May 20, 2010

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

February 5, 2010

**Subject: Academic Policy Committee Meeting Minutes, November 19, 2009**

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**Proposed Committee Action:**

Adopt the following Resolution:

RESOLVED that the minutes of the meeting of the Florida International University Board of Trustees' Academic Policy Committee held on November 19, 2009, attached to this Resolution as Exhibit "AP - Minutes," are hereby approved.

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**Exhibits/Supporting Documents:**

- Exhibit "AP - Minutes": November 19, 2009 Academic Policy Committee meeting minutes

**Facilitator/Presenter:**

- Committee Chair Patricia Frost

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**ACADEMIC POLICY COMMITTEE  
MINUTES  
NOVEMBER 19, 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 11:39 a.m. on Thursday, November 19, 2009, at Modesto A. Maidique Campus, Patricia & Phillip Frost Art Museum, Room 107, Miami, Florida.

The following attendance was recorded:

***Present***

Patricia Frost, *Chair*  
Cesar Alvarez, *Vice Chair*  
Thomas Breslin  
S. Lawrence Kahn  
Claudia Puig  
Anthony Rionda

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

Committee Chair Frost reported that since opening its doors in November 2008, the Museum has received over 28,000 visitors. Committee Chair Frost recognized and thanked Frost Art Museum Director Carol Damian for her leadership and dedication. Trustee Claudia Puig also commended Director Damian and the Museum staff for their hard work.

Committee Chair Frost also thanked the faculty, staff and students for their attendance, noting that Professor Steven Oberbauer and Associate Professor Laird Kramer would provide reports on their respective research and work later in the meeting.

**2. Approval of Minutes**

Committee Chair Patricia Frost asked if there were any additions or corrections to the minutes of the September 10, 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 September 10, 2009, attached to this Resolution as Exhibit "AP-Minutes," are hereby approved.

### **3. Action Items**

#### **AP1. Tenure Nomination**

Interim Provost & Executive VP Wartzok presented the Tenure Nomination for Committee review, noting that the recommendation consisted of one (1) member of the faculty, Jesse Bull, 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 one nominee listed in Exhibit "H";

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

Provost Wartzok announced that Senior Vice President for Research Initiatives and Dean of the University Graduate School George Walker would be joining Cleveland State University as the Vice President for Research and Graduate Studies in January 2010. He thanked SVP Walker for his leadership and guidance at the University Graduate School, as well as his dedication to expanding the funding and availability of research initiatives at the University.

Committee Chair Patricia Frost also thanked SVP Walker for his hard work and contributions to the University. She commended Provost Wartzok on behalf of the Committee, in his interim role as Provost, in ensuring a seamless and smooth transition.

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

Provost Wartzok presented the Follow-up to Items from Previous Meetings, which included a report on the language proficiency of instructional faculty and an update on University measures to control the spreading of the H1N1 virus on its campuses.

Provost Wartzok reported that the University currently had a policy in place to ensure that all faculty members with teaching assignments demonstrate proficiency in spoken English. He added that all candidates were subject to interviews conducted by the department search and screen committee, and stated that some applicants were also required to provide a presentation or teach a class to invited faculty and students to further demonstrate English language proficiency. In the event that concerns over English

proficiency were raised, Provost Wartzok stated that faculty were directed to the English Language Institute for assistance in accent reduction as well as preparation courses for the Test for Spoken English (TSE).

Committee Chair Patricia Frost requested an update on professor language proficiency in six months.

Provost Wartzok noted that he was pleased to report that since the September 2009 update on the H1N1 virus, the University continued to successfully manage occurrences of H1N1 strains in students, staff, and faculty. He stated that this was due to stringent preparation and an aggressive campaign aimed at educating the University community on hygiene issues such as hand washing to help prevent the spreading of the virus.

Provost Wartzok reported that the University recently received 500 doses of the vaccine which would only be distributed to high-risk students, staff, and faculty. He stated the University would receive additional vaccine shipments as needed.

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

### **5.1. Academic Affairs**

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

Dean of Undergraduate Education Douglas Robertson introduced Associate Professor of Physics Laird Kramer, who provided a presentation on the development and progress of the Center for High Energy Physics Research and Education Outreach.

Vice President for Research Andres Gil introduced Professor of Biological Sciences Steven Oberbauer, who provided a presentation on the research he and a group of graduate students were engaged in within the area of climate change.

### **5.2. Student Affairs**

Vice President for Student Affairs Rosa Jones provided an update on Career Services at the University. VP Jones reported that the Fall Career Fair was held on September 22, 2009, and welcomed 1426 students and alumni, as well as 84 employers to the Modesto A. Maidique Campus.

VP Jones noted that the Fair was a culmination of Mega Career Week, a series of career development events led by Career Services. She added that the two-week long event assisted students in their career development through workshops, practice interviews, business etiquette luncheons, personalized resume and cover letter coaching for career fair employers, and one-on-one mock interviews to help develop students' interviewing skills.

VP Jones stated that plans for the Spring 2010 Career Fair were already underway. She reported that as more students were expected to graduate in Spring 2010, Career Services would be expecting a larger

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Academic Policy Committee  
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volume of students and alumni and would accommodate the participants by expanding the career development events and including more employers.

### **5.3. University Technology Services Report**

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

### **6. New Business**

No other business was raised.

### **7. Closing Remarks and Adjournment**

With no other business, Committee Chair Frost adjourned the meeting at 1:11p.m.

<b><i>Trustee Requests</i></b>	<b><i>Follow-up</i></b>	<b><i>Completion Date</i></b>
<i>1. Committee Chair Frost requested that the administration revisit the issue of language proficiency with Deans, Department Heads, and related University personnel.</i>	<i>Provost and Executive VP Wartzok</i>	<i>May 2010</i>

MG  
12/2/09

*Exhibits: "AP-Minutes," "H"*



**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy Committee**  
February 5, 2010

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

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**Proposed Committee Action**

None. Information/Discussion Items.

**Report**

Enrollment Services Acronym Definitions

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**Exhibits/Supporting Documents:**

- Enrollment Services Acronym Definitions

**Facilitator/Presenter:**

- Douglas Wartzok

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### Enrollment Services Acronym Definitions:

ACRONYM	AREA	DEFINITION	EXPLANATION
<b>ACT</b>	Enrollment	American College Testing	The ACT is a standardized test for high school achievement and college admissions in the United States. Admissions to FIU requires the ACT or SATI test for consideration.
<b>COA</b>	Financial Aid	Cost of Attendance	Cost of Attendance components: Tuition and fees, the cost of room and board (on or off campus), books and supplies, and allowances for personal and transportation expenses. Costs associated with a disability also can be included. Costs are calculated across the board and not on individual circumstances.
<b>EFC</b>	Financial Aid	Expected Family Contributions	The formula used to calculate EFC is established by Congress and used to determine eligibility for federal student aid. Formulas are calculated from information provided on the FAFSA based on family income and other factors to determine what a family can contribute to education costs.
<b>FAFSA</b>	Financial Aid	Free Application for Federal Student Aid	A form required by the government for application to any federal education aid program. The Free Application for Federal Student Aid is used to determine the expected family contribution based on family financial information. A FAFSA is used to determine the specific Federal Student Aid programs that can contribute to a student's total financial aid package and in what proportions.
<b>FERPA</b>	Enrollment	Family Educational Rights and Privacy Act	Federal law that protects the privacy of student information. Institutions are not allowed to disclose personally identifiable information on students without their consent. FERPA allows "directory information" to be released without consent providing a student does not specifically request it be non-released. Directory information at FIU consists of the following: <ol style="list-style-type: none"> <li>1) name, local and permanent address, and telephone number(s);</li> <li>2) date and place of birth;</li> </ol>

			<ul style="list-style-type: none"> <li>3) student classification and major and minor fields of study;</li> <li>4) participation in officially recognized activities and sports;</li> <li>5) weight and height of members of athletic teams;</li> <li>6) dates of attendance, degrees and awards received;</li> <li>7) the most recent previous educational agency or institution attended by the student; and</li> <li>8) photographic image</li> </ul>
<b>FSAG</b>	Financial Aid	Florida Student Assistance Grant	A need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions. FSAG is a decentralized State of Florida program, which means that each participating institution determines application procedures, deadlines, student eligibility, and award amount. The FSAG awards provided to students includes federal Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Partnership (SLEAP) funds.
<b>FSEOG</b>	Financial Aid	Federal Supplemental Educational Opportunity Grant	Federal Supplemental Educational Opportunity Grant program is to encourage schools to provide federal grants to exceptionally needy undergraduate students to help pay for their Postsecondary education.
<b>FTE</b>	Enrollment	Full-Time Equivalent	<b>Term Full Time Equivalent enrollment:</b> Term FTE's are a student workload measure based upon the term, the number of student credit hours taken during the term, and the level of the courses generating the credit hours. FTE's are computed by dividing the sum of student credit hours by the appropriate term and level divisor. The divisor used to calculate undergraduate Fall or Spring term FTE's is 15. The divisor used to calculate undergraduate Summer term FTE is 10. To calculate graduate Fall or Spring term FTE's the divisor is 12; for the Summer term it is 8. In other words, for undergraduate courses, one term FTE is equal to 15 credit

			<p>hours in the Fall and Spring and 10 credit hours in the Summer. For graduate courses, one term FTE is equal to 12 credit hours in the Fall and Spring and 8 credit hours in the Summer.</p> <p><b>Annual Full-Time Equivalent enrollment:</b> Annual FTE's are based upon the number of student credit hours taken during an academic year and, like term FTE's, the level of the courses generating the credit hours. Annual FTE's are computed by dividing the sum of student credit hours taken during an academic year (Summer + Fall+ Spring) by the appropriate level divisor. For undergraduate annual FTE's the divisor is 40. This represents the sum of the undergraduate <i>term</i> divisors (15+15+10=40). For graduate annual FTE's the divisor is 32. This divisor is the sum of the graduate <i>term</i> divisors (12+12+8=32).</p>
<b>FTIC</b>	Enrollment	First Time in College	A student enrolled at the University who has never attended a college/university or has completed 12 or fewer credits in a college/university.
<b>FWS</b>	Financial Aid	Federal Work Study	The Federal Work-Study Program, which includes Community Service Work Study, is a need-based federally funded student employment financial aid program awarded to students based on their Free Application for Student Aid (FAFSA) and other financial aid criteria. Students are hired by University departments to work between 10 – 20 hours per week. The Federal program covers 100% of the salary.
<b>GRADPLUS</b>	Financial Aid	Graduate Student Loan	Unsubsidized loan for professional and graduate students. PLUS loans help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods.
<b>Parent Plus</b>	Financial Aid	Parent Loan for Undergraduate Students	Unsubsidized loan for the parents of dependent students and for graduate/professional students. PLUS loans help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all

			periods.
<b>Pell</b>	Financial Aid	Federal Pell Grant Program	Pell Grants are provided by the federal government and are disbursed to postsecondary school students based on their financial needs. Unlike a loan, a Pell Grant does not need to be repaid upon graduation or withdrawal from school. Even if a student does not qualify for the full grant amount, partial grant disbursements are possible if the finances of the student's family fall within range. Pell funds are paid to all eligible students, and formulas determine how much each student receives. The government calculates the student's EFC and performs certain eligibility matches. The regulations specify five different formulas for calculating Pell Grants. However, each formula includes the same basic steps. Pell Grant amounts for the 2009-2010 Academic year range from \$5350 to \$365.
<b>Perkins</b>	Financial Aid	5% Interest Subsidized Student Loan	A need-based, low-interest loan available to students rather than their parents. The amount of the loan is determined by each college and is based on the expected family contribution. The student will be held responsible for this loan, not the parent. Repayment doesn't begin until after a student graduates, falls below half-time student status, or leaves college. After graduating, a student typically has a nine-month grace period during which interest doesn't accrue. Perkins loans offer low interest rates to students and must be repaid within ten years.
<b>R2T4</b>	Financial Aid	Return of Title IV	Federal regulations mandate that the Financial Aid Office complies with the Return to Title IV Funds policy in which any student who drops all courses, officially withdraws before completing 60% attendance for the semester, or receives all negative grades at the end of the semester (combination of F, FO, IN, NR, DR) may be liable to repay a portion of the Title IV aid that was disbursed. Title IV funds include the following financial aid programs: ACG, SMART, TEACH, Pell, SEOG, Perkins Loan, Subsidized and Unsubsidized

			Stafford Loans, and PLUS Loans. The amount of the return is based on formulas established by the U.S. Department of Education. For additional information regarding the Return of Financial Aid Policy view the complete policy through the Financial Aid webpage.
<b>RFTP</b>	Enrollment	Residency for Tuition Purposes	Florida law requires a student or, if that student is a dependent, their parent to demonstrate 1 year domicile in the state in order to pay in state tuition.
<b>SAP</b>	Financial Aid	Satisfactory Academic Progress	<p>Financial aid applicants must comply with the Satisfactory Academic Progress Policy as a condition of initial or continued eligibility. Please note that even if a student has not currently applied for financial aid, or is not currently receiving aid, this policy applies and prior academic progress will be evaluated to determine eligibility for financial aid. Satisfactory academic progress is measured both qualitatively and quantitatively. The qualitative measure requires maintaining a satisfactory grade point average. The quantitative measure requires successfully completing a required ratio of attempted credits and receiving a degree in a timely manner. Students must maintain an academic standing consistent with the University's Academic Retention Policy as outlined in the University Catalog. Specifically, this policy states:</p> <p><u>Undergraduate Students:</u> Warning: an undergraduate student whose cumulative GPA falls below a 2.0 will be placed on warning, indicating academic difficulty.</p> <p>Probation: an undergraduate student on warning whose cumulative GPA falls below a 2.0 will be placed on probation, indicating serious academic difficulty.</p> <p>Dismissal: an undergraduate student on probation whose cumulative and semester GPA fall below a 2.0 will automatically be dismissed from his/her program and the University. An undergraduate student will not be dismissed prior to attempting a minimum of 20 semester hours of</p>

			<p>coursework.</p> <p><u>Graduate Students:</u> Warning: a graduate student whose cumulative GPA falls below a 3.0 will be placed on warning, indicating academic difficulty.</p> <p>Probation: a graduate student on warning whose cumulative GPA falls below a 3.0 will be placed on probation, indicating serious academic difficulty.</p> <p>Dismissal: a graduate student on probation whose cumulative and semester GPA fall below a 3.0 will automatically be dismissed from his/her program and the University. A graduate student will not be dismissed prior to attempting a minimum of 12 semester hours of coursework.</p> <p><u>Law Students:</u> Probation: a law student whose GPA falls below a 2.0 at the close of the first semester will be placed on probation, indicating academic difficulty.</p> <p>Dismissal: a law student who's cumulative GPA falls below a 2.0 after the second or any subsequent semester will be dismissed.</p> <p>Whenever students are placed on warning or probation, their academic standing satisfies the qualitative measure for maintaining financial aid eligibility. However, students who are dismissed from the University for academic reasons are ineligible to receive financial aid until they have been reinstated to the University, have submitted an appeal to the Office of Financial Aid and have re-established eligibility through the appeals process. For the purpose of maintaining financial aid eligibility, the following defines attempted credits and successful completion of attempted credits:</p> <p><u>Attempted Credits</u> include all credits with the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, F, F0, IN, IP, NR, DF, DP, WF, WP, DR, WI.</p>
SASS	Enrollment	Student Academic Support System	A computerized unofficial degree audit report of student academic progress. It keeps track of student's university requirements, college requirements and major requirements



			by informing the students of what they have taken, and what courses they have left to take.
<b>SAT</b>	Enrollment	Scholastic Aptitude Test	A standardized test for college admissions in the United States. Admissions to FIU requires the SATI or ACT test for consideration.
<b>Stafford</b>	Financial Aid	Federal Direct Stafford Loan: Subsidized or Unsubsidized	Stafford Loan program encompasses both the subsidized and unsubsidized loan.
<b>Subsidized</b>	Financial Aid	Federal loan: no interest is charged while student in school	This is offered to students with demonstrated financial need, as determined by federal regulations. No interest is charged while a student is in school at least half-time, during the grace period, and during deferment periods.
<b>TOEFL</b>	Enrollment	Test of English as a Foreign Language	Test which evaluates the ability of an individual to use and understand English in an academic setting. It is required of all applicants whose native language is not English.
<b>Unsubsidized</b>	Financial Aid	Federal loan: interest accrues while student in school	Loan is offered to student not based on financial need; interest is charged during all periods, even during the time a student is in school and during grace and deferment periods.
<b>Xfer</b>	Enrollment	Transfer Student	A student who is enrolled at another accredited college/university transferring to FIU having completed 13 or more credits.

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**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES**

**Academic Policy Committee**

February 5, 2010

**Subject: Revision of Regulation 408 – Foreign Exchange Visitor Requirements**

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**Proposed Committee Action:**

Recommend Board Adoption of the following Resolution:

WHEREAS, the Florida International University Board of Trustees (the “BOT”) is authorized to adopt regulations to comply with federal law; and

WHEREAS, pursuant to federal law, the University, as a sponsor, must require exchange visitors to have insurance in effect that meets the requirements of the federal law; and

WHEREAS, the University would like to amend the requirements in the regulation to provide that exchange visitors sponsored by the University will meet the University’s insurance requirement if their insurance policy meets the federal requirements;

THEREFORE, BE IT RESOLVED, that the BOT approves the amendment to the Foreign Exchange Visitor Insurance Requirements Regulation FIU-408, attached hereto as Exhibit “E”.

BE IT FURTHER RESOLVED, that the BOT delegates authority to the University President to forward the Regulation to the Board of Governors for approval and to approve any subsequent amendments that are based on comments to the Regulation received from the Board of Governors and as a result of the regulation-making process; and

BE IT FURTHER RESOLVED, that the President report to the BOT at its next regularly scheduled meeting on any substantive change requested or made to the Regulation as a result of comments received from the Board of Governors and the regulation-making process.

**Background Information:**

**A. Legal Authority:**

**BOG Regulation 1.001 University Boards of Trustees Powers and Duties,** provides in pertinent part:

(3)(j) Each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.

(8)(e) Each board of trustees is responsible for compliance with all applicable laws, rules, regulations, and requirements.

**Title 22 of the Code of Federal Regulations (C.F.R.) Section 62.14 (Insurance) provides in pertinent part:**

(a) Sponsors shall require each exchange visitor to have insurance in effect which covers the exchange visitor for sickness or accident during the period of time that an exchange visitor participates in the sponsor's exchange visitor program. Minimum coverage shall provide:

- (1) Medical benefits of at least \$50,000 per accident or illness;
- (2) Repatriation of remains in the amount of \$7,500;
- (3) Expenses associated with the medical evacuation of the exchange visitor to his or her home country in the amount of \$10,000; and
- (4) A deductible not to exceed \$500 per accident or illness.

**B. Explanation for Proposed Board Action:**

The Foreign Exchange Visitor Insurance Requirements regulation is being amended to clarify that:

1. Exchange visitors who are University employees may use the insurance offered to them as employees to meet the University insurance requirements provided they obtain supplemental insurance to meet the other requirements specified by federal law, and
2. To allow exchange visitors to meet the University's requirements for insurance by obtaining an insurance policy that meets the requirements specified by federal law.

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**Exhibits/Supporting Documents:**

- Exhibit "E": Foreign Exchange Visitor Insurance Requirements, FIU-408

**Facilitator/Presenter:**

- Douglas Wartzok

**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES  
FLORIDA BOARD OF GOVERNORS  
NOTICE OF AMENDMENT OF REGULATION**

**REGULATION NO.:** FIU-408

**REGULATION TITLE:** Foreign Exchange Visitor Insurance Requirements

**SUMMARY:** This regulation provides the revised insurance requirements for foreign exchange visitors.

**TEXT OF REGULATION:** The full text of the Proposed Amended Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://bot.fiu.edu/regulations/>. If you would like a copy of the Proposed Amended Regulation, please contact Eli Deville, Coordinator, Administrative Services, Office of the General Counsel, (305) 348-2103.

**AUTHORITY:** Board of Governors Regulations 1.001 and 6.009.

**NAME OF PERSON INITIATING PROPOSED REGULATION:** Douglas Wartzok, Interim Provost and Executive Vice President.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED AMENDED REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

**CONTACT PERSON REGARDING THE PROPOSED AMENDED REGULATION:** Eli Deville, Coordinator, Administrative Services, Office of the General Counsel, Florida International University, 11200 SW 8<sup>th</sup> Street, PC 511, Miami, FL 33199. Email: [devillee@fiu.edu](mailto:devillee@fiu.edu) Fax: (305) 348-3272. Phone: 305-348-2103.

**DATE OF PUBLICATION:** January 7, 2010

**THE FULL TEXT OF THE PROPOSED AMENDED REGULATION IS PROVIDED BELOW:**

**FIU-408 Foreign Exchange Visitor Insurance Requirements.**

(1) In compliance with its responsibilities under federal law, the University requires that exchange visitors with J-1 non-immigrant status who are sponsored by the University shall maintain a policy or policies of medical insurance, including repatriation and medical evacuation coverage, for themselves and their accompanying J-2 dependents for the full duration of their sponsored enrollment or program. For purposes of this regulation the term "exchange visitor" means a citizen of a foreign country who is sponsored by the University as either a student, teacher, professor, researcher, short-term scholar, specialist, visitor or other category of exchange visitor status as defined by the U.S. Department of State.

(a) ~~Only the~~ The following insurance policies will be considered adequate to meet this requirement:

- \_\_\_ 1. The University approved policy offered for purchase by exchange visitors; or,
- \_\_\_ 2. The insurance offered as part of the standard benefits package to exchange visitors who are University employees if such insurance covers their dependents and is supplemented by a separate policy providing medical evacuation and repatriation and any other requirements specified in Part 62.14(c)(1) of Title 22 of the Code of Federal Regulations; or

\_\_\_ 3. An insurance policy that meets the requirements specified in Part 62.14(c)(1) of Title 22 of the Code of Federal Regulations approved by the University.

(b) Proof of this type of insurance coverage for exchange visitors and all accompanying J-2 dependents shall be demonstrated as follows:

\_\_\_ 1. For exchange visitors other than students, proof of insurance coverage shall be provided to the Office of International Student and Scholar Services prior to the issuance of the U.S. Department of State Form (the "Form") by the Office of International Student and Scholar Services.

\_\_\_ 2. For exchange visitor students who are not degree-seeking students, proof of insurance coverage shall be provided to the Office of International Student and Scholar Services before the Form is issued by the Office of International Student and Scholar Services.

\_\_\_ 3. For exchange visitor students who are admitted as degree-seeking students, proof of insurance coverage shall be provided to the Office of International Student and Scholar Services when the exchange visitor student arrives in the United States and prior to registering for classes for the semester in which the exchange visitor student has been admitted.

(c) The Form will be issued only for the stated period of insurance coverage. Proof of the extension of major medical, repatriation and medical evacuation insurance must be provided prior to the issuance of the extended for DS-2019. Exchange visitors who are eligible for the insurance available to University employees must obtain coverage under subparagraph (1)(a)1., above, and demonstrate proof thereof to the Office of International Student and Scholar Services for themselves and any accompanying dependents until such time as their employee and dependent coverage becomes effective before the Office of International Student and Scholar Services will issue the Form.

(d) This regulation should not be interpreted to mean that the University recommends or encourages any prospective exchange visitor to cancel existing insurance coverages. The insurance coverage required by this regulation satisfies the requirements of the U.S.

Department of State, the Florida Board of Governors and the University and may not cover all medical conditions which the exchange visitor and accompanying dependents may develop or the treatments which they require.

(e) Willful failure to maintain the required insurance coverage shall result in termination of participation in the exchange visitor program and/or employment.

*Specific Authority BOG ~~Resolution dated January 7, 2003~~ Regulation 1.001. Law Implemented ~~BOG Resolution dated January 7, 2003~~. BOG Regulation 6.009 History—Formerly 6P-3.02(5), 10-1-75, Repromulgated 12-23-76, Formerly 6C8-3.006, Amended 1-10-95, 11-14-08,       .*

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**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES**

**Academic Policy Committee**

February 5, 2010

**Subject: Approval of Regulation 1103 – Textbook Affordability**

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**Proposed Committee Action:**

Recommend Board Adoption of the following Resolution:

WHEREAS, the Florida International University Board of Trustees (the “BOT”) is required by Board of Governors Regulation to adopt a regulation that establishes textbook adoption procedures to minimize the cost of textbooks for students while maintaining the quality of education and academic freedom;

THEREFORE, BE IT RESOLVED, that the BOT approves the Textbook Affordability Regulation FIU-1103, attached hereto as Exhibit “F”.

**Background Information:**

**A. Legal Authority:**

**BOG Regulation 1.001 University Boards of Trustees Powers and Duties**, provides in pertinent part:

(3)(j). Each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.

**BOG Regulation 8.003 Textbook Adoption**, provides in pertinent part:

- (1) Each university board of trustees shall adopt a regulation that establishes textbook adoption procedures to minimize the cost of textbooks for students while maintaining the quality of education and academic freedom. At a minimum, the regulation shall provide for the following:
  - (a) A deadline for the adoption of textbooks each term that shall provide sufficient lead time for bookstores to confirm the availability of the requested materials and, where possible, maximize the number of used books available.
  - (b) A procedure to document the intent of the course instructor or the academic department offering the course to use all items ordered, including each individual item sold as part of a bundled package, before the adoption is finalized.
  - (c) A determination by the course instructor or academic department offering the course, before a textbook is adopted, of the extent to which a new edition differs significantly and substantively from earlier versions and the value of changing to a new edition.

- (d) A procedure to make required textbooks for each course offering available to students who otherwise cannot afford the cost of the textbook.
- (e) A procedure by which students can obtain required textbooks prior to receipt of their financial aid distribution, when necessary.
- (f) A deadline for posting a list of each required textbook for each course offering for the upcoming term on the university's website. The deadline shall be no later than thirty (30) days prior to the first day of classes for each term, and any request for an exception to the deadline shall be submitted in writing to the appropriate university official prior to the deadline and shall provide a reasonable justification for an exception. The posted list shall include the following information for each required textbook:

- 1. The International Standard Book Number (ISBN) or
- 2. Other identifying information which shall include, at a minimum:
  - (a) All authors listed,
  - (b) Publishers,
  - (c) Edition number,
  - (d) Copyright date,
  - (e) Published date, and
  - (f) Other relevant information necessary to identify the specific textbook required for each course.

#### **B. Explanation for Proposed Board Action:**

The Textbook Affordability regulation is being adopted to establish the textbook adoption procedures as required by the Board of Governors.

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#### **Exhibits/Supporting Documents:**

- Exhibit "F": Textbook Affordability, FIU-1103

#### **Facilitator/Presenter:**

- Douglas Wartzok

**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES  
FLORIDA BOARD OF GOVERNORS**

**NOTICE OF PROPOSED REGULATION**

**REGULATION NO.:** FIU-1103

**REGULATION TITLE:** Textbook Affordability

**SUMMARY:** This regulation establishes the textbook adoption procedures to minimize the cost of textbooks while maintaining the quality of education and academic freedom.

**TEXT OF REGULATION:** The full text of the Proposed Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://bot.fiu.edu/regulations/>. If you would like a copy of the Proposed Regulation, please contact Eli Deville, Coordinator, Administrative Services, Office of the General Counsel, (305) 348-2103.

**AUTHORITY:** Florida Constitution and Board of Governors Regulation 8.003.

**NAME OF PERSON INITIATING PROPOSED REGULATION:** Douglas Wartzok, Interim Provost and Executive Vice President.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

**CONTACT PERSON REGARDING THE PROPOSED REGULATION:** Eli Deville, Coordinator, Administrative Services, Office of the General Counsel, Florida International University, 11200 SW 8<sup>th</sup> Street, PC 511, Miami, FL 33199. Email: [devillee@fiu.edu](mailto:devillee@fiu.edu) Fax: (305) 348-3272. Phone: 305-348-2103.

**DATE OF PUBLICATION:** January 6, 2010

**THE FULL TEXT OF THE REGULATION IS PROVIDED BELOW:**

|

### **FIU- 1103 Textbook Affordability.**

The Board of Trustees of Florida International University establishes the following procedures for minimizing the cost of textbooks to students while maintaining the quality of their educational experience and continuing to ensure academic freedom.

(1) No later than sixty (60) days prior to the beginning of each full semester, the Provost's Office shall notify the faculty of the requirements included in this Policy and encourage instructional faculty to be mindful of the importance of cost considerations as they consider the adoption of instructional materials.

(2) Textbooks and other instructional materials shall be adopted by transmitting a completed Textbook Adoption Form to the University Bookstore no later than forty-five (45) days prior to the first day of classes. This deadline is established to allow sufficient time for the Bookstore to confirm availability of the requested materials, to ensure availability of sufficient used instructional materials, and to allow the University Bookstore to coordinate its book-buy-back activities at the end of the semester with the book orders for the ensuing semester. When textbooks cannot be ordered within this time-frame, written explanations must be provided to the appropriate Dean's Office, and such orders should be completed as quickly as possible to allow for the availability of the materials.

(3) In submitting the Textbook Adoption Form to the University Bookstore, instructors must clearly distinguish the required materials from those which are recommended. By identifying any materials as required, instructors certify that the students need these materials for the course. By identifying any bundled materials as required, instructors certify that students must purchase all the items in the bundle. When it is possible to purchase the bundled materials separately, instructors should specify only those materials which the students need for the course as required. When new editions are ordered by an instructor, such orders shall constitute certification by the instructor that the new edition differs significantly and substantively from the earlier versions to warrant the change. When instructors do not believe this to be the case and when it will not impede the instruction of the course, faculty members may indicate on the Adoption Forms that students may purchase either the new or older editions as this will ensure affordability options to the students.

(4) Textbook Adoption orders placed by the deadline will be posted on the University Bookstore's website by course and linked to the student registration system prior to the beginning of the official registration period for each semester. Students may view the information on the required and recommended instructional materials for each course through either the Bookstore or the Registration websites. This posted information will include: ISBN, author(s) or editor(s), title, publisher, edition number, copyright and publication dates, or other relevant information necessary to clearly identify the specific materials students must purchase for the course.

(5) Determination of the students' ability to pay for instructional materials will be made through the standard student financial aid eligibility assessment. When financial aid applications are made within stated deadlines students with confirmed financial aid eligibility for textbooks will be notified of this prior to the beginning of each semester. They may elect to have their Panther Accounts credited with the approved funding so they may make textbook and instructional materials purchases from the University Bookstore directly.

(6) No employee of Florida International University may demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific purchases. However, an employee may receive, subject to the requirements of the Florida Code of Ethics for Public Officers and Employees and the outside activity and conflict of interest requirements set forth in University regulations and collective bargaining agreements:

(a) Sample copies, instructor copies, or instructional materials. These materials may not be sold for any type of compensation if they are specifically marked as free samples not for resale.

(b) Royalties or other compensation from sales of textbooks that include the instructor's own writing or work.

(c) Honoraria for academic peer review of course materials.

(d) Fees associated with activities such as reviewing, critiquing, or preparing support materials for textbooks.

(e) Training in the use of course materials and learning technologies.

Authority: Section 7(d), Art. IX, Fla. Const., FBOG Regulation 8.003. History-New \_\_\_\_\_.

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

February 5, 2010

**Subject: Approval of the FIU Annual Report to the Board of Governors**

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**Proposed Committee Action:**

Recommend Board Adoption of the following Resolution:

WHEREAS, the Florida International University Board of Trustees (the “BOT”) is required to submit an annual report to the Board of Governors for approval; and

WHEREAS, the University submitted a draft of the 2009 Florida International University Annual Report to the Board of Governors for approval; and

WHEREAS, the draft of the 2009 Florida International University Annual Report was revised in response to requests from the Board of Governors staff, and has been approved by the Board of Governors contingent upon the BOT’s approval;

THEREFORE, BE IT RESOLVED that the BOT approves the 2009 Florida International University Annual Report, attached hereto as Exhibit “G”, as the final 2009 Florida International University Annual Report.

**Background Information:**

**A. Legal Authority:**

**Florida Board of Governors Regulation 2.002, University Work Plans and Annual Reports**, in pertinent part, provides:

- (1) The Board of Governors shall institute a planning and performance monitoring system that includes the university submission of work plans and annual reports designed to inform strategic planning, budgeting, and other policy decisions for the State University System.
- (2) Each university’s work plans and annual reports shall reflect the institution’s distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.
- (5) Each board of trustees shall submit to the Board of Governors a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable.

**B. Explanation for Proposed Board Action:**

The draft of the 2009 Florida International University Annual Report was submitted to the Board of Governors on December 18, 2009, revised in response to Board of Governors staff requests and is expected to be approved at the Board of Governors' meeting on January 26-27, 2010 contingent upon obtaining the BOT's approval.

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**Exhibits/Supporting Documents:**

- Exhibit "G"\*: 2009 Florida International University Annual Report

*\*Exhibit "G" is contained in pages 33 – 80 of this agenda.*

**Facilitator/Presenter:**

- Douglas Wartzok



## **FIU 2009 Annual Report to BOG**

## Data Definitions

### GOAL 1:

- **Baccalaureate Degrees Awarded and Graduate Degrees Awarded:** Graduate degrees include master's, research doctoral, and professional doctoral programs. Source: SUS Student Instruction File
- **# and % Baccalaureate Degrees Awarded (Non-Hispanic Blacks and Hispanics):** The number of baccalaureate degrees granted to non-Hispanic black students or Hispanic students. The percentage is the number of baccalaureate degrees awarded to each group divided by the total number of degrees awarded, excluding those awarded to non-resident aliens and those not reporting race/ethnicity. Source: SUS Student Instruction File
- **# and % Baccalaureate Degrees Awarded (Pell Recipients):** The number of baccalaureate degrees awarded to federal Pell grant recipients, an indicator of low family income. For this report, a Pell grant recipient is defined as a student who received Pell within six years of graduation. The percentage is the number of baccalaureate degrees awarded to Pell recipients as listed above divided by the total number of degrees awarded, excluding those awarded to non-resident aliens. Sources: SUS Student Instruction File and Student Financial Aid File

## GOAL 2:

- **# Degrees Awarded in Select Areas of Strategic Emphasis:** Degrees as reported above by six-digit Classification of Instruction Program. The areas of strategic emphasis were selected by the Board of Governors staff in consultation with business and industry groups.
- **Pass Rates on Professional Licensure Examinations:** Many professional licensure data, gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation, are not currently formatted and do not contain sufficient information to match to SUS data. Board of Governors staff will work with individuals from the appropriate agencies to try to get data in the needed format.

## GOAL 3:

- **Federally Financed and Total Academic Research and Development Expenditures:** The National Science Foundation conducts an annual survey of colleges and universities regarding research and development expenditures. These amounts combine reported science and engineering R&D expenditures with reported non-science and engineering expenditures. Dollars are in nominal dollars (i.e., not inflation-adjusted). Source: <http://webcaspar.nsf.gov/>
- **# Licenses/Options Executed:** Count of the number of licenses/options executed in the fiscal year for all technologies. Each license agreement is counted separately. Source: AUTM Licensing Survey
- **Licensing Income Received:** License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Source: AUTM Licensing Survey

## RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

· **6-Year Graduation and Retention Rates (FTICs), 4-Year Graduation and Retention Rates (AA Transfers), 5-Year Graduation and Retention Rates (Other Transfers):** An FTIC cohort is defined as undergraduates entering in fall term or summer continuing to fall with fewer than 12 hours earned since high school graduation. An AA Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall and having earned an AA degree from an institution in the Florida College System. An Other Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall who are not FTICs or AA transfers. The rate is the percentage of the initial cohort that had either graduated from or was still enrolled in the sixth academic year for FTIC students, fourth year for AA Transfers, and fifth year for Other Transfers. Both full-time and part-time students are included in the calculation. Source: SUS Retention File

· **Student-Faculty Ratio:** The ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. This metric does not count undergraduate or graduate student teaching assistants as faculty. Source: Common Data Set/IPEDS

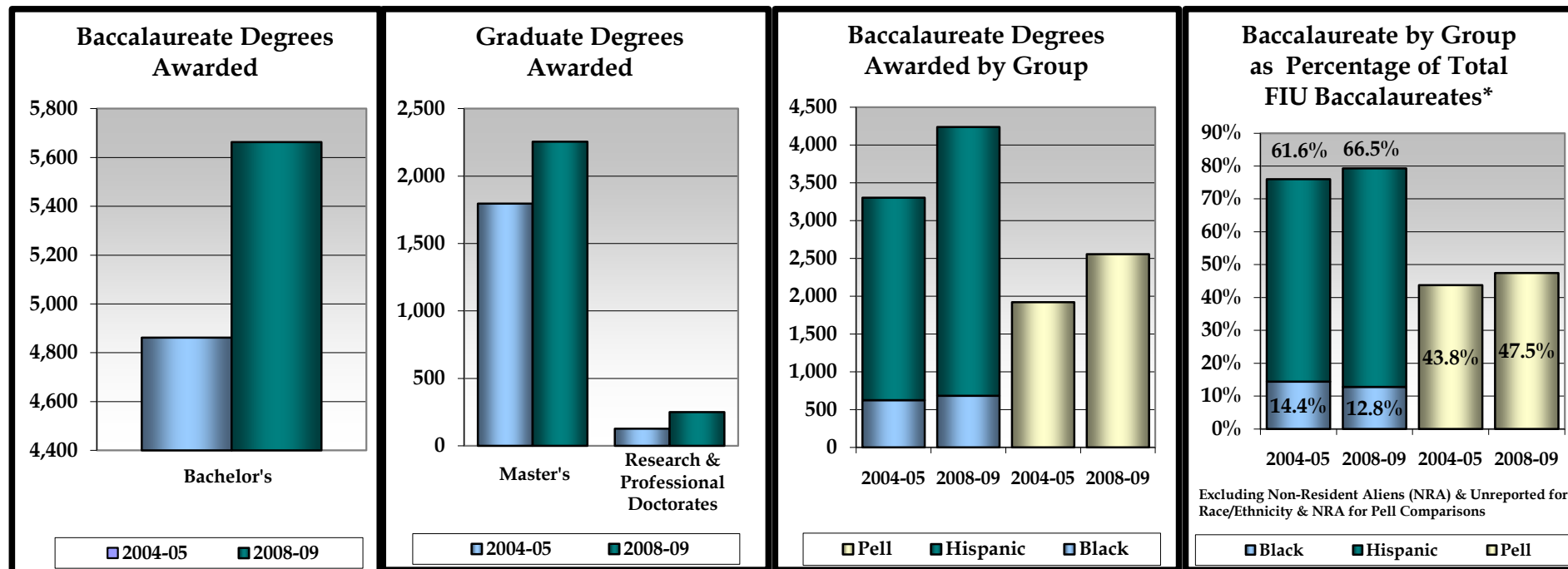
· **Funding per FTE Student:** E&G appropriation and tuition revenues are divided by total student FTE. Only state-fundable credit hours are used. To allow for national comparisons, FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. Sources: Operating Budget, SUS Student Instruction File

**[Additional definition information in appendices.]**

# Florida International University 2009 Annual Report

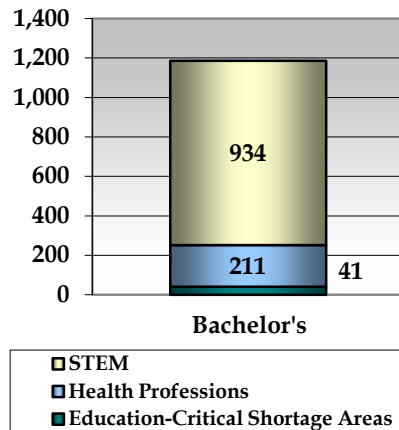
Sites and Campuses			University Park Campus, Biscayne Bay Campus, Pines Center Site					
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification		
TOTAL (Fall 2008)	39,146	100%	TOTAL		179	Undergraduate Instructional Program:	Balanced arts & sciences/ professions, high graduate coexistence	
Black	4,839	12%	Baccalaureate		67	Graduate Instructional Program:	Comprehensive doctoral (no medical/veterinary)	
Hispanic	23,401	60%	Master’s & Specialist’s		81			
White	6,601	17%	Research Doctorates		28	Enrollment Profile:	High undergraduate	
Other	4,305	11%	Professional Doctorates		3	Undergraduate Profile:	Medium full-time four-year, selective, lower transfer-in	
Full-Time	23,286	59%	Faculty (Fall 2008)	Full-Time	Part-Time	Size and Setting:	Large four-year, primarily nonresidential	
Part-Time	15,860	41%				Basic:	Research Universities (high research activity)	
Undergraduate	30,428	78%	TOTAL		817	13	Elective Classification:	N/A
Graduate	6,629	17%	Tenure/T. Track		646	8		
Unclassified	2,089	5%	Non-Ten. Track		171	5		

## BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES

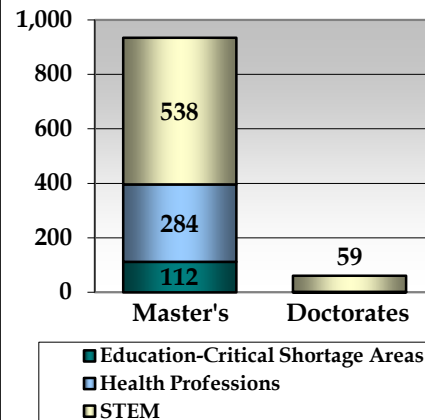


**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:  
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees  
Awarded in Select Areas  
of Strategic Emphasis,  
2008-09**



**Graduate Degrees  
Awarded in Select Areas of  
Strategic Emphasis, 2008-  
09**



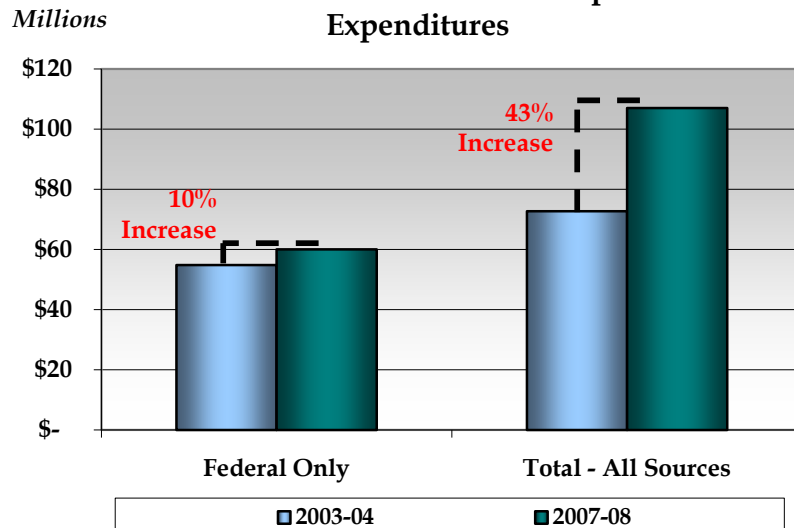
**Pass Rates on Licensure Examinations**

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

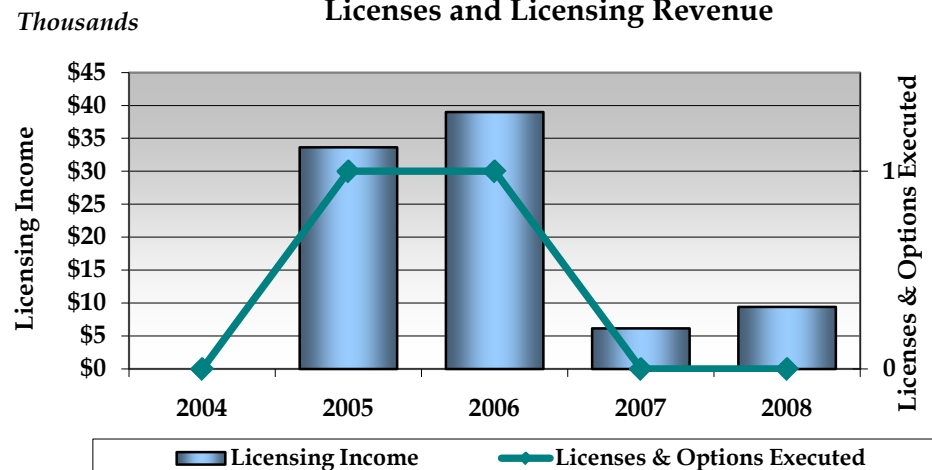
In 2008, FIU had 181 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 89%.

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:  
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

**Academic Research and Development  
Expenditures**



**University Innovations Generating Revenue Through  
Technology Transfer:  
Licenses and Licensing Revenue**



## **Key University Achievements**

### **► Student awards/achievements**

- FIU Physics students won the BandWidth Challenge at the Super Computing 2009 conference in Portland Oregon.
- FIU College of Law students placed second best brief in 2009 Skadden, Arps Foreign Direct Investment Moot competition in Frankfurt.
- At the 2009 National Model United Nations Conference, the FIU Model United Nations (MUN) team received the Outstanding Delegation Award, the highest accolade possible.

### **► Faculty awards/achievements**

- Professor Pedro Jose "Joe" Greer, Chair of the Department of Humanities, Health & Society at Florida International University's Herbert Wertheim College of Medicine, received the Presidential Medal of Freedom.
- Suzanne Koptur, Professor in the Department of Biological Sciences, Alex Stepick, Director, Immigration & Ethnicity Institute, & Professor of Anthropology and Sociology, Matthew Mirow, Professor of Law at the College of Law, and Bianca Premo, Associate Professor, Department of History received Fulbright awards.
- Madavan Nair, professor and chair of immunology and associate dean of biomedical research, and Barry P. Rosen, professor and associate dean for research & graduate studies, both at the FIU Herbert Wertheim College of Medicine, have received NIH MERIT awards.

### **► Program awards/achievements**

- FIU's International Business Program ranked in top 15 in US News and World Report.

- FIU's Hospitality Management program in association with Tianjin University of Commerce ranked in the top 10 programs in China by the Ministry of Education.
- The Patricia and Phillip Frost Art Museum has been named Best Art Museum, and its Kenan-Flagler Family Discovery Gallery as The Best Place for Kids to Unleash Their Creativity, by the Miami New Times.

### **► Research awards/achievements**

- The Center for the Study of Matters at Extreme Condition (CeSMEC) at FIU led an international group of scientists that synthesized and characterized a single-element compound, Boron Boride (B28).
- A team of four universities led by FIU's Fernando Miralles-Wilhelm received a \$5 million grant from NASA for ecosystem research on the Everglades and Sian Ka'an wetlands in Mexico.
- Dr. Gary Rand, professor in the Department of Earth and Environment, and Dr. Piero Gardinali, associate professor in the Department of Chemistry and Biochemistry recently received a \$2.75 million agreement with the Miami-Dade County Water and Sewer Department to provide environmental research and analysis. Their groundbreaking project, only the second of its kind in the country, will determine the feasibility of using highly-treated reclaimed water for the Biscayne Bay Coastal Wetlands Rehydration Project.

### **► Institutional awards/achievements**

- FIU was ranked #1 in the nation in awarding STEM degrees to underrepresented minorities in a recent study published by The Commission on Professionals in Science and Technology.

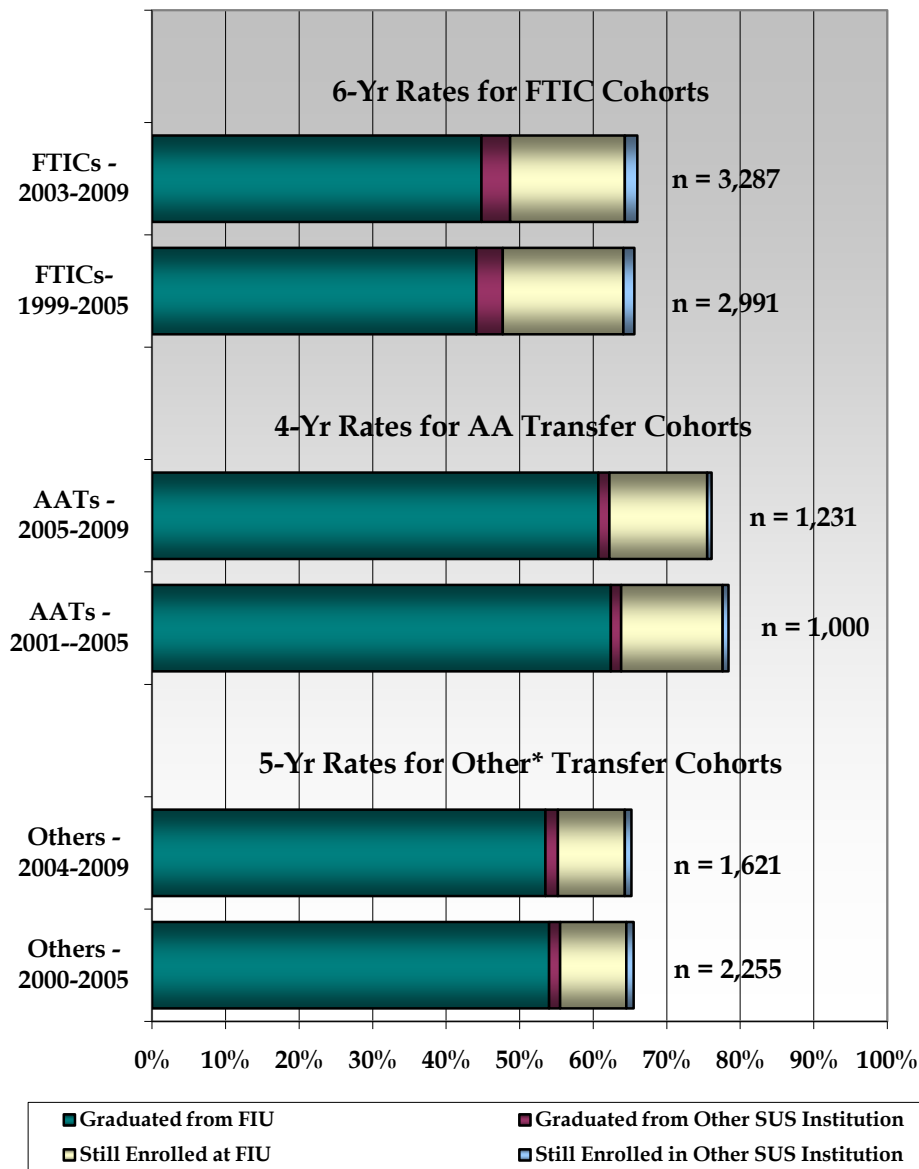
## **BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4:**

### **MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES**

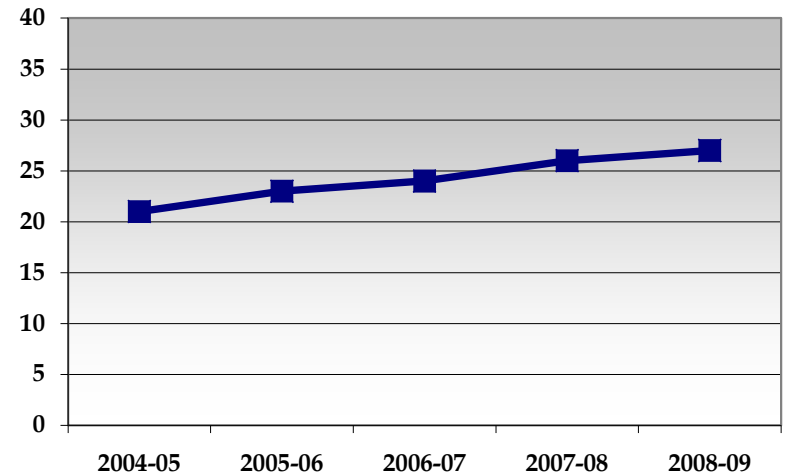
FIU's innovative Neighborhood HELP (Health Education Learning Program), which runs through the entire four years of medical school, will put medical students in teams with students of other disciplines. They will work together to address real medical, social and ethical issues experienced by disadvantage families in South Florida.

**[More information is available regarding this Goal in the subsequent narrative section of this report.]**

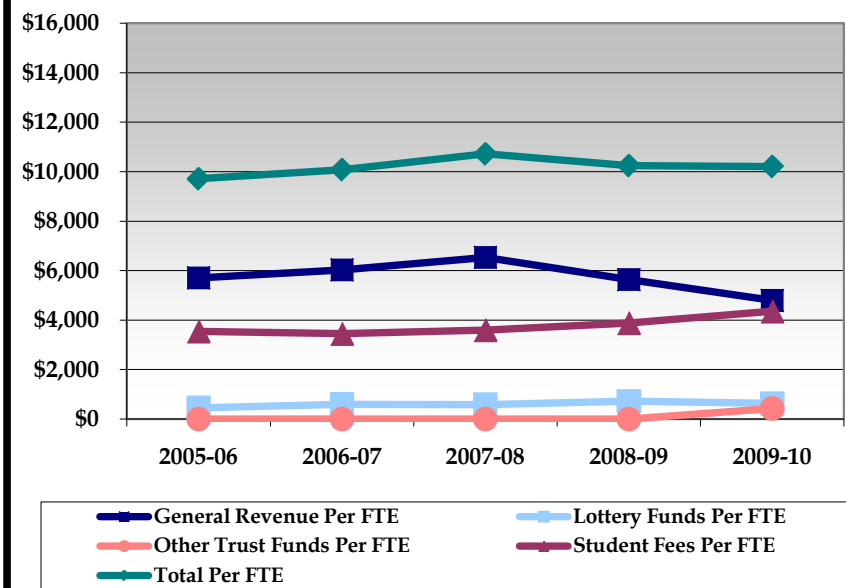
### Undergraduate Retention and Graduation Rates



### Student-to-Faculty Ratio



### Appropriated Funding Per Actual Student FTE\*\*



\* The composition of "Other Transfer" cohorts may vary greatly by institution.

\*\* FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.



## Introduction

### ► **Mission**

Florida International University is an urban, public, multi-campus research university serving South Florida, the state, the nation, and the international community. Our mission is to impart knowledge through excellent teaching, promote public service, discover new knowledge, solve problems through research, and foster creativity.

### ► **Vision**

A leading student-centered urban public research university that is locally and globally engaged.

### ► **Other Contextual Introductory Comments**

As an anchor public institution in South Florida, FIU is committed to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

As an institution of higher learning, Florida International University is committed to

- Freedom of thought and expression
- Excellence in teaching and in the pursuit, generation dissemination, and application of knowledge
- Respect for the dignity of the individual
- Respect for the environment
- Honesty, integrity, and truth
- Diversity
- Strategic, operational, and service excellence

- **BOARD OF GOVERNORS – STATE UNIVERSITY  
SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF  
DEGREES**

**Provide enhanced academic, personal and cultural support, and assistance to qualified elementary, middle and high school students in Miami-Dade County that will result in increased graduation rates and eventual enrollment in a postsecondary institution**

FIU has leveraged Federal educational opportunity outreach programs to motivate and support students from disadvantaged backgrounds to enroll and succeed in college.

The Pre-College Programs at Florida International University (FIU) give students the chance to explore careers and build their educational foundation in a variety of disciplines, including Science, Technology, Engineering, Mathematics (STEM), Social Sciences, English Literature and Grammar, and Foreign Languages. Students also become acclimated to college by taking classes on campus and adapting to the behavioral norms of college students. Additionally, participants in three of our programs are given the opportunity to have a residential summer experience and live on campus from 2 to 6 weeks. Through the pre-collegiate programs, students can experience a genuine college classroom environment, with tough courses to challenge their young minds. This reinforces the curriculum from high school, exposes students to college level work, and improves their study skills. The ultimate goal is to develop students who are intellectually prepared for the collegiate experience and the world around them.

**GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES  
(Continued)**

**Establish an advanced placement/dual enrollment public high school on the FIU Modesto Maidique campus**

The Office of Undergraduate Education has developed an exciting new partnership with Miami-Dade County Public Schools (MDCPS) that allows top high school students take classes at FIU.

FIU's Academy for Advanced Academics offers an all-day university/high school experience on the FIU campus for 100 MDCPS students from five senior high schools.

The goal of this collaboration is to increase FIU's engagement with the South Florida community and to encourage these top students to form relationships with the university and continue their studies here. The university also helps prepare these students to achieve academic success in college so that we can retain them through graduation.

To be considered for admission into the program, students must have a GPA of at least a 3.0 and top scores on the PSAT.

Students at the Academy for Advanced Academics take all of their classes at the Modesto Maidique Campus, and build class schedules based on their academic interests.

In the morning, the high school students attend college classes taught by FIU professors alongside FIU undergraduates. They stay on campus in the afternoon for their Advanced Placement classes—college-level courses taught by high-school teachers.

By the time the students graduate from high school, they will have completed up to two full years of college.

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM  
GOAL 2: MEETING STATEWIDE PROFESSIONAL AND  
WORKFORCE NEEDS**

**Increase the number of medical doctors in the State of Florida.**

The Herbert Wertheim College of Medicine entered its first class of 43 students in 2009. That number will increase to 120 in 2013. By the nature of our innovative curriculum in NeighborhoodHELP™ communities (see below-Goal 4), it is anticipated that a majority of graduates will pursue a residency in a primary care specialty.

**Increase the number of nurses in the State of Florida**

The nation's first foreign-educated physicians to professional nurses program, pioneered at FIU in 2002 and expanded through distance learning technology to Orlando in 2004 and to Tampa in 2007, continues to transform foreign-educated physicians into nurses with their Bachelor of Science in Nursing degree through a fast-track, specialized curriculum. Building on the medical training these individuals have had in their home countries, they can become registered nurses after completing 5 semesters, a little more than 1 ½ years of classroom, clinical and community education and practice.

Not only do these graduates address the nursing shortage, but because 75% of them have immigrated from the Caribbean, Central and South America with 20% more having immigrated from prior Soviet Union countries, India, and China, they contribute to diversifying the nursing workforce. Minorities constitute 32% of the population of Florida (82% of population of Miami Dade County), but only 18% of Florida nurses are from these ethnic groups.

Through 2009, 378 nurses have entered the workforce through this program: 12 cohorts in Miami, 1 in Orlando (2004), and 2 in Tampa (2007 and 2009) and 122 graduates of this program are now enrolled in the MSN program. The program has been supported both by Federal grants and by hospitals that employ the graduates.

## **GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS (Continued)**

### **Establish secondary teacher education programs in the College of Arts and Sciences**

Through FIU's new secondary teacher education programs, the College of Arts and Sciences prepares students in their chosen science or math subject area, while the College of Education gives them the tools they will need in the classroom. By choosing new integrated education programs in biology, chemistry, mathematics, and physics, students will graduate with a Bachelor of Arts degree in their chosen discipline and will be eligible to obtain a full professional teaching certificate from the state of Florida. These teacher preparation programs are currently going through the state approval and accreditation process. The first graduates are expected in 2011. Programs also are planned in English and History, Geography, and Political Science for Social Studies certification.

FIU's graduates account for more than half of the teachers in Miami-Dade Public Schools, the fourth largest school system in the nation. This new model will infuse the teaching profession with the expertise needed to raise students' academic standings in math and science. In an effort to boost the number of math and science teachers, the new education programs include a component that allows students to "test drive" teaching through a no-strings-attached experience. The top students in introductory math and science classes will be invited to participate in a teaching seminar. The seminar gives students a hands-on introduction to teaching and an opportunity to work as paid lab assistants, where they guide their peers.

The new education programs extend beyond the classroom and include mentoring for aspiring teachers during their university years and as they enter their profession. The National Science Foundation has invested more than \$9 million in FIU projects that support future scientists and science and mathematics teachers. Additional support has been provided by the [Physics Teacher Education Coalition](#) (PhysTEC) and the U.S. Department of Education.

## **BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

### **Establish a Center of Excellence in Writing (CEW)**

The CEW was established to assist graduate students with professional writing, including thesis and dissertation, and to help equip Ph.D. students to pursue external funding for their research collaborations with their faculty mentors. The CEW currently employs four half-time writing tutors to work exclusively with graduate students to improve thesis and dissertation writing. The ultimate goal of this program is to increase the quality of doctoral education at FIU as well as the quality of sponsored research.

### **Research Infrastructure Initiative**

Initiated a Research Enhancement/Development unit within the Office of Research with responsibility for: a) enhancing the capacity of FIU faculty to successfully pursue sponsored research, and b) pursuing competitive Federal funding for research infrastructure at FIU (e.g., new research labs, renovation of research labs, research equipment). Two competitive proposals were submitted to NIH prior to July 1, 2009, one for a Vivarium to support the biomedical sciences and to enhance FIU's ability to engage in cutting-age research and to pursue outstanding scholar/researchers, and the other for the expansion and renovation of the nano-laboratory to support biomedical research at FIU and the University of Miami. Two other research infrastructure applications were submitted in September 2009. One requested from NIST an additional floor for the new International Hurricane Research Center for collaborative research with NOAA, and the other was submitted to the NSF for renovation of laboratories for the Southeast Environmental Research Center, whose research focuses on the environments with a major focus on the Everglades.

### **GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY (Continued)**

#### **Establish a strategic Cluster Hiring Initiative Program**

Cluster hiring is a process by which faculty are recruited in groups built around common research and academic themes. The initiative will enhance cross-disciplinary student learning and benefit our local and state economy. Additionally, cluster hiring affords a means of advancing the University in strategically targeted areas.

One Cluster Hire in the area of ADHD (Attention Deficit Hyperactivity Disorder) was accomplished. This Cluster enhances a strong existing applied developmental psychology program and connects it to the new College of Medicine. The Cluster consists of three (3) positions across two units and colleges (Psychiatry in Medicine and Psychology in Arts & Sciences). The group will relocate a renowned ADHD research center from SUNY Buffalo to FIU and transfer over \$10 million in external funding. In addition to enhancing research capacity at FIU, this group will: a) establish collaborative programs to address ADHD and childhood problems with the Miami-Dade County Public School system, b) relocate to FIU a well-known ADHD summer treatment program that attracts clients from throughout the U.S. and the world, and c) establish a ADHD clinic at FIU which will serve the local community.

#### **Research Space Allocation & Laboratory Renovation**

Research space is a precious and finite resource. Quality research laboratories and facilities is a prerequisite to build world-class academic and research programs. To accomplish this, FIU has established a system for the allocation of research space and has begun a process of laboratory renovation and outfitting in conjunction with the new College of Medicine and the Cluster Hiring Initiative. Extensive renovations have been completed for laboratories in the life sciences and in environmental research. This program will continue for several years in efforts to attract world-class research faculty and cutting-edge sponsored research.

### **BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES**

#### **Initiate the NeighborhoodHELP™ Program**

The Florida International University Herbert Wertheim College of Medicine is spearheading a unique undergraduate medical education program in collaboration with our colleges of public health, social work and nursing and our community partners to prepare physicians to assess and address the non-medical factors that affect health outcomes. FIU will be preparing physicians to practice medicine in an interdisciplinary and comprehensive manner through a curriculum that integrates the ethical foundations of medicine, social determinants of health, cultural competency, public health principles, and sustained community based participatory service-learning experiences.

To our knowledge, this is the only medical school program in the US that will allow students the opportunity to be immersed in the community developing interdisciplinary community partnerships over the entire course of their medical education. Students will work with community organizations, interdisciplinary teams and neighborhood households to identify and address existing healthcare needs and gaps in services by acting as advocates, facilitators and patient educators. The Green Family Medicine & Society program will run longitudinally throughout the four years of training with eight courses vertically integrated with the clinical Family Medicine curriculum throughout the four years of medical school. Medical students will be introduced to local issues of health disparities and community needs through hands on experiences through lectures, case-based small group discussions, and immersion in the community.

Over 1000 households have already been interviewed and baseline data collected to establish their eligibility for participation in this program

## **GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES (Continued)**

### **Community Summits**

In Fall 2009, FIU President Mark B. Rosenberg initiated an unprecedented community engagement effort, bringing together 100 of South Florida's top education, business and civic leaders in two summits to discuss FIU's future. The gatherings were convened to engage a discussion of how FIU can best serve the community and to elicit input on critical issues that will shape the university's future direction. The summits yielded thoughtful assessments of FIU's strengths and challenges and a wealth of ideas for the future.

### **Everglades Restoration**

FIU's Southeast Environmental Research Center is leading several federally funded initiatives to restore the Everglades. The center's research includes studies of seagrass, mangrove and wetland ecology, microbiology, ecosystem exposure to toxic chemicals, climate change and water quality. Among the largest research initiatives is the Florida Coastal Everglades Long-Term Ecological Research project, a \$10 million collaboration involving more than 50 scientists who are investigating the estuarine ecosystem of the Everglades.

### **Honors College Partnership with City of Sweetwater, FL**

In Fall 2009, FIU's Honors College launched a sweeping partnership with the city of Sweetwater, FL, that will build students' leadership skills and improve the quality of life in that city. Honors College students will participate in diverse projects including tutoring children, helping to launch an athletic program for girls, and working with the elderly. A "green team" of students will promote environmental awareness with recycling and energy conservation programs and improve the aesthetic appearance of the city with neighborhood cleanups and by planting flowers and trees in parks and recreation areas.

## **Additional Information on Quality, Resources, Efficiencies, and Effectiveness**

FIU is a national resource for graduating minorities. FIU grants more bachelor's degrees to minorities than any other university in the country. It ranks third in master's degrees awarded to minorities (after University of Phoenix and University of Southern California) and second in the total of both bachelor's and master's degrees awarded to minorities.

The government of the People's Republic of China selected Florida International University School of Hospitality Management from a group of elite hospitality schools in the U.S. and Europe as its partner in establishing a hospitality and tourism management campus in Tianjin, the third largest city in China which serves as the seaport for the capital, Beijing. The \$100 million FIU Tianjin Center, which was fully funded by the Chinese government, sits on 80 acres of land and contains more than 450,000 square feet of air conditioned space, including a dormitory tower 20 stories high, which can accommodate 1,000 students. The center has total capacity for 2,000 students. The Marriott Tianjin China Program opened in September 2006 and has graduated 183 students to date.

Mark B. Rosenberg was appointed the fifth president of FIU. All three finalists in the presidential search are currently serving as presidents of research universities. President Rosenberg identified his initial vision and goals in a document titled "Hit the Ground Running" that focused on four components: Revitalize and expand financial base; Achieve results-oriented student-centered academic excellence; Enhance quality and impact of research and creative initiatives; and Engage the community. These four components formed the basis for white papers drafted by faculty, staff, and administration work groups.

The College of Arts and Sciences has been reorganized through the creation of three schools: School of International and Public Affairs; School of the Environment and Society; and School of Integrated Life Sciences.

### Additional Information on Quality, Resources, Efficiencies, and Effectiveness (continued)

The Landon Undergraduate School of Business was named one of the top undergraduate business programs by BusinessWeek; its Accounting program was ranked eighteenth and its Operations Management program ranked ninth. *U.S. News & World Report* has rated our undergraduate business program among the top fifteen in the country for the last five years – most recently we were ranked twelfth. *Hispanic Business* ranked the Chapman Graduate School of Business at Florida International University (FIU) in eighth place in the country for Hispanic MBAs. In its 2009 ranking of exceptional graduate programs globally and in Latin America, *América Economía*, the leading business magazine in Latin America, placed our Chapman Graduate School twentieth on the global list and fourteenth in the United States

Global Learning for Global Citizenship is the Quality Enhancement Plan (QEP) portion of FIU's reaccreditation process for the Southern Association of Colleges and Schools. It is a university-wide initiative that has been embraced by FIU's faculty, students, and administration as integral to achieving the founding purposes of the institution: education of students, service to the community, and greater international understanding. Program goals focus on providing global learning courses and co-curricular opportunities across the undergraduate curriculum, faculty and staff development for global learning, and the human, physical, and financial resources necessary to develop, implement, and sustain the QEP.

The new building to house the College of Nursing and Health Sciences was completed on time and under budget and was built to LEED Silver environmental quality standard.

### Additional Resources

- ▶ Carnegie Classification  
**Basic:** Research Universities (high research activity)  
**Undergraduate Instructional Program:** Balanced arts & sciences/professions, high graduate coexistence  
**Graduate Instructional Program:** Comprehensive doctoral (no medical/veterinary)  
**Enrollment Profile:** High undergraduate  
**Undergraduate Profile:** Medium full-time four-year, selective, lower transfer-in  
**Size and Setting:** Large four-year, primarily nonresidential  
<http://www.carnegiefoundation.org/classifications/sub.asp?key=748&subkey=13889&start=782>
- ▶ Voluntary System of Accountability College Portrait  
<http://www.collegeportraits.org/FL/FIU>
- ▶ Common Data Set  
<http://w3.fiu.edu/irdata/portal/cds.htm>
- ▶ College Navigator  
<http://nces.ed.gov/collegenavigator/?q=florida+international+university&s=all&id=133951>
- ▶ FIU Office of Research  
<http://osra.fiu.edu/>
- ▶ University Strategic Plan  
[http://w3.fiu.edu/irdata/portal/strat\\_plan.htm](http://w3.fiu.edu/irdata/portal/strat_plan.htm)
- ▶ University Data Sources  
FIU Office of Planning and Institutional Research  
<http://w3.fiu.edu/irdata/portal/>  
FIU Fact Book:  
<http://w3.fiu.edu/irdata/portal/factbook.htm>  
FIU Quick Facts  
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1 - Budget					
	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
<b>Education and General</b>					
<i>E&amp;G Revenues</i>					
<b>State Funds (Recurring GR &amp; Lottery)</b>	\$191,003,950	\$216,006,580	\$221,572,071	\$206,029,070	\$180,171,788
<b>State Funds (Non-Recurring GR &amp; Lottery)</b>	\$476,554	\$1,500,000	\$12,384,962	\$9,587,997	\$1,202,411
<b>Tuition (Resident/Non-Resident)</b>	\$107,547,110	\$121,088,321	\$122,206,561	\$128,413,296	\$141,115,209
<b>Tuition Differential (UG)</b>	\$0	\$0	\$0	\$2,566,323	\$5,983,993
<b>Other (Include Revenues from Misc. Fees &amp; Fines)</b>	\$2,487,956	\$2,453,429	\$2,478,005	\$2,640,819	\$2,567,067
<b>Phosphate Research Trust Fund</b>	\$0	\$0	\$0	\$0	\$0
<b>Federal Stimulus Funds</b>	\$0	\$0	\$0	\$0	\$14,250,535
<b>TOTAL</b>	<b>\$301,515,570</b>	<b>\$341,048,330</b>	<b>\$358,641,599</b>	<b>\$349,237,505</b>	<b>\$345,291,003</b>

	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
<i>E&amp;G Expenditures</i>					
<b>Instruction/Research</b>	\$176,366,352	\$182,584,783	\$190,058,978	\$192,502,152	\$206,019,636
<b>Institutes and Research Centers</b>	\$805,859	\$807,777	\$2,219,037	\$1,190,150	\$743,027
<b>PO&amp;M</b>	\$30,043,881	\$32,957,519	\$34,478,199	\$33,195,211	\$33,102,540
<b>Administration and Support Services</b>	\$34,296,517	\$42,797,098	\$46,159,437	\$41,085,034	\$44,175,791
<b>Radio/TV</b>	\$0	\$0	\$0	\$0	\$0
<b>Library/Audio Visual</b>	\$12,485,724	\$16,332,904	\$16,579,532	\$16,259,156	\$16,155,728
<b>Museums and Galleries</b>	\$3,086,425	\$3,158,294	\$3,081,449	\$3,102,438	\$3,093,386
<b>Agricultural Extension</b>	\$0	\$0	\$0	\$0	\$0
<b>Allied Clinics</b>	\$0	\$0	\$0	\$0	\$0
<b>Student Services</b>	\$20,555,264	\$21,450,686	\$21,999,030	\$20,751,117	\$21,809,917
<b>Intercollegiate Athletics</b>	\$463,420	\$496,734	\$493,112	\$497,435	\$497,217
<b>TOTAL</b>	<b>\$278,103,442</b>	<b>\$300,585,795</b>	<b>\$315,068,774</b>	<b>\$308,582,693</b>	<b>\$325,597,242</b>



	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Actual	2009-10 Estimates
<b>Contracts and Grants</b>					
<i>Revenues</i>	\$102,177,782	\$116,404,932	\$101,593,689	\$103,332,747	\$111,159,114
<i>Expenditures</i>	\$90,684,117	\$110,792,960	\$98,407,954	\$105,487,682	\$111,245,873
<b>Auxiliary Enterprises</b>					
<i>Revenues</i>	\$119,149,687	\$161,571,396	\$167,654,586	\$166,757,480	\$166,593,232
<i>Expenditures</i>	\$105,567,834	\$141,666,048	\$156,364,887	\$160,309,345	\$165,616,408
<b>Local Funds</b>					
<i>Revenues</i>	\$143,146,345	\$142,880,313	\$123,831,359	\$134,714,848	\$131,313,975
<i>Expenditures</i>	\$149,793,366	\$137,997,387	\$119,254,124	\$137,798,965	\$131,437,960

<b>TOTAL REVENUES</b>	\$665,989,384	\$761,904,971	\$751,721,233	\$754,042,580	\$754,357,324
<b>TOTAL EXPENDITURES</b>	\$624,148,759	\$691,042,190	\$689,095,739	\$712,178,685	\$733,897,483

<b>2 - Federal Stimulus Dollars (ARRA)</b>	
	<b>Proposed 2009-10</b>
<b># Jobs Saved/Created</b>	<b>271.83</b>
<b>Proposed Operating Budget Detail</b>	
<b>Jobs Saved/Created</b>	\$11,387,220
<b>Scholarships</b>	
<b>Library Resources</b>	
<b>Building Repairs/Alterations</b>	\$946,871
<b>Motor Vehicles</b>	
<b>Printing</b>	
<b>Furniture &amp; Equipment</b>	\$838,149
<b>Information Technology Equipment</b>	\$402,000
<b>Financial Aid to Medical Students</b>	
<b>Other:</b>	\$676,295
<b>TOTAL</b>	<b>\$14,250,535</b>

1 - Budget (Medical)					
	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
<b>Education and General</b>					
<i>E&amp;G Revenues</i>					
<b>State Funds (Recurring GR &amp; Lottery)</b>	\$0	\$0	\$5,272,250	\$11,465,084	\$21,402,853
<b>State Funds (Non-Recurring GR &amp; Lottery)</b>	\$0	\$0	\$0	\$0	\$0
<b>Tuition (Resident/Non-Resident)</b>	\$0	\$0	\$0	\$0	\$993,000
<b>Tuition Differential (UG)</b>	\$0	\$0	\$0	\$0	\$0
<b>Other (Include Revenues from Misc. Fees &amp; Fines)</b>	\$0	\$0	\$0	\$42,350	\$52,769
<b>Phosphate Research Trust Fund</b>	\$0	\$0	\$0	\$0	\$0
<b>Federal Stimulus Funds</b>	\$0	\$0	\$0	\$0	\$866,405
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$5,272,250</b>	<b>\$11,507,434</b>	<b>\$23,315,027</b>

	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
<i>E&amp;G Expenditures</i>					
<b>Instruction/Research</b>	\$0	\$0	\$5,031,611	\$6,668,490	\$14,948,882
<b>Institutes and Research Centers</b>	\$0	\$0	\$0	\$0	\$0
<b>PO&amp;M</b>	\$0	\$0	\$4,200	\$0	\$0
<b>Administration and Support Services</b>	\$0	\$0	\$77,355	\$2,161,089	\$4,729,066
<b>Radio/TV</b>	\$0	\$0	\$0	\$0	\$0
<b>Library/Audio Visual</b>	\$0	\$0	\$0	\$735,925	\$1,122,917
<b>Museums and Galleries</b>	\$0	\$0	\$0	\$0	\$0
<b>Agricultural Extension</b>	\$0	\$0	\$0	\$0	\$0
<b>Allied Clinics</b>	\$0	\$0	\$0	\$0	\$0
<b>Student Services</b>	\$0	\$0	\$0	\$1,242,530	\$1,920,840
<b>Teaching Hospital</b>	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$5,113,166</b>	<b>\$10,808,034</b>	<b>\$22,721,705</b>

	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Actual	2009-10 Estimates
<b>Contracts and Grants</b>					
<i>Revenues</i>	\$0	\$0	\$0	\$0	\$0
<i>Expenditures</i>	\$0	\$0	\$0	\$0	\$0
<b>Auxiliary Enterprises</b>					
<i>Revenues</i>	\$0	\$0	\$0	\$0	\$0
<i>Expenditures</i>	\$0	\$0	\$0	\$0	\$0
<b>Local Funds</b>					
<i>Revenues</i>	\$0	\$0	\$0	\$0	\$0
<i>Expenditures</i>	\$0	\$0	\$0	\$0	\$0

<b>TOTAL REVENUES</b>	\$0	\$0	\$5,272,250	\$11,507,434	\$23,315,027
<b>TOTAL EXPENDITURES</b>	\$0	\$0	\$5,113,166	\$10,808,034	\$22,721,705

2 - Federal Stimulus Dollars (ARRA)	
	Proposed 2009-10
# Jobs Saved/Created	8.25
<b>Proposed Operating Budget Detail</b>	
Jobs Saved/Created	\$866,405
Scholarships	
Library Resources	
Building Repairs/Alterations	
Motor Vehicles	
Printing	
Furniture & Equipment	
Information Technology Equipment	
Financial Aid to Medical Students	
Other:	
<b>TOTAL</b>	<b>\$866,405</b>

### 3 - Other Core Resources

Appropriated Funding per Actual Student FTE (US Definition)	2005-06	2006-07	2007-08	2008-09	2009-10
General Revenue per FTE	\$5,707	\$6,030	\$6,537	\$5,638	\$4,793
Lottery Funds per FTE	\$454	\$600	\$583	\$720	\$630
Other Trust Funds per FTE	\$0	\$0	\$0	\$0	\$426
Student Fees per FTE	\$3,548	\$3,450	\$3,600	\$3,885	\$4,357
Total per FTE Student	\$9,709	\$10,080	\$10,720	\$10,243	\$10,206

**\*\* FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.**

Personnel Headcount	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Total Tenure/ Tenure-track Faculty	628	4	596	10	606	9	656	3	646	8
Total Non-Tenure Track Faculty	141	33	146	27	134	27	172	6	171	5
Total Graduate Assistants/ Associates		839		851		922		1036		985
Total Executive/ Administrative/ Managerial	436	31	484	22	518	0	517	3	571	6
Total Other Professional	775	44	820	0	914	20	960	35	1028	32
Total Non-Professional	840	32	801	30	783	26	962	32	954	29
Space	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
Space Utilization Percentage (Classrooms)	142.36		143.07		165.28		165.08		178.44	

## 4 - Enrollment and Funding

<i>For entire institution: Annual FTE</i>	<b>Funded 2007-08</b>	<b>2007-08 Actual</b>	<b>Funded 2008-09</b>	<b>2008-09 Actual</b>	<b>Funded 2009-10</b>	<b>2009-10 Estimated</b>
<b>FL Resident Lower</b>	8,160	8,116	8,160	7,564	7,860	7,860
<b>FL Resident Upper</b>	11,682	11,190	11,682	11,490	11,682	11,682
<b>FL Resident Grad I</b>	2,875	2,901	2,962	3,100	3,095	3,095
<b>FL Resident Grad II</b>	311	287	311	340	311	311
<b>Total FL Resident</b>	<b>23,028</b>	<b>22,494</b>	<b>23,115</b>	<b>22,494</b>	<b>22,948</b>	<b>22,948</b>
<b>Non-Res. Lower</b>		514		464		483
<b>Non-Res. Upper</b>		707		679		705
<b>Non-Res. Grad I</b>		679		656		693
<b>Non-Res. Grad II</b>		244		258		255
<b>Total Non-Res.</b>	<b>2,133</b>	<b>2,144</b>	<b>2,136</b>	<b>2,057</b>	<b>2,138</b>	<b>2,136</b>
<b>Total Lower</b>		8,630		8,028		8,343
<b>Total Upper</b>		11,897		12,169		12,387
<b>Total Grad I</b>		3,580		3,756		3,788
<b>Total Grad II</b>		530		598		566
<b>Total FTE</b>	<b>25,161</b>	<b>24,637</b>	<b>25,251</b>	<b>24,551</b>	<b>25,086</b>	<b>25,084</b>
<b>Total FTE - US Definition*</b>	<b>33,548</b>	<b>32,849</b>	<b>33,668</b>	<b>32,735</b>	<b>33,448</b>	<b>33,445</b>

<b>Annual FTE</b>	<b>Funded 2007-08</b>	<b>2007-08 Actual</b>	<b>Funded 2008-09</b>	<b>2008-09 Actual</b>	<b>Funded 2009-10</b>	<b>2009-10 Estimated</b>
<b>FL Resident Medical Headcount</b>					40	40
<b>Non-Res. Medical Headcount</b>						
<b>Total Medical Headcount</b>					40	40
<b>Total Non-Res. Med., Den., Vet. Medicine Headcount</b>						
* Use FL - SUS definitions of FTE (Undergraduate FTE = 40 and Graduate FTE = 32 credit hours per FTE) for all items except the row named Total FTE- US Definition. For this row, use Undergraduate FTE = 30 and Graduate FTE = 24 credit hours.						

## 4 - Enrollment and Funding (Continued)

*For each distinct location (main, branch, site, regional campus) with > 150 FTE.*

### SITE: UNIVERSITY PARK CAMPUS

FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	6,590	6,034	6,374
Upper	8,184	8,127	8,502
Grad I	2,775	2,926	2,923
Grad II	497	565	526
Total	18,046	17,652	18,325

### SITE: BISCAYNE BAY CAMPUS

FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	970	910	976
Upper	1,786	1,867	1,893
Grad I	210	204	217
Grad II	5	6	6
Total	2,971	2,987	3,092

### SITE: PINES CENTER SITE

FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	59	49	51
Upper	303	285	304
Grad I	239	216	247
Grad II	24	23	29
Total	625	573	631

### SITE: OTHER

FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	1,011	1,035	942
Upper	1,624	1,890	1,688
Grad I	356	410	401
Grad II	4	4	5
Total	2,995	3,339	3,036

## 5 - Undergraduate Education Data

<b>5A. Baccalaureate Degree Programs Implemented or Terminated</b>	<b>New Program or Termination?</b>	<b>Date Approved by UBOT</b>	<b>Date Approved by BOG, if Needed</b>	<b>Implementation Date, if New</b>	<b>Program CIP Code</b>
<b>Title and Program Level</b>					
Dance, BA	Term	6/12/2008			50.0301
German, BA	Term	6/12/2008			16.0501
Health Sciences, BS	Term	6/12/2008			51
Health Info Mgt, BA	Term	6/12/2008			51.0706
Humanities, BA	Term	6/12/2008			24.0103
Insurance and Risk Mgt, BBA	Term	6/12/2008			52.1701
Logistics and Materials Mgt, BBA	Term	6/12/2008			52.0203
Music Teacher Ed, BS	Term	6/12/2008			13.1312
French Education, BS	Term	6/12/2009			13.1306
Mathematical Sciences, BS	Term	6/12/2009			27.0301
Occupational Therapy, BS	Term	6/12/2009			51.2306
Spanish Education, BS	Term	6/12/2009			13.1306
Exercise Science, BS	Term	6/12/2008			31.0505
Industrial Sys Eng, BS	Term	6/12/2008			14.2701
Travel and Tourism Mgt, BS	Term	6/12/2008			52.0903
English Teacher Ed, BS	Term	6/12/2009			13.1305
Math Teacher Ed, BS	Term	6/12/2008			13.1311
Science Teacher Ed, BS	Term	6/12/2008			13.1316
Social Sci Teacher Ed, BS	Term	6/12/2008			13.1317

### 5B. Successful First-Year Persistence Rates

<b>YEAR OF SUS MATRICULATION</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Full-Time FTIC Cohort (Fall/Summer-Fall) Size</b>	3,047	3,381	3,978	3,891	3,234
<b>Percentage Enrolled in Same IHE After One Year</b>	85.8%	86.0%	81.3%	84.0%	82.7%



5C. Successful Undergraduate Progression and Graduation Rates					
YEAR OF SUS MATRICULATION	1999	2000	2001	2002	2003
FTIC Cohort (Fall/Summer-Fall) Size	2,991	2,993	2,703	3,109	3,287
Percentage Graduated from Same IHE Within 4 Years	18.5%	18.0%	20.3%	18.6%	18.6%
Percentage Graduated from Other SUS IHE Within 4 Years	1.4%	1.3%	1.7%	1.3%	1.2%
Percentage Enrolled in Same IHE After 4 Years	48.5%	49.8%	47.6%	49.2%	48.0%
Percentage Enrolled in Other SUS IHE After 4 Years	3.1%	2.8%	2.7%	2.7%	3.8%
TOTAL 4-Year Success and Progress Rate (Graduated or Enrolled in SUS)	71.5%	71.9%	72.3%	71.8%	71.5%
Percentage Graduated from Same IHE Within 6 Years	44.1%	45.4%	47.2%	46.0%	44.8%
Percentage Graduated from Other SUS IHE Within 6 Years	3.6%	3.7%	4.0%	3.1%	3.9%
Percentage Enrolled in Same IHE After 6 Years	16.4%	15.4%	14.1%	14.8%	15.6%
Percentage Enrolled in Other SUS IHE After 6 Years	1.5%	1.1%	1.3%	1.3%	1.7%
TOTAL 6-Year Success and Progress Rate (Graduated or Enrolled in SUS)	65.6%	65.6%	66.6%	65.2%	66.0%

<b>YEAR OF SUS MATRICULATION</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>AA Transfer Cohort (Fall/Summer-Fall) Size</b>	1,000	1,133	1,196	1,317	1,231
<b>Percentage Graduated from Same IHE Within 2 Years</b>	24.6%	23.8%	22.9%	22.5%	20.8%
<b>Percentage Graduated from Other SUS IHE Within 2 Years</b>	0.3%	0.3%	0.4%	0.3%	0.2%
<b>Percentage Enrolled in Same IHE After 2 Years</b>	62.4%	61.7%	62.3%	63.4%	64.1%
<b>Percentage Enrolled in Other SUS IHE After 2 Years</b>	1.3%	0.8%	1.1%	1.6%	1.4%
<b>TOTAL 2-Year Success and Progress Rate (Graduated or Enrolled in SUS)</b>	<b>88.6%</b>	<b>86.6%</b>	<b>86.7%</b>	<b>87.8%</b>	<b>86.4%</b>
<b>Percentage Graduated from Same IHE Within 4 Years</b>	62.4%	60.9%	62.5%	60.7%	60.7%
<b>Percentage Graduated from Other SUS IHE Within 4 Years</b>	1.4%	0.7%	1.4%	1.9%	1.5%
<b>Percentage Enrolled in Same IHE After 4 Years</b>	13.8%	14.6%	13.0%	15.1%	13.3%
<b>Percentage Enrolled in Other SUS IHE After 4 Years</b>	0.8%	0.5%	0.7%	1.1%	0.6%
<b>TOTAL 4-Year Success and Progress Rate (Graduated or Enrolled in SUS)</b>	<b>78.4%</b>	<b>76.7%</b>	<b>77.6%</b>	<b>78.8%</b>	<b>76.1%</b>

<b>YEAR OF SUS MATIC</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>Other Transfer Cohort (Fall/Summer-Fall) Size</b>	2,255	2,162	2,237	2,010	1,621
<b>Percentage Graduated from Same IHE Within 5 Years</b>	54.0%	51.4%	53.1%	50.3%	53.5%
<b>Percentage Graduated from Other SUS IHE Within 5 Years</b>	1.5%	1.3%	1.6%	1.6%	1.7%
<b>Percentage Enrolled in Same IHE After 5 Years</b>	9.0%	9.1%	9.5%	10.0%	9.1%
<b>Percentage Enrolled in Other SUS IHE After 5 Years</b>	1.0%	0.7%	0.7%	0.9%	0.9%
<b>TOTAL 5-Year Success and Progress Rate (Graduated or Enrolled in SUS)</b>	65.5%	62.5%	64.9%	62.8%	65.2%
<b>5D. Baccalaureate Degrees Awarded</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>Baccalaureate Degrees</b>	4,862	5,080	5,324	5,497	5,663
<b>5E. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis</b>	<b>Areas of Strategic Emphasis</b>				
	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>Education</b>	76	71	53	56	41
<b>Health Professions</b>	240	278	207	205	211
<b>Science, Technology, Engineering, and Math</b>	874	968	987	987	934
<b>Security &amp; Emergency Services</b>	213	262	261	261	269
<b>Globalization</b>	598	626	798	753	808
<b>Regional Workforce Needs</b>	1,333	1,332	1,474	1,388	1,468
<b>TOTAL: Areas of Strategic Emphasis</b>	3,334	3,537	3,780	3,650	3,731

<b>5F. Baccalaureate Degrees Awarded to Underrepresented Groups</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b># of Baccalaureate Degrees Awarded to Black Non-Hispanic Students</b>	624	648	650	711	682
<b>% of Total Baccalaureate Degrees (Excluding Those Awarded to Non-Resident Aliens and Unreported) Awarded to Black Non-Hispanic Students</b>	14.4%	14.0%	13.1%	13.6%	12.8%
<b># of Baccalaureate Degrees Awarded to Hispanic Students</b>	2,678	2,903	3,169	3,369	3,555
<b>% of Total Baccalaureate Degrees (Excluding Those Awarded to Non-Resident Aliens and Unreported) Awarded to Hispanic Students</b>	61.6%	62.6%	63.8%	64.6%	66.5%
<b>Number of Baccalaureate Degrees Awarded to PELL Recipients (Defined as Those Receiving PELL Within 6 Years of Graduation)</b>	1,920	2,105	2,264	2,493	2,555
<b>% of Total Baccalaureate Degrees (Excluding Those Awarded to Non-Resident Aliens) Awarded to PELL Recipients (Defined as Those Receiving PELL Within 6 Years of Graduation)</b>	43.8%	45.0%	45.4%	47.6%	47.5%

<b>5G. Baccalaureate Completion Without Excess Credit Hours</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree</b>	45.5%	40.7%	42.2%	45.2%	47.6%
<b>5H. Undergraduate Course Offerings</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
<b>Number of Undergraduate Course Sections</b>	2,532	2,567	2,667	2,688	2,518
<b>% of Undergraduate Course Sections With &lt; 30 Students</b>	52.7%	49.3%	49.6%	53.1%	50.3%
<b>% of Undergraduate Course Sections With &gt;=30 and &lt;50 Students</b>	27.6%	30.0%	30.0%	28.6%	30.5%
<b>% of Undergraduate Course Sections With &gt;=50 and &lt;100 Students</b>	16.0%	16.6%	16.2%	15.0%	15.4%
<b>% of Undergraduate Course Sections With &gt;=100 Students</b>	3.6%	4.2%	4.2%	3.2%	3.8%
<b>5I. Faculty Teaching Undergraduates</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>Percentage of Credit Hours Taught by Faculty</b>	59.1%	57.7%	59.8%	61.2%	63.4%
<b>Percentage of Credit Hours Taught by Adjunct Faculty</b>	34.0%	34.5%	32.4%	30.1%	28.3%
<b>Percentage of Credit Hours Taught by Graduate Students</b>	5.1%	5.8%	5.8%	5.6%	5.7%
<b>Percentage of Credit Hours Taught by Other Instructors</b>	1.9%	2.1%	2.0%	3.1%	2.6%

<b>5J. Undergraduate Instructional Faculty Compensation</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
<b>Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course</b>	\$77,910	\$82,215	\$86,630	\$92,391	\$84,509
<b>5K. Student/Faculty Ratio</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>IPEDS/Common Data Set Student-to-Faculty Ratio</b>	21	23	24	26	27
<b>5L. Licensure Pass Rates</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Nursing: Number of NCLEX First-Time Test Takers - Baccalaureate</b>	131	155	195	176	181
<b>Nursing: Pass Rate for NCLEX First-Time Test Takers - Baccalaureate</b>	91.6%	95.5%	90.3%	84.7%	89.0%
<b>Indicators for pass rates on other licensure exams will be added as data become available.</b>					

<b>5M. Tuition Differential</b>	<b>2008-2009</b>	<b>Sum-Fall 2009</b>
<b>Revenues</b>		
<b>Total Revenues Generated By the Tuition Differential</b>	\$2,566,323	\$2,802,954
<b>Waivers</b>		
<b>Number of Students Eligible for FSAG</b>	8,686	4,044
<b>Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential</b>		
<b>Value of Tuition Differential Waivers Provided to FSAG-Eligible Students</b>		

**Report on the success of the tuition differential in achieving the articulated purpose. Include an update on any performance measures that were specified in the BOG-approved tuition differential proposal. [NOTE: In 2009, universities will only be able to report progress for the fall term and reiterate how the university will monitor the long-term success of the tuition differential.]**

**For 2008-2009 the University used the tuition differential revenues as follows:**

1. Undergraduate faculty hires to improve graduation rates.
2. Enhanced disability services to increase resources for deaf and hearing impaired students.
3. Developed Office of Undergraduate Studies to strengthen undergraduate experience and academic components.
4. Undergraduate tutoring support - writing center - to strengthen students communication skills.
5. Summer courses - instructional funding - increase courses offered for the summer term.
6. Emergency - VOIP phones - enhance undergraduate security.
7. Upgrade of undergraduate computer lab.

**For 2009-2010 the University is expected to use the tuition differential revenues as follows:**

1. Need based financial aid.
2. Additional undergraduate faculty to improve graduation & retention rates.
3. Additional undergraduate advisors to improve the student to advisor rate.
4. Library - increase undergraduate scholarly journals and databases.
5. Dean of Undergraduate Studies.
6. Tutoring - Writing Support Center.
7. Undergraduate Faculty support to help improve graduation and retention rates.
8. Disability services - increase the number of resources to proctor exams.

*Detailed expenditures of the revenues generated by the tuition differential will be captured in the Operating Budget submission each August.*



## 6 - Graduate Education Data

6A. Graduate Degree Programs Implemented or Terminated	New Program or Termination?	Date Approved by UBOT	Date Approved by BOG, if Needed	Implementation Date, if New	Program CIP Code
Title and Program Level					
Exercise Science, MS	Term	6/12/2008			
Industrial Sys Eng, MS	Term	6/12/2008			
Travel and Tourism Mgt, MS	Term	6/12/2008			
English Teacher Ed, MS	Term	6/12/2008			
Math Teacher Ed, MS	Term	6/12/2008			
Science Teacher Ed, MS	Term	6/12/2008			
Social Sci Teacher Ed, MS	Term	6/12/2008			
Athletic Training, MS	New	6/28/2007		Fall 2007	51.0913
Envir and Urban Sys, MS	Term	6/12/2008			
Industrial Sys Eng, PhD	Term	6/12/2008			
Technology Mgt, MS	Term	6/12/2008			
English Education, MAT	Term	6/12/2008			
French Education, MAT	Term	6/12/2009			
Mathematics Teacher Ed, MAT	Term	6/12/2009			
Physical Therapy, MS	Term	6/12/2009			
Science Education, MAT	Term	6/12/2009			
Social Studies Education, MAT	Term	6/12/2009			
Spanish Education, MAT	Term	6/12/2009			
6B. Graduate Degrees Awarded	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Master's and Specialist	1,796	1,632	1,933	2,172	2,255
Research Doctoral	80	88	100	122	127
Professional Doctoral	47	82	86	90	123
Law	47	82	86	90	123
6C. Graduate Degrees Awarded in Areas of Strategic Emphasis	Areas of Strategic Emphasis				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Education	122	79	140	76	113
Health Professions	206	199	223	284	285
Science, Technology, Engineering, and Math	417	402	479	501	597
Security & Emergency Services	27	36	18	41	28
Globalization	101	87	112	142	124
Regional Workforce Needs	397	399	487	578	610
TOTAL: Areas of Strategic Emphasis	1,270	1,202	1,459	1,622	1,757
6D. Licensure Pass Rates	2004	2005	2006	2007	2008
Indicators for pass rates on other licensure exams will be added as data become available. [See ENDNOTES.]					



## 7 - Research and Economic Development Data

7A. Research and Development Expenditures	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Federally Financed Academic Research and Development Expenditures (Thousand \$)	\$54,834	\$58,718	\$58,158	\$62,366	\$60,045
Total Academic Research and Development Expenditures (Thousand \$)	\$72,724	\$87,720	\$84,697	\$108,015	\$107,025
Total Academic Research and Development Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$117,676	\$139,682	\$145,864	\$178,243	\$163,148
7B. Other Research and Economic Development Outcomes [for Entire University]*	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Invention Disclosures Received	0	15	20	13	18
Total U.S. Patents Issued	0	0	0	0	0
Patents Issued Per 1,000 Full-Time, Tenure and Tenure-Earning Faculty	0	0	0	0	0
Total Number of Licenses/Options Executed	0	1	1	0	0
Total Licensing Income Received	\$0	\$33,640	\$38,992	\$6,166	\$9,423
Jobs Created By Start-Ups in Florida	Data collection methodology still under discussion. (See endnote.)				
* Data will be provided by Board staff for institutions that have reported said data to AUTM.					

<b>7C. Centers of Excellence (Please complete for each Center of Excellence)</b>		
<b>Name of Center of Excellence: Center of Excellence for Hurricane Damage Mitigation and Product Development</b>	<b>From First Year Up To Most Recent Year</b>	<b>Most Recent Year</b>
<b>Research Effectiveness</b>		
<b>Competitive Grants Applied For and Received</b>	18 applied, 11 received for \$2,920,713	6 applied, 1 received for \$28,942
<b>Total Research Expenditures</b>	\$3,248,746	\$2,238,586
<b>Publications in Refereed Journals From Center Research</b>	2	4
<b>Professional Presentations Made on Center Research</b>	4	6
<b>Invention Disclosures Filed and Issued</b>	0	0
<b>Technologies Licensed and Revenues Received</b>	0	0
<b>Collaboration Effectiveness</b>		
<b>Collaborations with Other Postsecondary Institutions</b>	3	3
<b>Collaborations with K-12 Education Systems/Schools</b>	0	0
<b>Collaborations with Private Industry</b>	8	11
<b>Students Supported with Center Funds</b>	11	11
<b>Students Graduated</b>	0	0
<b>Job Placements of Graduates Upon Leaving the Center</b>	0	0
<b>Economic Development Effectiveness</b>		
<b>Business Start-Ups in Florida</b>	0	0
<b>Jobs Created and Jobs Saved in Florida</b>	5	5
<b>Specialized Industry Training and Education</b>	0	0
<b>Dollars Acquired from Venture Capitalists and Other Investments</b>	0	0

## Center of Excellence Narrative Comments [Most Recent Year]

The FIU COE award was received in July 2008. Between July and December 2008 the International Hurricane Research underwent an administrative restructuring. Activities in Winter/Spring '09 concentrated on hiring or placement of Center personnel, including business director, and research/technology and outreach directors and developing a work plan for the three main areas of research. Delays with the Wall of Wind testing facility continue to limit research in the areas of hurricane damage mitigation and development of partnerships with industry. The Facility is planned for completion in Spring 2010.

**Insert additional pages, as needed for additional Centers.**

## 7D. Commercialization Assistance Grants

### Narrative Comments [Most Recent Year]

**Intent of Funds:** To help FIU leverage its small staff to improve its technology transfer process for identifying and determining the best biomedical technologies for potential as startups, and to foster and improve joint-collaboration environment for commercialization opportunities.

**Activities for 2009:** Assessed and identified additional technologies, projects and technology portfolios, developed marketing plans and requested further patent protection. Identified and assessed databases to assist with marketing, showcasing and managing technologies.

Identified, developed marketing materials and conducted initial marketing for the following:

**Novel Fabrication of Method of Nanoscale Fibers and Tubes portfolio of technologies** (Fields: Molecular profiling, improvement of sensors and systems)

**DNA Sensors Using Single-Walled Carbon Nanotubes** (Fields: Microbiology, infectious diseases)

Based upon external interest and marketing results, narrowed previously identified technologies to the following with start up potential and potential for facilitation of commercialization between entrepreneurs and investors:

**Intravascular Delivery System for a Catheter Deliverable Heart Valve Prosthesis, Catheter Deliverable Artificial Trileaflet Aortic Valve Prosthesis, Collapsible Heart Valve with Polymer Leaflets:** Submitted this portfolio of technologies for presentation at investor showcase events. Presentations accepted at the 2009 WBT (World's Best Technologies) Showcase and at the Life Sciences Summit 2009. Worked with Florida Institute for Commercialization of Public Research to have Entrepreneur in Residence review potential of the technology.

**Hand-held Optical Probe Based Imaging System, and related Automated Real Time Co-Registration Software:** Further enhanced patent portfolio by continuing with patent prosecution and submitting a non-provisional patent application for the Automated Real Time Co-Registration Software (software in the medical imaging space). Worked with Florida Institute for Commercialization of Public Research to have Entrepreneur in Residence review potential of the technology.

The funds from the SURECAG grant used to date for development of business plans and marketing/descriptive materials have greatly assisted in marketing this portfolio of technologies to potential entrepreneurs and investors, and in obtaining feedback.

Insert additional pages, as needed for additional grants.

## 8 - Voluntary Support of Higher Education\*

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>Endowment Market Value</b> (Thousand \$)	\$71,879	\$74,396	\$80,283	\$91,876	\$97,064
<b>Annual Gifts Received</b> (\$)	\$13,981,116	\$14,483,986	\$13,891,812	\$10,873,175	\$18,796,862
<b>Percentage of Graduates Who Are Alumni Donors</b>	3.0%	3.4%	1.8%	4.4%	4.7%

\* Data will be provided by Board staff for institutions that have reported said data through the NACUBO Endowment Study and the CAE Voluntary Support of Education (VSE) Survey.

**[INCLUDE ADDITIONAL BACKGROUND DATA ASSOCIATED WITH GRAPHS INCLUDED FOR GOAL #4.]**

### ENDNOTES:

- Board staff are continuing to work with the SUS Technology Transfer Directors to determine the best way to capture consistent information regarding Jobs Created By Start-Ups in Florida in a cost-effective manner.

**[Additional definition information will be added to final document.]**

## 9. Progress on Other Primary Institutional Goals and Metrics As Outlined in the University Work Plan

*Provide a report on progress to date on three - free other primary university goals and metrics that were identified in the institution's last annual work plan/proposal.*

[NOTE: In 2009, universities may only be able to identify goals and metrics or report on progress on institutional strategic planning goals already in place.]

### **Improve Student Retention and Student:Faculty Ratios**

Nine additional academic advisors were hired.

Ninety-four percent of packaged aid to eligible students was disbursed at the beginning of the semester.

Eighteen faculty were retained through counteroffers.

Twenty-one faculty were hired in core areas such as sciences, mathematics, and English.

### **Enhance Research and Doctoral Education**

Overall applications increased 29% to 642 with total requested funding increasing by 24.5% to \$257 million, and awards increased 22% to ninety million.

A research cluster in Attention Deficit and Hyperactivity Disorders was recruited bringing with them over \$15 million in funded research.

FIU awarded 127 research doctoral degrees on track to award 150 by 2013.

### **Advance the College of Medicine**

Clinical affiliation agreements signed with Jackson Public Health Trust, Leon Medical Centers, Mercy Hospital, Miami Children's Hospital, and Mount Sinai Medical Center. Faculty Practice Plan established.

Twenty-eight million in private funds raised and ten million from Miami-Dade County. NeighborhoodHELP program launched.

Ground broken for on-campus ambulatory care facility.

## Annual Report Data Definitions

<b>Budget</b>	
<b>E&amp;G Revenues</b>	
<b>State Funds (recurring)</b>	Definition: State recurring funds include general revenue and lottery appropriations made by the Florida Legislature. Source: Final Amendment Package amounts for general revenue and lottery (less non-recurring)
<b>State Funds (non-recurring)</b>	Definition: State non-recurring funds include general revenue and lottery appropriations made by the Florida Legislature. Source: Allocation Summary Non-Recurring Appropriations Section.
<b>Tuition (Resident / Non-Resident)</b>	Definition: Actual tuition revenues collected from resident and non-resident students. Source: Operating Budget, Report 625
<b>Tuition Differential (UG)</b>	Definition: Actual tuition differential revenues collected from undergraduate students. Source: Operating Budget, Report 625
<b>Other Fees</b>	Definition: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. Source: Operating Budget, Report 625
<b>Phosphate Research Trust Fund</b>	Definition: State appropriation for the Institute of Phosphate Research at the University of South Florida. Source: Final Amendment Package
<b>Federal Stimulus Funds</b>	Definition: Non-recurring American Recovery and Reinvestment Act funds appropriated by the Florida Legislature. Source: Allocation Summary
<b>E&amp;G Expenditures</b>	
<b>Instruction &amp; Research</b>	Definition: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget, Report 505C.
<b>Institutes &amp; Centers</b>	Definition: Includes state services related to research organizations designed for mission-oriented, fundamental, and applied research projects. Source: Operating budget, Report 505C.
<b>PO&amp;M</b>	Definition: Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds and facilities, the providing of utility services, and the planning and design of future plant expansion and modification. Source: Operating Budget, Report 505C.

<b>Administration &amp; Support Services</b>	<p>Definition: Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs.</p> <p>Source: Operating Budget, Report 505C.</p>
<b>Radio/TV</b>	<p>Definition: Services related to the operation and maintenance of public broadcasting which is intended for the general public.</p> <p>Source: Operating Budget, Report 505C.</p>
<b>Library/Audio Visual</b>	<p>Definition: Expenditures include state services related to collecting, cataloging, storing, and distributing library materials.</p> <p>Source: Operating Budget, Report 505C.</p>
<b>Museums &amp; Galleries</b>	<p>Definition: Expenditures related to the collection, preservation, and exhibition of historical materials, art objects, scientific displays and other objects at the UF Florida State Museum &amp; Harn Museum; FSU Ringling Museum; FAMU Black Archives Museum; USF Contemporary Art Museum; FIU Wolfsonian Museum; and UWF Historic Preservation Board.</p> <p>Source: Operating Budget, Report 505C.</p>
<b>Student Services</b>	<p>Definition: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records.</p> <p>Source: Operating Budget, Report 505C.</p>
<b>Intercollegiate Athletics</b>	<p>Definition: Includes expenditures associated with Title IX activities and compliance.</p> <p>Source: Operating Budget, manual submission.</p>
<b>Other Funding Sources</b>	
<b>Contracts &amp; Grants</b>	<p>Definition: Resources received from federal, state or private sources for the purposes of conducting research and public service activities. Revenues do not include transfers. Expenditures do not include non-operating expenditures.</p> <p>Source: Operating Budget, Report 615.</p>
<b>Auxiliary Enterprises</b>	<p>Definition: Resources associated with auxiliary units that are self-supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, and health centers. Revenues do not include transfers. Expenditures do not include non-operating expenditures.</p> <p>Source: Operating Budget, Report 615.</p>
<b>Local Funds</b>	<p>Definition: Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, and technology fee. Revenues do not include transfers. Expenditures do not include non-operating expenditures.</p> <p>Source: Operating Budget, Report 615. (Self Insurance is a manual submission and has not been included).</p>



<b>Other Core Resources</b>	
<b>Revenues per FTE Student</b>	<p>Definition: E&amp;G appropriations, including tuition, are divided by total student FTE. Only state-fundable credit hours are used. To allow for national comparisons, FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.</p> <p>Sources: Operating Budget, SUS Student Instruction File</p>
<b>Total Faculty Tenure/ Tenure-Track, Instruction/ Research/Public Service</b>	<p>Definition: Combination of all tenured faculty (primarily instruction/research/public service) and all tenure-track faculty (primarily instruction/research/public service).</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
<b>Total Faculty Not on Tenure Track, Instruction/ Research/Public Service</b>	<p>Definition: All non-tenure-track faculty (primarily instruction/research/public service). This includes adjunct faculty and faculty on multi-year contracts.</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
<b>Total Executive/ Administrative All</b>	<p>Definition: Total executive/administrative and managerial positions regardless of faculty status</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
<b>Total Other Professional All</b>	<p>Definition: Total other professional positions (support/service) regardless of faculty status</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
<b>Total Non-Professional All</b>	<p>Definition: Total non-professional positions</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
<b>Total Graduate Assistants All</b>	<p>Definition: Total graduate assistants</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
<b>Instructional Space Utilization Rate</b>	<p>Definition: Subsection 1013.03 (2), F.S., establishes the utilization standard for "postsecondary education classrooms, a minimum room utilization rate of 40 hours per week and a minimum station utilization rate of 60 percent." In other words, 100% utilization means the classroom is 60% full for 40 hours a week. This metric applies that statutory definition to classroom space only.</p> <p>Source: Space File</p>

<b>Enrollment and Funding</b>	
<b>FTE Enrollment by Residency, Actual and Funded</b>	<p>Definition: Only state fundable credit hours are used. FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Funded enrollment is reported in the General Appropriations Act and set by the legislature.</p> <p>Source: Student Data Course File, GAA</p>
<b>Estimated FTE</b>	<p>Definition: This is taken from the enrollment plans submitted by each university.</p> <p>Source: University enrollment plans</p>
<b>Undergraduate Education Data</b>	
<b>First Year Persistence</b>	<p>Definition: The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort, entering in fall term or summer continuing to fall, and who continue to enroll in the second year.</p> <p>Source: SUS Retention File</p>
<b>4- and 6 -Year Progress and Success Rate (FTICs)</b>	<p>Definition: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term or summer continuing to fall with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that had either graduated or was still enrolled in the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts.</p> <p>Source: SUS Retention File</p>
<b>2- and 4 -Year Progress and Success Rate (AA Transfers)</b>	<p>Definition: AA Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that had either graduated or was still enrolled in the second or fourth academic year. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts.</p> <p>Source: SUS Retention File</p>
<b>5-Year Graduation Rate (Other Transfers)</b>	<p>Definition: Other Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall who are not FTICs or AA transfers. The rate is the percentage of this initial cohort that had graduated or was still enrolled in the fifth academic year. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts if still enrolled in the fifth year.</p> <p>Source: SUS Retention File</p>
<b>Baccalaureate Degrees</b>	<p>Definition: These are degrees granted as reported for data element 01081 in the Student Instruction File. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees.</p> <p>Source: SUS Student Instruction File</p>

<b>Baccalaureate Degrees Awarded in Areas of Strategic Emphasis</b>	<p>Definition: Bachelor's degrees as reported above by six-digit Classification of Instruction Program. The areas of strategic emphasis were selected by the Board of Governors staff with consultation with business and industry groups and input from universities. These counts may be duplicated if a student earns dual degrees in more than one strategic area.</p> <p>Source: SUS Student Instruction File</p>
<b># Baccalaureate Degrees (Non-Hispanic Blacks)</b>	<p>Definition: The number of baccalaureate degrees granted to non-Hispanic black students. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees.</p> <p>Source: SUS Student Instruction File</p>
<b>% Baccalaureate Degrees (Non-Hispanic Blacks)</b>	<p>Definition: The number of baccalaureate degrees awarded to non-Hispanic black students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported.</p> <p>Source: SUS Student Instruction File</p>
<b># Baccalaureate Degrees (Hispanics)</b>	<p>Definition: The number of baccalaureate degrees granted to Hispanic students. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees.</p> <p>Source: SUS Student Instruction File</p>
<b>% Baccalaureate Degrees (Hispanics)</b>	<p>Definition: The number of baccalaureate degrees awarded to Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported.</p> <p>Source: SUS Student Instruction File</p>
<b># Baccalaureate Degrees (Pell Recipients)</b>	<p>Definition: The number of baccalaureate degrees granted to Pell recipients, financial aid award code "001". A Pell recipient is defined as a student who received Pell within six years of graduation. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees.</p> <p>Source: SUS Student Instruction File and Student Financial Aid File</p>

<b>% Baccalaureate Degrees (Pell Recipients)</b>	<p>Definition: The number of baccalaureate degrees awarded to Pell recipients as listed above is divided by the total degrees awarded excluding those awarded to non-resident aliens.</p> <p>Source: SUS Student Instruction File and Student Financial Aid File</p>
<b>% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree</b>	<p>Definition: For data reported through 2008-09, this metric will be aligned with the calculation used in past legislative accountability reports and performance funding calculations. Excluding students with dual majors, it computes total academic credit as a percentage of catalog hours required for the student's major (excluding remedial coursework). For the purposes of calculating excess hours, remedial credit hours includes up to 10 foreign language credit hours that are excluded for transfer students in Florida.</p> <p>Source: SUS Hours to Degree File</p>
<b>Number of Undergraduate Course Sections</b>	<p>Definition: The Common Data Set (CDS) definition will be used. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practica, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings." Certain portions of the CDS were summed to create groupings of less than 30 students, between 31 and 50 students, between 51 and 100 students, and more than 100 students.</p> <p>Source: Common Data Set</p>
<b>% of Undergraduate Class Time Taught by Faculty, Adjunct Faculty, Graduate Students, and Others</b>	<p>Definition: The total number of undergraduate credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as: faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the total student credit hours for that course will be divided equally among the multiple instructors.</p> <p>Source: Instruction and Research Data File</p>

<b>Average Salary and Benefits of Faculty Teaching Undergraduate Courses</b>	<p>Definition: Average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader we annualize (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term, and reported as employed for at least 0.1 person year in the fall term.</p> <p>Source: Instruction and Research Data File</p>
<b>Student-Faculty Ratio</b>	<p>Definition: The ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. This metric does not count undergraduate or graduate student teaching assistants as faculty.</p> <p>Source: Common Data Set/IPEDS</p>
<b>Nursing: Number and Pass Rate of NCLEX First-Time Test Takers – Baccalaureate Only</b>	<p>Definition: Pass rates on the National Council Licensure Examination (NCLEX) for each university are published by the Florida Department of Health at the following address:</p> <p>Source:  <a href="http://www.doh.state.fl.us/mqa/nursing/nur_edu_info.html">http://www.doh.state.fl.us/mqa/nursing/nur_edu_info.html</a></p> <p>Notes: Indicators for pass rates on other licensure exams will be added as data become available. Currently, teaching certification examination pass rates are reported for program completers only, resulting in a 100% pass rate (because State-approved programs require passage of teacher certification exams for completion). Engineering, accounting, architecture, and other professional licensure data, gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation, are not currently formatted or containing sufficient information to match to SUS data. Such a match is necessary to develop metrics reflecting pass rates for graduates in those fields.</p>
<b>Number of Students Eligible for FSAG</b>	<p>Definition: Total annual unduplicated count of undergraduates at the institution who were eligible for Florida Student Access Grant (FSAG) in the academic year, whether or not they received FSAG awards.</p>
<b>Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential</b>	<p>Definition: Annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver.</p>

<b>Value of Tuition Differential Waivers Provided to FSAG-Eligible Students</b>	Definition: Value of all tuition differential fee waivers received by FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.
<b>Graduate Education Data</b>	
<b>Graduate Degrees Awarded</b>	<p>Definition: These are degrees granted as reported for data element 01081. Due to changes in IPEDS, the doctoral and first professional degree categories no longer exist. Now they are classified as doctoral research and doctoral professional with the doctoral professional including additional categories that had not previous been included in the first professional category. The universities reviewed their programs and made the classifications of their programs. The professional doctoral category will include all degrees in this category. Medicine, Law, and Pharmacy degrees will be reported as a sub-category of professional doctoral degrees. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees.</p> <p>Source: SUS Student Data Course File, element #01081 ("Degree-Level Granted")</p>
<b>Graduate and Professional Degrees Awarded in Areas of Strategic Emphasis</b>	<p>Definition: Graduate degrees as reported above by six-digit Classification of Instruction Program. The areas of strategic emphasis were selected by the Board of Governors staff with consultation with business and industry groups and input from universities. These counts may be duplicated if a student earns dual degrees in more than one strategic area.</p>
<b>Research and Economic Development</b>	
<b>Federally Financed Academic Research and Development Expenditures (Actual Dollars)</b>	<p>Definition: Each year the National Science Foundation conducts a survey of colleges and universities regarding research and development expenditures. Item 2A, Line 1400, science and engineering, is summed with Line 1500, non-science and engineering expenditures of column (2) Federal. Dollars are in thousands.</p> <p>Source: <a href="http://webcaspar.nsf.gov/">http://webcaspar.nsf.gov/</a></p>

<b>Total Academic Research and Development Expenditures (Actual Dollars)</b>	<p>Definition: Each year the National Science Foundation conducts a survey of colleges and universities regarding research and development expenditures. Item 2A, Line 1400, science and engineering, is summed with Line 1500, non-science and engineering expenditures of column (1) Total. Dollars are in thousands.</p> <p>Source: <a href="http://webcaspar.nsf.gov/">http://webcaspar.nsf.gov/</a></p>
<b>Total Academic Research and Development Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member</b>	<p>Definition: Total R&amp;D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS. (For FGCU, the ratio will be based on both tenured/tenure-track and non-tenure-track faculty.) The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&amp;D expenditures are divided by fall 2006 faculty.</p> <p>Sources: NSF Webcaspar database (R&amp;D expenditures) and IPEDS (full-time faculty)</p>
<b>Invention Disclosures Received</b>	<p>Definition: Disclosures, no matter how comprehensive, that are made in the fiscal year.</p> <p>Source: The Association of University Technology Managers (AUTM) Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)</p>
<b>Total U.S. Patents Issued</b>	<p>Definition: U.S. patents issued or reissued in the fiscal year.</p> <p>Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)</p>
<b>Patents Issued Per 1,000 Full-Time, Tenure and Tenure Earning Faculty</b>	<p>Sources: AUTM Licensing Survey or comparably defined data from institutions (patents) and IPEDS (full-time faculty)</p>
<b>Total Number of Licenses/Options Executed</b>	<p>Definition: Licenses/options executed in the fiscal year for all technologies. Each agreement is counted separately.</p> <p>Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)</p>
<b>Total Licensing Income Received</b>	<p>Definition: License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia.</p> <p>Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)</p>
<b>Jobs Created by Start-Ups in Florida</b>	TBD

<b>Centers of Excellence</b>	
These metrics are consistent with the 2007-08 submissions for the annual Centers of Excellence report and should be reported in 2008-09 in a manner consistent with the prior year.	
<b>Voluntary Support for Higher Education</b>	
<b>Endowment Market Value</b>	<p>Definition: Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).</p> <p>Source: NACUBO Endowment Study (or using NACUBO definitions for institutions that do not participate in that survey)</p>
<b>Annual Gifts Received</b>	<p>Definition: As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a>.) It does not include pledges and bequest intentions. The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.</p> <p>Source: Voluntary Support of Education survey (or using VSE definitions for institutions that do not participate in that survey)</p>
<b>Percentage of Alumni Who Are Donors</b>	<p>Definition: As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.</p> <p>Source: Voluntary Support of Education survey (or using VSE definitions for institutions that do not participate in that survey)</p>



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

February 5, 2010

**Subject: Academic Affairs Reports**

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**Proposed Committee Action**

None. Information/Discussion Items.

**Reports**

- A. Undergraduate Education Report – Douglas Robertson
- B. Graduate Education Report – Kevin O'Shea
- C. Enrollment Services Report – Douglas Wartzok

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**Exhibits/Supporting Documents:**

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

**Facilitator/Presenter:**

- Douglas Robertson
- Kevin O'Shea
- Douglas Wartzok

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# THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

## ACADEMIC POLICY COMMITTEE

### UNDERGRADUATE EDUCATION

**FEBRUARY 2010**

### SUMMARY REPORT

#### IMPROVING RETENTION AND GRADUATION RATES

In a recent and highly influential monograph, George D. Kuh, a noted expert on undergraduate student success, identified ten educational practices which have a demonstrably high impact on student success (*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* [Washington, DC: American Association of Colleges and Universities, 2008]).

These high impact practices are as follows:

- First-year seminars and experiences;
- Common intellectual experiences;
- Learning communities;
- Writing intensive courses;
- Collaborative assignments and projects;
- Undergraduate research;
- Diversity/global learning;
- Service learning, community-based learning;
- Internships; and
- Capstone course and projects.

Florida International University exhibits all ten of these practices.

So why do our retention and graduation rates still need attention?

One reason is that simply having a practice in some form is not enough to guarantee its effectiveness. The practice needs to be adequately developed, and FIU has some work left to do with regard to developing its implementation of these ten high impact practices.

However, another significant reason involves an inadequate framing of the problem with regard to improving retention and graduation rates. In the past, we have focused on first-year

experiences and the major. We are not alone in taking this approach. Even Kuh has construed the problem in this way (that is, focusing on the first-year and the major), as is evident in this passage from his recent monograph on high impact practices:

“When I am asked, what one thing we can do to enhance student engagement and increase student success? I now have an answer: make it possible for every student to participate in *at least two high impact activities* during his or her undergraduate program, one in the first year, and one taken later in relation to the major field” (Kuh, 2008, p. 21).

At FIU, our first-year programs work well. Over 80% of our students are retained from the freshmen to the sophomore year, which is 8 percentage points higher than the national average for public research universities.

Also, student success within our majors is excellent. Among the students who admitted to a major, 87% will eventually graduate, although not as rapidly as we would like in some majors.

However, between the first-year and the major lies a “Bermuda Triangle” in which many students are lost for a while, or forever. Among students who drop out, 75% have never formally intended a major.

At the end of fall semester, 2009, over 5,900 students (21% of active undergraduates) had more than 60 credits but were not yet admitted to a major. These are students who appear to be at risk of not persisting or taking an exorbitant amount of time to graduate.

A clear challenge is to reduce this number significantly by getting these students into appropriate majors.

#### INTERVENTION: Requiring At-Risk Students to Contact Advisors

One way to get these at-risk students into appropriate majors (which significantly improves the probability of their success) is to require them to meet with an advisor. Then the advisor can instruct the student on how to be formally admitted to their desired major. If admission to the desired major is not a realistic possibility for the student, the advisor can work with that student to develop an appropriate choice.

In order to accomplish this connection between advisor and student, a “hard hold” was implemented beginning with summer 2009 registration and extending to the present. This hard hold means that students cannot register for any courses if they will have earned 72 credits at the end of the semester for which they are registering. The hold can only be lifted by an advisor or by a college designee.

## INTERVENTION: Increasing At-Risk Students' Access to Advisors

In order for the hard hold to work, students need to have reasonable access to advisors.

Undergraduate Education is in the second year of a three plan to move the student : advisor ratio from 866 : 1, to 282 : 1 (the standard of best practice established by the National Academic Advising Association is a minimum of 300 : 1).

The plan is to hire 31 advisors over a three year period (as a Strategic Initiative) which will achieve in three years the desired student : advisor ratio among enrolled undergraduates who have not been admitted to a major:

- 08/09, 866 : 1
- 09/10, 541 : 1
- 10/11, 382 : 1
- 11/12, 282 : 1

The new advisors fall into two categories: (a) central advisors, and (b) bridge advisors.

**Central advisors** are located in the current Undergraduate Education advising units (Academic Advising Center, Transfer and Transition Services, BBC Undergraduate Education, and Student Athlete Academic Center). Central advisors report to the Director of the unit to which they are assigned.

**Bridge advisors** are located in participating schools and colleges. Although they will report to the Director of the Academic Advising Center, the Director of Transfer and Transition Services, or the Assistant Dean of BBC Undergraduate Education, they will act as colleagues to the professional advisors and faculty advisors in the school or college. At this point, bridge advisors have been placed in the Colleges of Arts and Sciences, Business Administration, and Education.

The planned hires are as follows:

- Benchmark, 08/09: total **15 advisors (all central)**
- Year One, 09/10: **hire 9 new advisors (6 central, 3 bridge)** for a total of 24 advisors (21 central, 3 bridge); have in place by 7/1/09.
- Year Two, 10/11: **hire 10 new advisors (5 central, 5 bridge)** for a total of 34 advisors (26 central, 8 bridge); have in place by 7/1/10.
- Year Three, 11/12: **hire 12 new advisors (6 central, 6 bridge)** for a total of 46 advisors (32 central, 14 bridge); have in place by 7/1/11.

## RESULTS

Of the active undergraduate students who had a hold placed on their registration, 88% (4,596 students) had their hold released, which means that they saw an advisor (or college designee) who released the hold.

*Of these students who had their hold released, 61% (2,825 students) are now admitted to a major.*

Of the 39% (1,776 students) who had their hold released but who are still not admitted to a major:

- 15 % (264 students) have a GPA below 2.0,
- 34% (599 students) do not have their CLAS milestone satisfied,
- 6% (116 students) have both a GPA below 2.0 and the CLAS not satisfied, and
- 45% (797 students) have other reasons for not yet being admitted (such as not yet satisfying specific requirements of a particular major).

*The combination of requiring at-risk undergraduates to see advisors and simultaneously increasing the number and availability of advisors appears to be working to move undergraduate students into appropriate majors thereby improving the likelihood that they will persist and graduate in a timely fashion.*

**ACADEMIC POLICY COMMITTEE**

**RESEARCH AND UNIVERSITY GRADUATE SCHOOL**

**FEBRUARY 2010**

**GRADUATE REPORT**

**I. Introduction**

The close of fall term 2009 marked the end of George Walker's leadership of the Research and University Graduate School (RUGS). The graduate community has been inspired by Walker's vision of FIU as a community of scholars. His leadership has propelled and guided us through a period of tremendous growth in our graduate enrollment marked by increases in productivity and maturation as a research university.

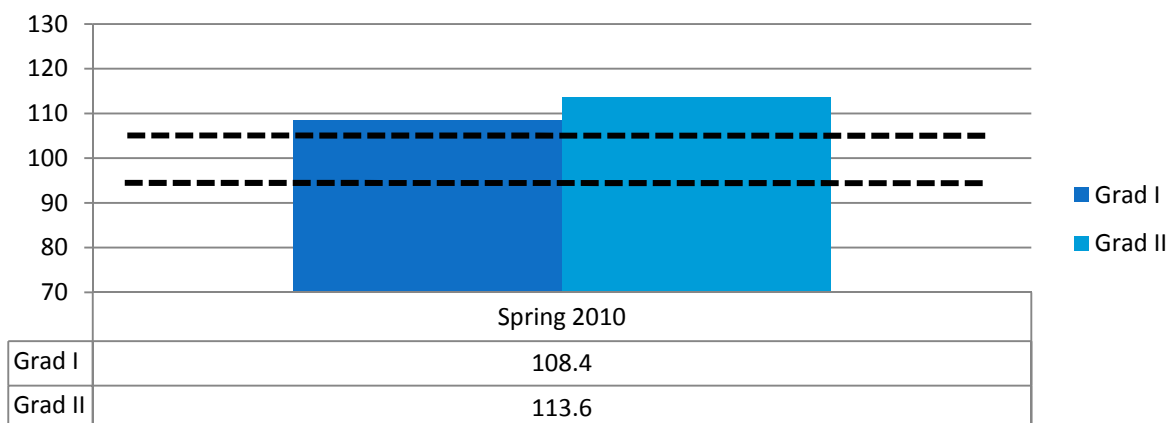
Although UGS has improved the level of service and support we provide to all our stakeholders, the most significant and important improvements over the past several years were realized by graduate students. For example, since 2007 UGS has annualized all doctoral contracts and increased stipends to a level that is both competitive with other institutions and "livable." University fellowship support for outstanding doctoral students more than doubled, from \$750,000 in 06-07 to \$1,560,000 in 08-09. Over the same period, the production of doctoral degrees increased from 100 to 127.

Spring 2010 is the beginning of a new phase of development for the UGS, under the leadership of Interim Dean Kevin O'Shea. Under his direction, UGS is in the process of evaluating our many services and initiatives, determining priorities for improvement, identifying new areas for development and setting short-term and long-term goals. However, continuation and completion of the Doctoral Program Reviews will continue to be a top UGS priority.

**II. Graduate FTE**

The projected FTE numbers for spring 2010 indicate that FIU is moderately above the upper limit of the 5% BOG funding corridor for both Grad I and Grad II FTE. As discussed in the November 2009 BOT report, FTE increases have been realized primarily in FIU's professional programs at the Grad I level and the Doctor of Physical Therapy at the Grad II level.

**Figure 1. FTE as a Percentage of BOG Funded Level**



### III. Doctoral Degree Production

Our fall 2009 semester count of doctorates awarded was 41 (36 Ph.D., 5 Ed.D.), 6 more than were awarded in the fall 2008 semester. Our summer 2009 number of doctoral graduates was 40 (38 Ph.D., 2 Ed.D.) and an additional 32 who earned a Doctorate of Physical Therapy (D.P.T.) degree in summer 2009. This represents the first graduating group of Doctorates of Physical Therapy at Florida International University.

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

**Center for Excellence in Writing (CEW):** The CEW offered three successful workshops: “Research and Writing in the 21<sup>st</sup> Century”, “Writing a Winning Personal Statement” and “Exposed! 10 Secrets to Writing a Smashing Paper” for fall 2009. Also, 225 unique graduate students completed 553 appointments. Due to the need for graduate-level services, additional graduate tutors have been hired for the Biscayne Bay Campus and the Engineering Center. In total, there are now six graduate-level tutors who share their time between MMC, BBC and the EC. Plans for the Intensive Dissertation Writing Institute are in progress.

**Doctoral Program Reviews:** Three additional departmental self-studies are nearing completion: Biology, Psychology, and Public Administration. Reviews were initiated in fall 2009 for six additional academic units: Physics, College of Education, Social Welfare, Civil and Environmental Engineering, Electrical and Computer Engineering, and the School of Computer Sciences. Nearly all of the departmental group meetings that are part of each doctoral program self-study have already taken place for the six units initiating the self-study process in fall 2009. It is anticipated that these six additional reports will be completed at the end of the spring 2010 semester.

**Enhancement of Graduate Recruitment Initiative:** Thus far in AY 2009-2010, UGS has distributed \$84,840.00 to 19 academic units to enhance their graduate recruitment efforts. This represents a significant increase in participation from AY 2008-2009 (59.4% higher expenditure and an increase in participation from 11 Departments and 1 College to 19 Departments). This year participating departments included: Africa and African Diaspora Studies, Art and Art History, Biological Sciences, Chemistry, Computing and Information Sciences, Civil and Environmental Engineering, Earth and Environment, Global and Sociocultural Studies, History, International Relations, Mechanical and



Materials Engineering, Modern Languages, Music, Nursing, Physics, Political Science, Psychology, Public Administration, and Public Health. The awards of UGS monies will be used for specific recruitment activities to attract highly qualified applicants to graduate programs at FIU including: campus visits for admitted applicants, department-wide recruitment events, enhancement of departmental web pages, faculty travel to other countries and international academic conferences to recruit highly qualified applicants, the development and dissemination of printed or electronic recruitment materials (e.g., view books, brochures, posters, or on-line advertising). Each unit will submit a year-end report to describe the results of their recruitment efforts.

**Electronic Submission of Theses and Dissertations:** For summer 2009, 24 out of 40 doctoral students submitted via the ETD option (the pilot was restricted to doctoral students); for fall 2009, 34 out of 41 doctoral students chose to submit and an additional 3 master's students also utilized the ETD option.

**Graduate Advisory Board (GAB):** The GAB, GSA and UGS developed a survey to address the needs of the graduate student community at FIU. Students were surveyed on involvement opportunities, participation and communication. In total, 604 students responded to the survey, distributed first in early October.

Of those who responded, 94.6% were commuters and Modesto A. Maidique Campus was the primary campus (78%) for the majority of students. Biscayne Bay was the primary campus for 11.4% or 68 students. Of those who lived on campus (5.3% total), 27 students lived at MMC and 5 at BBC. Of those students who responded, 70.6% were in master's level programs and 28.7% were in a doctoral program.

Regarding programming, students reported that they would be most likely to attend an event on Wednesday or Thursday (27.9% and 27.2%, respectively). Likewise, respondents preferred early evening programming (50.8%) over morning, mid-day, afternoon or late evening programming. As far as the types of events they would like to attend, respondents were most interested in professional workshops (77.2%), academic workshops (58.4%) and social/networking events, off campus (50.2%).

Importantly, respondents still felt **email** was the MOST effective form of communication. In fact, 97.8% (583 students) chose email, 23.3% chose social networking sites and another 15.1% of those who responded felt that direct communication from their academic department was the most effective method (note: in this category, respondents could select their top two choices).

**Mentoring Initiatives for Students and Faculty:** The UGS, Academic Affairs, and the Office of the Dean of Undergraduate Education are currently developing plans to initiate mentoring enhancement programs for faculty and students at FIU. Foci of mentoring enhancement workshops will include: building faculty awareness of the importance of supportive and effective mentoring, skills and strategies to build mentoring capacity; and enhancement of student awareness of personal responsibility in mentored relationships. Significant efforts will also be directed to the development of mentored research experiences for undergraduate students.

**UGS Customer Satisfaction Efforts:** In an effort to enhance overall customer service, the UGS has been in the process of phasing in customer satisfaction surveys. For each stage of a student's path through the graduate admissions process, the student is now provided with an outlet for providing feedback via email. Two surveys were established during calendar year 2009: one pertaining to the Graduate Admissions Online Application and another which allowed students to provide generic feedback about the Graduate Admissions Process on a whole. A brief summary of student feedback regarding the graduate online application and the graduate admissions process is provided in figures 2 and 3 below.

Figure 2. Summary of Survey Results, Graduate Admissions Online Application (N = 699)								
Question/Statement	Strongly agree	Agree	Somewhat agree	Neither agree or disagree	Somewhat disagree	Disagree	Strongly disagree	N/A
Application instructions were clear and concise	60.1%	32.0%	5.5%	1.7%	0.3%	0.1%	0.0%	0.0%
I was able to navigate through all of the pages without a problem	64.8%	26.4%	5.3%	0.4%	1.9%	0.9%	0.4%	0.0%
I liked the layout of the online application	59.2%	29.3%	6.9%	1.7%	1.3%	0.7%	0.7%	0.1%
Overall, I felt the application was user-friendly	60.6%	31.1%	4.0%	0.9%	1.9%	0.9%	0.7%	0.0%

Out of 699 respondents, the majority responded positively to the online application. 91.7% strongly agreed or agreed, overall, that the application was user-friendly. The majority of respondents also felt that the application could be navigated without issue (64.8% strongly agreed) and 92.1% strongly agreed or agreed that the application instructions were clear and concise.

Results regarding the Graduate Admissions Process were less positive but still informative to the process of continual customer service improvement(s). While 58.5% of those who responded strongly agreed or agreed that they had a positive experience during their graduate application process at FIU, customer service improvements were identifiable in other categories including LiveChat, e-mail and regular mail communication. In order to address email, live-chat and in-person concerns, student services and graduate admissions staff will be cross-trained throughout the spring 2010 semester. The graduate admissions process will continue to be evaluated as a total picture for spring 2010.

**Figure 3. Summary of Survey Results, Graduate Admissions Process**

Question/Statement	Strongly agree	Agree	Somewhat agree	Neither agree or disagree	Somewhat disagree	Disagree	Strongly disagree	N/A
Telephone communication with Graduate Admissions staff made me feel respected and valued by FIU	22.5%	29.4%	9.5%	7.8%	2.6%	3.6%	5.9%	18.6%
Telephone communication with Graduate Admissions staff helped resolve my questions and/or concerns	21.3%	28.2%	12.5%	4.9%	3.3%	3.3%	7.2%	19.3%
E-mail communication with Graduate Admissions staff made me feel respected and valued by FIU.	28.9%	26.3%	9.4%	10.1%	4.9%	4.9%	5.8%	9.7%
E-mail communication with Graduate Admissions staff helped resolve my questions and/or concerns	27.3%	24.7%	11.7%	8.4%	6.2%	3.2%	7.8%	10.7%
"Live-chat" communication with Graduate Admissions staff made me feel respected and valued by FIU	12.5%	13.1%	2.6%	12.1%	1.0%	2.0%	3.6%	53.1%
"Live-chat" communication with Graduate Admissions staff helped resolve my questions and/or concerns	12.7%	12.7%	3.7%	11.7%	1.0%	2.7%	2.7%	53.0%
In-person (walk-in) communication with Graduate Admissions staff made me feel respected and valued by FIU	19.2%	19.5%	5.3%	8.3%	1.3%	1.3%	2.0%	43.0%
In-person (walk-in) communication with Graduate Admissions staff helped resolve my questions and/or concerns	17.9%	21.5%	4.6%	8.9%	1.3%	2.0%	2.0%	41.7%
Regular mail communication from Graduate Admissions made me feel respected by FIU.	18.7%	31.5%	9.2%	9.8%	4.3%	3.3%	7.2%	16.1%
Regular mail communication from Graduate Admissions clearly articulated the current status of my application/admission and indicated the actions I needed to take (if applicable).	21.1%	27.0%	11.2%	7.6%	5.6%	4.3%	9.9%	13.5%
The Program Director/Academic Department responded to my questions/concerns in a timely manner	31.3%	26.4%	10.0%	6.5%	3.3%	4.6%	8.8%	10.1%
Information provided by the Program Director/Academic Department conflicted with information provided by Graduate Admissions staff	20.3%	13.6%	5.3%	1.6%	4.3%	10.3%	17.9%	17.6%
I had a positive experience during my graduate application process at FIU	29.1%	29.4%	10.8%	5.6%	4.9%	6.9%	12.4%	1.0%

The UGS endeavored to provide on-going training to its faculty and staff constituents as well. Graduate Program Director training (also attended by several support staff) was held in fall 2009 at beginning and advanced levels. The training covered both UGS Graduate Admissions and Academic Support Services information; participants were also provided with a revised version of the Graduate Program Director's (GPD) manual, a reference manual specific to UGS processes and procedures. Overall, training attendees responded positively to the training including information provided, facilitators, and, in particular, the revised GPD manual. The GPD manual was rated highly across the board; 64.7% of those who responded rated it a "5", or, most helpful, on a scale of 1-5.

Respondents rated the GPD manual, updates and policies/procedures-related information in the top three in terms of what was MOST helpful from the training. When asked what was LEAST helpful, several respondents commented "nothing" and, in general, feedback remained positive. Participants did allude to changing the format of the training, i.e. some of the academic support services information was not perceived as relevant to *everyone*. Respondent feedback was very specific when asked how UGS can IMPROVE the content of its GPD training: offer more training. In total, 34 participants responded.

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**ACADEMIC POLICY COMMITTEE**

**ENROLLMENT SERVICES**

**FEBRUARY 2010**

**SUMMARY REPORT**

**I. University Enrollment**

As of January 8, 2010, 38,649 students enrolled in classes generating 10,079 FTEs for the Spring 2010 term. Compared to last spring term, headcount enrollment has increased by 6.89%. In Spring 2009, 36,159 students had enrolled at the university by this date. For 2009/10, the university has a planned budget target of 25,084 FTEs; currently, it has earned 25,247 FTEs over the summer, fall and spring terms.

**II. New FTIC and Transfer Enrollment**

The university plans to increase total headcount by approximately 1,000 in 2010-11. First Time in College (FTIC) students will increase by approximately 500 from 3,284 to 3,800, transfer students will increase by about 400 from 7,314 to 7,700, and graduate students will increase by about 100.

**III. Financial Aid**

Increased efficiency and more timely delivery of student loan funds in the Federal Direct Loan Program the Financial Aid Office disbursed has contributed to 23% more financial aid for the Fall 2009 Term as compared to the Fall 2008.

Early Spring 2010 student loan disbursements are 36% higher than Spring 2009. In real dollar terms, as of January 8, 2010, \$62,575,412.25 has been disbursed as compared to \$40,107,496.85 on January 8, 2009.

The yearly Free Application for Federal Student Aid (FAFSA) Campaign has begun with ½ page ads in The Beacon, Posters and Banners on all Campuses. Post card and e-mail communications to students and several planned events in January and February are scheduled to assist and encourage students to complete their FAFSA by the March 1 priority filing deadline.

On Sunday January 31, 2010, FIU will host the College Goal Sunday event. This yearly national event invites the public to complete their FAFSA for the coming school year (2010-2011) with the help of volunteers. The Financial Aid Office, with support from other Enrollment Services Offices will conduct the workshops.

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy Committee**  
February 5, 2010

**Subject: Student Affairs Report**

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**Proposed Committee Action**

None. Information/Discussion Item.

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**Exhibits/Supporting Documents:**

- Division of Student Affairs Summary Report

**Facilitator/Presenter:**

- Rosa Jones

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# THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

## ACADEMIC POLICY COMMITTEE

### DIVISION OF STUDENT AFFAIRS

**FEBRUARY 2010**

## SUMMARY REPORT

### INTRODUCTION

The fall semester ended with a renewed sense of excitement as the University graduated more than 5,000 students in six commencement ceremonies over two days. Each semester, the Graham Center presents Cram Jam to help students de-stress before and during finals. The fall 2009 Cram Jam program was a resounding success as over 1245 students were served a hot breakfast at midnight, enjoyed massages and availed themselves of many giveaways while studying for final examinations.

Spring semester began with a burst of chilly arctic air, but not cold enough to dampen the enthusiasm of students and staff as we usher in 2010! Many new and exciting programs are on the horizon and we look forward to the SACS visit in March.

### Multicultural Programs and Services

- **19<sup>th</sup> Annual Rev. Dr. Martin Luther King Jr. Commemorative Breakfast Celebration.** The Office of Multicultural Programs and Services commemorated the legacy of Martin Luther King Jr. with a weeklong celebration inspired by King's life and work with the theme: **"Life, Liberty and the Pursuit of the Dream,"** Friday, January 15, at 8:00 am Graham Center Ballrooms. The keynote speaker was **Michael Eric Dyson**, one of the nation's most influential and renowned public intellectuals, who addressed this year's theme, "Life, Liberty and the Pursuit of the Dream". Dyson, a professor of Sociology at Georgetown University, has been named one of the 150 most powerful African Americans by *Ebony* magazine and is an American Book Award recipient and two-time NAACP Image Award winner.
- The 10<sup>th</sup> MLK Youth Forum and Peace Walk will be held on January 20<sup>th</sup> at BBC. The program includes middle and high school students throughout Dade County. The keynote speaker is Dr. Pedro Jose "Joe" Greer, Jr., Chairperson of the Herbert Wertheim College of Medicine's Department of Humanities, Health & Society.
- The Corporate sponsors for this year's MLK Commemorative Celebration include GEICO, Baptist Health South, Florida University Credit Union, and ARAMARK.

## Career Services

- Engineering Center - Amir Mirmiran, Dean of the College of Engineering and Computing, and Irishad Ahmad, Chair Construction Management invited Career Services to meet with the Construction Management Industry Advisory Board on the programs provided by Career Services i.e. Career Fairs, Engineering Forum, Practice Interview Program and Internships, as well as, how employers can utilize internships and the NACELink online database for recruitment purposes. This was an excellent opportunity to establish new relationships and to strengthen existing ones between FIU and more than twenty-five (25) companies.
- Career Boot Camp for Engineering Students. The purpose of Career Boot Camp was to provide an opportunity for College of Engineering and Computing students to learn skills that will prepare them for successful internships, jobs, and careers. There were fifty-one (51) FIU students and alumni who participated in the program. Career Boot Camp attendees included 23 undergraduate, 20 master, 7 doctoral students, and 1 alumnus. Thirty-three individuals participated in Mock interviews. Career Boot Camp was made possible by a donation from Caterpillar, Inc. The event was successful due to the participation of 13 Career Services Office employees.
- Walt Disney World College Internship Program. During November 2009 the Disney Internship Program interviewed over seventy-five (75) students on the MMC and BBC campuses. These internships provide students in Business, Hospitality, Engineering and Marketing with paid internships and opportunities to work at Walt Disney World. These are very competitive state and national internships and they often lead to opportunities for employment with the company. To date, forty-two (42) students have been offered paid internships for Spring 2010 and twenty (20) have accepted.
- Presidential Management Fellows Program. The US Department of State has identified 30 graduate students as finalists for the Presidential Management Fellows Program --a marked increase over last year's two finalists from FIU. The purpose of the program is to attract outstanding men and women from a variety of academic disciplines and career paths who have a clear interest in, and commitment to, excellence in the leadership and management of public policies and global initiatives.
- Overseas Advisor Visit to FIU. On November 3, 2009 Career Services made presentations to International Educational Advisors from Saudi Arabia, Chile, Mexico, Kyrgyzstan and South Africa at the BBC and the MMC campuses. These advisors are housed at American Embassies worldwide and serve as the first point of contact for international students interested in studying in the U.S. It was important to increase their direct knowledge of FIU and our programs and services.
- Career Opportunities for students with Disabilities (COSD). Two Career Services professionals attended the COSD Conference in Dallas, Texas in November 2009. The purpose of the conference was to bring the Career Services Office, the Disability Resource Centers and employers together, to discuss issues related to students with

disabilities and employment. As a result of the conference, Career Services staff members connected with employers in an effort to assist them with filling the current need to diversify their workforce. The federal government, for example, has instituted a special hiring authority (Schedule A) to fast track citizens with disabilities into the federal service. Other non-governmental entities shared their approach to hiring persons with disabilities that ranged from dedicated HR professionals to specific task forces aimed at recruiting diverse candidates.

- Careers in Foreign Affairs Diversity. Career Services and the U.S. Department of State will be hosting the “Careers in Foreign Affairs Diversity Event” Wednesday, February 3, 2010 at the MMC campus immediately after the Spring 2010 Career Fair. The event is part of a national effort to ensure that the U.S. Department of State is representative of the face of America. Representatives of the State Department, including Ambassadors and other senior members will be present in an effort to recruit more mid-career professional Latinos, African Americans, women, and others with diverse skill sets, educational and cultural backgrounds.
- The Spring Career Fair will be held on February 3, 2010 in the US Century Bank Arena.

### **Center for Leadership & Service (CLS)**

- Two hundred and forty-five students traveled during the Thanksgiving and winter breaks to provide direct service to communities in need. Student groups worked with community service agencies in Orlando, Immokalee, Atlanta, and New Orleans providing service on social issues relating to children’s health and welfare, migrant workers, and HIV/AIDS services. This program is part of Alternative Breaks (AB).
- Eighty students gathered in November to clean the bay at BBC as part of an annual Day on the Bay program. This program was organized by CLS and SGA, and the Vice Provost’s Office.
- Over sixty students completed fall tracks of the Academy of Leaders (AOL). The students completed a weekend retreat, multiple on-campus leadership sessions, and a service project during the Fall 2009 term.
- Thirty fall graduates received the Excellence in Civic Engagement Medallion of Distinction. Students earned the medallion by completing a required number of community service hours while attending FIU and maintaining a minimum GPA of 3.0.

### **Women’s Center**

- The Women’s Center will host a Spring Reception for the Mentoring Partnerships Program on Tuesday, January 26<sup>th</sup> from 5 – 8 pm in the MARC International Pavilion. This year, the program has connected 35 women students with a faculty member, staff or alumna who serve as her mentor throughout the year, for a total involvement of 70 women. Throughout the year, participants have engaged in Financial Success and

Negotiating Skills for Women seminars, attended theatrical performances and movies and shadowed their mentors at their place of work. We look forward to an engaging spring semester.

- The Women's Center kicked off its 4<sup>th</sup> semester of "Strong Women, Strong Girls" which connects FIU students as mentors to 3<sup>rd</sup> – 5<sup>th</sup> grade girls in afterschool programs throughout the Miami-Dade community. Last fall, 20 FIU college women mentored 316 girls in the Miami-Dade school system utilizing a curriculum focusing on self-esteem, critical thinking and goal setting.

### **Victim Advocacy Center**

- The Victim Advocacy Center presented "Reel Review," and panel discussions for two international films, in collaboration with International Student & Scholar Services, as part of FIU's International Education Week. Screening for *In the Time of the Butterflies* and *The Magdalene Sisters* was based on actual events. The movies depict the mistreatment of women under the Trujillo regime in the Dominican Republic, and in 1960s Ireland, when "wayward girls," were condemned to indefinite servitude.
- The Victim Advocacy Center provided training to FIU medical students during the FIU American Medical Women's Association meeting, "Beyond Screening: Understanding Victims of Domestic Violence." Students were provided with an overview of the incidence, prevalence and dynamics of domestic violence, along with the psychological conundrums faced by battered women and the physical symptoms presented in emergency and/or medical facilities.

### **Disability Resource Center**

- The Center was recently gifted with the Dr. Fareed Haj Scholarship Endowment. The scholarship honors Dr. Haj's commitment to help FIU blind and visually impaired students realize their educational goals. The gift of \$1,000 will receive matching funds from the State.

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy Committee**  
February 5, 2010

**Subject: University Technology Services Report**

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**Proposed Committee Action**

None. Information/Discussion Item.

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

**Facilitator/Presenter:**                                      ■    Min Yao

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# THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

## ACADEMIC POLICY COMMITTEE

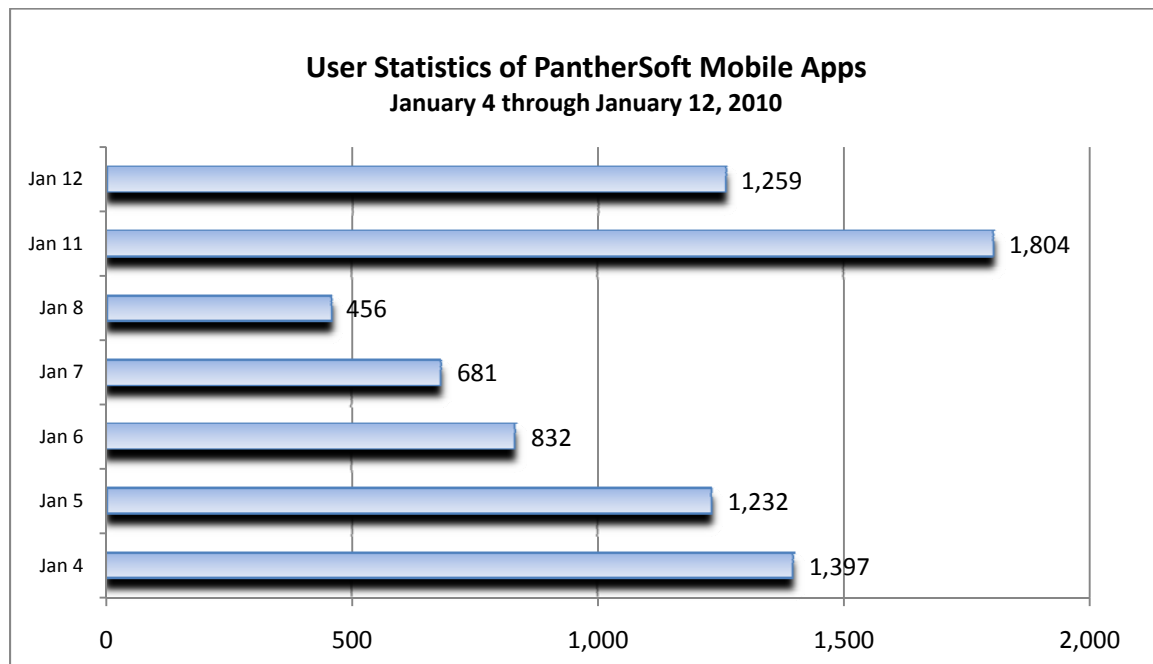
### DIVISION OF INFORMATION TECHNOLOGY

**FEBRUARY 2010**

## SUMMARY REPORT

### Extending PantherSoft Functions to Students' Smart Phones

As part of our continuing effort to improve our services, beginning with this new semester, we extended a number of the basic functions of PantherSoft to students' smart phones. Students can now check their class schedule, view their grades and the balance and status of their accounts, read the University catalog and course descriptions, and find the location of their classrooms on the University map with smart phones such as iPhone or Blackberry. This new mobile application service was immediately accepted by students with 1,397 students signing on the first day of the new semester. The most frequently visited information is the class schedule and student financial account balance. We plan to deliver more PantherSoft functions to students' smart phones in the near future. For more information about our mobile applications, please visit <http://panthersoft.fiu.edu/Mobile.html>. The chart below presents the user statistics of the PantherSoft Mobile Application between January 4 and January 12, 2010. On average, 1,094 students used this new service per day during the first week.



### **Free Microsoft Office and Antivirus Program to Students**

Beginning this semester, we began to offer students free Microsoft Office Suite (Word, Excel, PowerPoint, Access and Outlook) and the McAfee antivirus program as a benefit from the technology fee. Any active FIU students, part or full time, may log onto our software Website and download these software programs. This program is becoming popular among our students. In the first week of the semester, 2,193 students downloaded the free MS Office Suite and 1,386 students downloaded the free McAfee antivirus program. For more information about this program, please visit [http://uts.fiu.edu/student\\_compserv\\_software\\_faqs.html](http://uts.fiu.edu/student_compserv_software_faqs.html). In addition to the free download of Microsoft Office Suite and McAfee antivirus program, we will introduce a number of new technology services to our students as a benefit of the technology fee, including extending computer lab hours, implementing a 24/7 virtual computer lab, providing technology services to students in FIU libraries, providing technology training to students, enhancing the wireless network, and introducing a new learning management system (Moodle).

### **Progress on Thin Client Computing**

Last year we introduced the thin client technology as a means of both cost savings and enhancing computer security. With thin client technology, most of the processing work is done on the backend servers. Therefore, old computers can be used to perform tasks as efficiently as new computers. Additionally, because the processing work is mostly done on the backend servers, the frontend workstations can be securely locked down with less risk of being compromised. We have made significant progress with the Controller's Office, the Enrollment Services, and the AIDS Research Center. The front service workstations in both the Cashier's Office and Enrollment Services have begun to use thin client technology to extend the lifespan of some old computers as well as enhancing the security of these computers. The process of implementing thin client technology at the AIDS Research Center on Biscayne Bay Campus as a security enhancement will be completed soon.

### **Information Technology Disaster Recovery Test**

On December 10, 2009, the Division of Information Technology conducted a disaster recovery test. The purpose of this test was to evaluate our information technology disaster recovery plan and our ability to provide our mission critical technology services from the Modesto A. Maidique Campus Data Center to the remote Disaster Recovery site at the Northwest Regional Data Center (NWRDC) located in Tallahassee, Florida. The key areas of service tested were the following: PeopleSoft ERP system, MS Exchange E-mail system, Web Services ([www.fiu.edu](http://www.fiu.edu) only), Virtual Hosting Services and LDAP service. Designated System Administrators/Managers were responsible for testing all pertinent functions and features of each key category/functional area. Their responsibility was to report the outcome of their test based on two key parameters: Readiness and Performance Capacity. Overall, testing was successful. We validated our technology service disaster recovery capability. We also discovered a number of minor operational and equipment issues. We will resolve the discovered issues and will conduct another disaster recovery test in May 2010 before the hurricane season begins.



### **Introducing SharePoint as Collaboration and Web Tool**

Microsoft SharePoint is a web browser based collaboration tool that includes process management function, search function and a document-management platform. Additionally, SharePoint can be used to host web sites that access shared workspaces, information stores, and documents, as well as host defined applications such as wikis and blogs. It also offers Web content management function. All users can manipulate proprietary controls or interact with pieces of content such as lists and document libraries. It is a popular tool that has been used a many companies and large and small universities and colleges. With our software site license agreement with Microsoft, FIU faculty and staff may use SharePoint free of charge. We began to introduce SharePoint as a collaboration and Web management tool to the FIU community two years ago. Several colleges and units have begun to use it to share files and build intranet and Internet Websites. Notably, the College of Arts and Sciences and the Wertheim College of Medicine are two leaders in using SharePoint. The Dean's Office at the College of Arts and Sciences built an automatic budget development process with SharePoint. New budget information is automatically disseminated to departments and units within the College of Arts and Sciences. When a document is updated, users automatically receive an email notice. The Wertheim College of Medicine built a student application evaluation system with SharePoint. The review and selection process is automated. The Division of Information Technology offers training for using SharePoint to colleges and units and helps them design the right applications in SharePoint to meet their business needs. The Division of IT also allocates data storage for colleges and units. The data and files saved on SharePoint servers are backed up in our disaster recovery data center in Tallahassee.

### **Statistics of Call Center and Field Team Services in the First Week of Class**

#### *Call Center Statistics*

Total Calls Received: 4,322

Total Calls Handled: 2,707 (63%)

Avg. Speed of Answer: 9 Min.

Breakdown:

General Support Total Offered: 1,433

General Support Student Offered: 964 (20% answered < 6 min.)

General Support Faculty/Staff Offered: 461 (88% answered < 6 min.)

General Support ITA Support Offered: 8 (13% answered < 6 min.)

General Support Total Handled: 944 (65.8% handle rate)

Password Reset Total Offered: 2,889

Password Reset Student Offered: 2,495 (19% answered < 6 min.)

Password Reset Faculty/Staff Offered: 394 (94% answered < 6 min.)

Password Reset Total Handled: 1,763 (61.0% handle rate)

Chat Support

Total Chat Support Sessions Handled: 185

#### Field Team Statistics

Total Service Requests: 78

Total Service Requests Completed: 54

#### Breakdown:

MMC: (Assigned\Resolved)

High Priority: 10\5

Med. Priority: 41\31

Low Priority: 6\4

BBC: (Assigned\Resolved)

High Priority: 3\1

Med. Priority: 16\11

Low Priority: 2\2

#### Hardware & Shop UTS Statistics

##### Hardware Repair:

Total Requests: 321

Total Resolved: 193

Pending: (parts, payment, etc.) 50

Assigned: 38

In Progress: 40