



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

Thursday, May 20, 2010
11:30am

Florida International University
Modesto A. Maidique Campus
College of Business Complex
Special Events Center, room 232
Miami, Florida 33199

Committee Membership:

S. Lawrence Kahn, *Chair*; Cesar Alvarez, *Vice Chair*; Michael Adler; Thomas Breslin; Claudia Puig; Helena Ramirez

Liaison:

Gerald Grant, *Foundation Board of Directors*

AGENDA

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| 1. Call to Order and Chair's Remarks | S. Lawrence Kahn |
| 2. Approval of Minutes | S. Lawrence Kahn |
| 3. Follow up to Items from Previous Meetings <ul style="list-style-type: none">▪ Faculty Language Proficiency – Report by the Faculty Senate▪ Faculty Quality of Life Survey – Response by the Administration | S. Lawrence Kahn |
| 4. Action Items | |
| AP1. Tenure as a Condition of Employment | Douglas Wartzok |
| AP2. Tenure Nominations | Douglas Wartzok |
| AP3. Master of Science in Information Technology New Program Proposal | Douglas Wartzok |
| AP4. Master of Arts in Global Governance New Program Proposal | Douglas Wartzok |

4. Action Items *(Continued...)*

AP5. PhD in Biochemistry New Program Proposal	Douglas Wartzok
AP6. Limited Access Designation	Douglas Wartzok
AP7. 2010 University Work Plan	Douglas Wartzok

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
▪ College of Law Pipeline Initiatives Report	Alexander Acosta

5.2. Student Affairs Report	Rosa Jones
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5.3. University Technology Services Report	Min Yao
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6. New Business <i>(If Any)</i>	Larry Kahn
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7. Closing Remarks and Adjournment	Larry Kahn
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Next Academic Policy and Student Affairs Committee Meeting is scheduled for September 10, 2010

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 20, 2010

Subject: Academic Policy Committee Meeting Minutes, February 5, 2010

Proposed Committee Action:

Approval of Minutes of the Academic Policy Committee meeting held on Friday, February 5, 2010 by telephone conference call.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy Meeting held on Friday, February 5, 2010 by telephone conference call.

Supporting Documentation:

February 5, 2010 Academic Policy Committee meeting minutes.

Facilitator/Presenter:

Committee Chair S. Lawrence Kahn

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY COMMITTEE
MINUTES
February 5, 2010**

1. Call to Order & Chair's Remarks

The Florida International University Board of Trustees' Academic Policy Committee meeting was called to order by Committee Vice Chair Cesar Alvarez at 11:16 a.m. on Friday, February 5, 2010, via conference call.

The following attendance was recorded:

Present

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

Chairman Albert E. Dotson, Sr. also participated in the conference call.

Committee Vice Chair Cesar Alvarez welcomed all Trustees, University faculty, and staff. He thanked Trustees and Foundation liaison Gerald Grant for making themselves available to participate in the conference call. Chairman Albert E. Dotson, Sr. announced that Governor Charlie Crist appointed Mrs. Patricia Frost to the Florida Board of Governors on January 28, 2010. On behalf of the Board, Chairman Dotson thanked Mrs. Frost for her commitment to higher education, her dedicated service on the FIU Board of Trustees, and her many contributions to the University. Vice Chair Alvarez thanked Mrs. Frost for her leadership as an inaugural member of the Board and former Chair of the Academic Policy Committee.

Vice Chair Alvarez noted that since the Committee last met, Kevin O'Shea, Professor of Chemistry, was appointed interim dean of the University Graduate School; Divina Grossman, who served as Dean of the College of Nursing and Health Sciences, was appointed Vice President for Engagement; Sherry Pontious, who served as Associate Dean for Academic Affairs in the College of Nursing and Health Sciences since 2006, was appointed Interim Dean of the College.

2. Approval of Minutes

Committee Vice Chair Alvarez asked if there were any additions or corrections to the minutes of the November 19, 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 November 19, 2009, attached to this Resolution as Exhibit "AP-Minutes," are hereby approved.

3. Follow-up to Items from Previous Meetings

Interim Provost & Executive VP Wartzok presented the Enrollment Services Acronyms Summary for the Committee's information, noting that the report was requested by the Finance & Audit Committee at its November 19, 2009 meeting and contained an overview and the definitions of the common acronyms used by Enrollment Services.

4. Action Items

AP1. Revision to Regulation 408, Foreign Exchange Visitor Insurance Requirements

Provost Wartzok presented the Revision to Regulation 408, Foreign Exchange Visitor Insurance Requirements for Committee review, noting that the University, as a sponsor, must require exchange visitors to meet the University's requirements for insurance by obtaining an insurance policy that meets the requirements specified by federal law.

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

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.

AP2. Approval of Regulation 1103, Textbook Affordability

Provost Wartzok presented the Approval of Regulation 1103, Textbook Affordability for Committee review, noting that as per BOG Regulation 8.003, the University was required to establish procedures to minimize the cost of textbooks to students while maintaining the quality of their educational experience and continuing to ensure academic freedom. He further noted that a correction on page 2 of the Regulation was necessitated, which would consist of changing the language from "...purchase a specific purchases" to "...purchase specific items."

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

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".

AP3. Approval of the FIU Annual Report to the Board of Governors

Provost Wartzok presented the FIU Annual Report to the Board of Governors for Committee review, noting that the draft of the 2009 FIU Annual Report was submitted to the Board of Governors for approval and was subsequently revised in response to requests from the BOG. He further noted that the FIU Annual Report described progress against articulated goals and summarized key data in areas such as the University's awarded degrees, research and development expenditures, graduation and retention rates, student-faculty ratios, funding per student FTE, with accompanying narrative to highlight achievements or explain information, when applicable.

Vice Chair Alvarez noted that it would be beneficial to analyze the report's findings in the context of data from other benchmark universities. He requested that the administration compare and contrast the data gathered from the FIU Annual Report and that of the SUS annual reports as submitted to the Board of Governors.

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

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.

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

Committee Vice Chair Alvarez requested that the Academic Affairs Reports, the Student Affairs Report and the University Technology Services Report, provided in the agendas 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 Vice Chair Alvarez adjourned the meeting at 11:44 a.m.

<i>Trustee Requests</i>	<i>Follow-up</i>	<i>Completion Date</i>
<i>1. Committee Vice Chair Alvarez requested that the administration compare and contrast the data gathered from the FIU Annual Report and that of the SUS annual reports as submitted to the Board of Governors.</i>	<i>Provost and Executive VP Wartzok</i>	<i>Feb 2010</i>

MG
3/11/10

Exhibits: "AP-Minutes," "E", "F", & "G"

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 20, 2010

Subject: Follow up to Items from Previous Meetings

Proposed Committee Action:
None. For discussion only.

Background Information:

In response to Board member requests for follow-up, the Faculty Senate's report on Faculty Language Proficiency and the Administration's response to the Faculty Quality of Life Survey are submitted to the Board of Trustees for review.

Supporting Documentation: Faculty Language Proficiency – Report by the Faculty Senate
Faculty Quality of Life Survey – Response by the Administration

Facilitator/Presenter: Committee Chair S. Lawrence Kahn

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MAY 2010

**Faculty English Language Proficiency Survey –
Follow-Up Report by Thomas Breslin, Chairman, Faculty Senate**

At an Academic Policy Committee meeting and the subsequent Board of Trustees meeting during the past academic year, Trustee Cesar Alvarez advanced as a matter of serious concern anecdotal evidence of limited English proficiency on the part of some unidentified FIU instructors/professors. In response, following the guidance of your Office and the Deans' Advisory Council, the members of the Faculty Senate's Academic Policy and Personnel Committee surveyed the deans of their respective colleges to determine the extent of problems arising from faculty members' lack of English language proficiency. I summarize their findings as follows:

The College of Architecture and the Arts:

All College instructors are certified and no complaints have been received.

The College of Arts & Sciences:

The Dean's Office reported that there had been no problems within the last year, and few in the preceding years. Accent reduction might be an unaddressed problem in the sciences. The College might also want to consider accent reduction for graduate students.

Accent reduction classes are available through the English Language Institute. While the College is interested in providing such classes, it is presently unable to fund them.

The College of Business Administration:

The Decision Science Department, following a standing policy of recommending enrollment in an accent reduction class, asked one of its faculty members to enroll in such a course and he did so. The Management/International Business Department has had an occasional doctoral student with a heavy accent and has sent them to both the FIU and MDCC accent reduction programs. The School of Accounting found that complaints about the accent of a since graduated doctoral student were resolved when she was give a portable microphone and speaker system to use in class; the "accent" problem turned out to have been one of low volume. Complaints ceased. There have been some complaints about one professor's accent. The School

hired an accent reduction specialist for weekly sessions with the professor. They are ongoing. The professor is making progress. The specialist also visited the professor's class and she recommended that the professor use the portable microphone and speaker system purchased for the since graduated doctoral student. The professor has found that to be very helpful.

The College of Education:

No problems reported to the dean's office during a survey of departments.

The College of Engineering and Computing:

No problem reported to the dean's office during a survey of Departments.

The School of Hospitality and Tourism Management:

Not a significant problem.

The School of Journalism and Mass Communication:

No complaints have been received.

The College of Nursing and Health Sciences:

Only one department had a very small number of students who complained about the English language proficiency of one adjunct faculty member several years ago. There have been no other complaints in other departments.

The Robert Stempel College of Public of Public Health and Social Work:

One new faculty member in the Epidemiology Department did not speak adequate English and has already been dismissed.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MAY 2010

Administrative Response to the “Quality of Work Life” Survey

Trustee Alvarez requested an administrative response to the “Quality of Work Life” Survey commissioned by the UFF-FIU and circulated to the Board. We are pleased to oblige.

The Administration appreciates UFF-FIU’s initiative on this matter—36.1% of the bargaining unit faculty members provided useful information which we have studied and will continue to use to inform our decision-making. A copy of the survey is attached to this memorandum for your reference. Also attached to this memorandum is a chart comparing, insofar as this is possible, the QWLS to the 2007-08 National Faculty Survey done by the Higher Education Research Institute [HERI] at UCLA. Prior to the UFF survey, FIU had committed to participate in the HERI survey in 2010-11 (this survey is conducted only every three years). While any survey provides information for consideration and action, the HERI survey has the advantage of a national comparative database.

According to the Institute,

The HERI Faculty Survey is designed to provide colleges and universities with timely information about the attitudes, experiences, concerns, job satisfaction, workload, teaching practices, and professional activities of collegiate faculty and administrators. Information resulting from the survey can be used to facilitate self study and accreditation activities; inform campus planning and policy analysis; enhance faculty development programs; and improve students’ educational experiences. The 2007-2008 Faculty Survey was the tenth national survey of faculty conducted by HERI—the seventh in a triennial series initiated in 1989. Since 1989, over 300,000 faculty at more than 1,100 two-year and four-year colleges nationwide have participated in this research.¹

FIU did not participate in the HERI survey in 2007-08 so we cannot make comparisons between national and institutional data. Moreover, there is a significant incommensurability between the questions and scales of the QWLS and HERI surveys. Nonetheless, we want to respond to your request with some comparative information as an aid in assessing the information in the QWLS. The table we have attached to this memorandum offers our comparisons between the two surveys. Study of the QWLS and the comparisons we provide show that faculty morale at FIU needs improvement.

Directing your attention the comparisons for QWLS and HERI in questions 12, 28, and 30, it is readily apparent that compared with the national survey sample, the surveyed FIU faculty have a lower level of satisfaction with their compensation and with their professional life at the institution, and that they would be more likely to leave their institution than the national sample:

¹ From the HERI website, <http://www.heri.ucla.edu/facoverview.php>, accessed on April 20, 2009. This link leads to the full information on the survey.

	UFF-FIU QWLS		HERI Survey	
12	Do you agree that you are fairly compensated for the work you do?	66.5% (Disagree, Strongly Disagree),	26. How satisfied are you with the "Salary" aspect of your job.	47.2% (Satisfied, Very Satisfied)
			26. How satisfied are you with the "Health Benefits" aspect of your job.	71.2% (Satisfied, Very Satisfied)
			26. How satisfied are you with the "Retirement Benefits" aspect of your job.	72.9% (Satisfied, Very Satisfied)
28	How satisfied with your professional life at FIU?	55.3% (Generally Satisfied, Totally Satisfied)	26. How satisfied are you with the "Overall Job Satisfaction" aspect of your job.	74.0% (Satisfied, Very Satisfied)
30	Should you have an opportunity to leave FIU how likely is it that you would leave?	57.3% (Somewhat Likely, Highly Likely)	22. During the past two years have you "Considered early retirement"?	22.60%
			22. During the past two years have you "Considered leaving academe for another job"?	31.20%
			22. During the past two years have you "Considered leaving this institution for another"?	47.90%
			22. During the past two years have you "Received at least one firm job offer"?	22.10%

Of course, when comparing these surveys it should be noted that the HERI was done in 2007-2008, while the QWLS was administered in September and October of 2009. The intervening years were not good ones for higher education. During the past three years we have lost about 25% of our support from the State, and our State funding per FTE has decreased by 44%. It is extremely unlikely our budget will return to the 2006 level any time before 2017, and the decade of lost funding we are experiencing means many faculty members will never experience restoration of funding for activities previously funded as a matter of routine. Indeed, these cuts have adversely affected our whole University community, and their effects on morale are surely significant.

These cuts are not the only source of dissatisfaction however. UFF-FIU also conducted a study of the increases in the number of administrative positions at FIU. As we acknowledged in our response to that report, there has been a significant increase on the administrative side compared with increases in the faculty. While we feel there were good reasons for the additional administrative hires, particularly our development into a leading urban public research

university and the devolution of responsibilities from the State-wide level to the University, we are committed to curtailing the growth of administrators as we move forward.

In addition, the fact that we have had to go so long without being able to provide either merit or cost-of-living raises to our faculty is surely disheartening. Throughout this challenging period, however, we have maintained our commitment to preserve faculty salaries and are gratified that the recently released AAUP Faculty Salary Survey shows that FIU has the highest average salaries in the SUS for Instructors (on average \$3,400 ahead of number 2 USF); for Assistant Professors (on average \$1,900 ahead of number 2 FSU); and for Associate Professors (on average \$1,100 ahead of number 2 UCF). For full Professors, FIU is ranked number 3 in pay in the SUS (on average \$6,000 behind number 1 UF; \$4,800 behind number 2 UCF).² We are committed to maintaining this accomplishment and to improving our national standing in such comparisons.

Finally, it is to be noted that the QWLS survey was conducted during the first two months of President Rosenberg's leadership. Even before assuming office, President Rosenberg began meetings with faculty in groups of 25-30 to listen to their concerns, address issues, and insure that the University is one in which every employee as well as every student counts. The President and the Provost met in an open forum with UFF members to discuss the results of this survey and demonstrate our intention to resolve these issues.

These factors are important for understanding the comparisons above, but they do not reduce our concern with the morale of our faculty. As noted, we have committed to participating in the 2009-10 HERI and use the results of that survey along with the UFF QWLS to inform our decision-making.

At this challenging time in our history we are committed to focusing on the University's future. As we focus on initiatives from our global learning quality enhancement plan, the development of our College of Medicine with its Community Partnership Program, to a strategic planning process building upon President Rosenberg's "hit the ground running" paper, we hope to energize faculty, increase morale, and enhance commitment to FIU. We know the faculty share the goal of helping FIU become a leading student-centered public urban research university which is locally and globally engaged.

We intend to work to establish a future that enhances the quality of the experience at FIU for all involved with our university.

² 2009-2010 American Association of University Professors Faculty Salary Survey

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 20, 2010

Subject: Tenure as Condition of Employment

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of Tenure as a Condition of Employment as specified in the Board materials.

Background Information:

The board of trustees is authorized to establish the personnel program for all employees of the university including tenure. The Tenure as a Condition of Employment nominees had tenure at their previous institutions.

The University President is recommending the granting of Tenure as a Condition of Employment for two (2) nominees listed in the supporting documentation.

Supporting Documentation: Tenure as a Condition of Employment Nominees
Attachment 1 – Tenure as a Condition of Employment
Nominees' Bios

Facilitator/Presenter: Douglas Wartzok

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**Tenure As a Condition of Employment Nominees
2009-2010**

NAME	DEPARTMENT	PROPOSED RANK
COLLEGE OF BUSINESS ADMINISTRATION		
Ruth Ann McEwen	Accounting	Professor
ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK		
Elena M. Bastida	Health Promotion and Disease Prevention	Professor

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Ruth Ann McEwen

School of Accounting, College of Business Administration

Ruth Ann McEwen, Ph.D., CPA, was Associate Dean, Dean of Accreditation and Administration, and Professor of Accounting for the Sawyer Business School at Suffolk University in Boston. Dr. McEwen was Associate Professor at Virginia Commonwealth University in Richmond, Virginia, as well as Assistant Professor at Temple University, in Philadelphia, Pennsylvania. She earned her Ph.D. in Management and Masters of Science in Industrial Management from Georgia Institute of Technology. Dr. McEwen completed her undergraduate degree, a Bachelor of Science in Medical Technology, from Alabama A&M University.

Dr. McEwen successfully led the efforts at Suffolk for initial accounting accreditation and maintenance of AACSB accreditation for both Business and Accounting in 2004. She has taught graduate Financial Accounting at the Intermediate and Doctoral levels for more than 20 years.

Dr. McEwen's articles have been widely published in such premier journals as *The Accounting Review*, *Decision Sciences* and *Accounting Horizons*. She is the author of two BNA Portfolios and in 2009 published a book entitled, "Transparency in Financial Reporting - A concise comparison between IFRS and US GAAP." Dr. McEwen has presented a series of papers focusing on current financial reporting and the usefulness of GAAP accounting information to the Financial Accounting Standards Board and the Governmental Accounting Standards Board.

Dr. McEwen has consulted with the Financial Accounting Standards Board, where she was deeply involved with the FASB's Codification project. She has also worked with corporate clients in Europe and has been a visiting professor with the University of Maastricht, the Netherlands.

Elena M. Bastida

Department of Health Promotion and Disease Prevention, Robert Stempel College of
Public Health and Social Work

Dr. Elena Bastida is a medical sociologist who received her Ph.D. with honors from the University of Kansas and the recipient of pre-doctoral and post-doctoral fellowships from The National Institutes of Health. Most recently she was Associate Dean for Research at the University of North Texas Health Science Center, School of Public Health where she also served as Chair of the Department of Social and Behavioral Health.

Dr. Bastida is a nationally recognized expert on health disparities, Hispanic health, aging and public health. She currently is engaged in community participatory research working with low income minority populations. She has a long and uninterrupted record of NIH funded research. Since 1990, Dr. Bastida has received continuous NIH funding; a record that presently extends until 2013, when her current NIH funded project will expire. Dr. Bastida has published widely in well established and prestigious journals including The American Journal of Public Health, Health Economics, The Gerontologist, Journal of Aging and Health, Diabetes Care, Health Psychology and Journal of Research in Aging.

Dr. Bastida has been the recipient of numerous awards for excellence in teaching including the University of Texas System Chancellor's Award for Outstanding Teaching, which she received in 1999. Her dedication to mentoring and advising has been widely recognized. In 2001, she received the Mentor Role Model Award, a national program sponsored by the National Center on Minorities and Health Disparities. Throughout her years of teaching at the University of Texas Pan American, Dr. Bastida continuously ranked in the top 95% in student teaching evaluations for excellence in teaching. She was also voted by students as "Advisor of the Year."

In summary, throughout her career, Dr. Bastida has been widely recognized by her peers, colleagues and students as a prolific researcher and a dedicated teacher and mentor.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 20, 2010

Subject: Tenure Nominations

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the Tenure Nominations as specified in the Board materials.

Background Information:

Each board of trustees is authorized to establish the personnel program for all employees of the university including tenure.

The University President is recommending the granting of Tenure for twenty two (22) nominees listed in the supporting documentation.

Supporting Documentation:

Tenure Nominations

Attachment 2 - Tenure Process

Attachment 3 - Tenure Nominees' Bios

Facilitator/Presenter:

Douglas Wartzok

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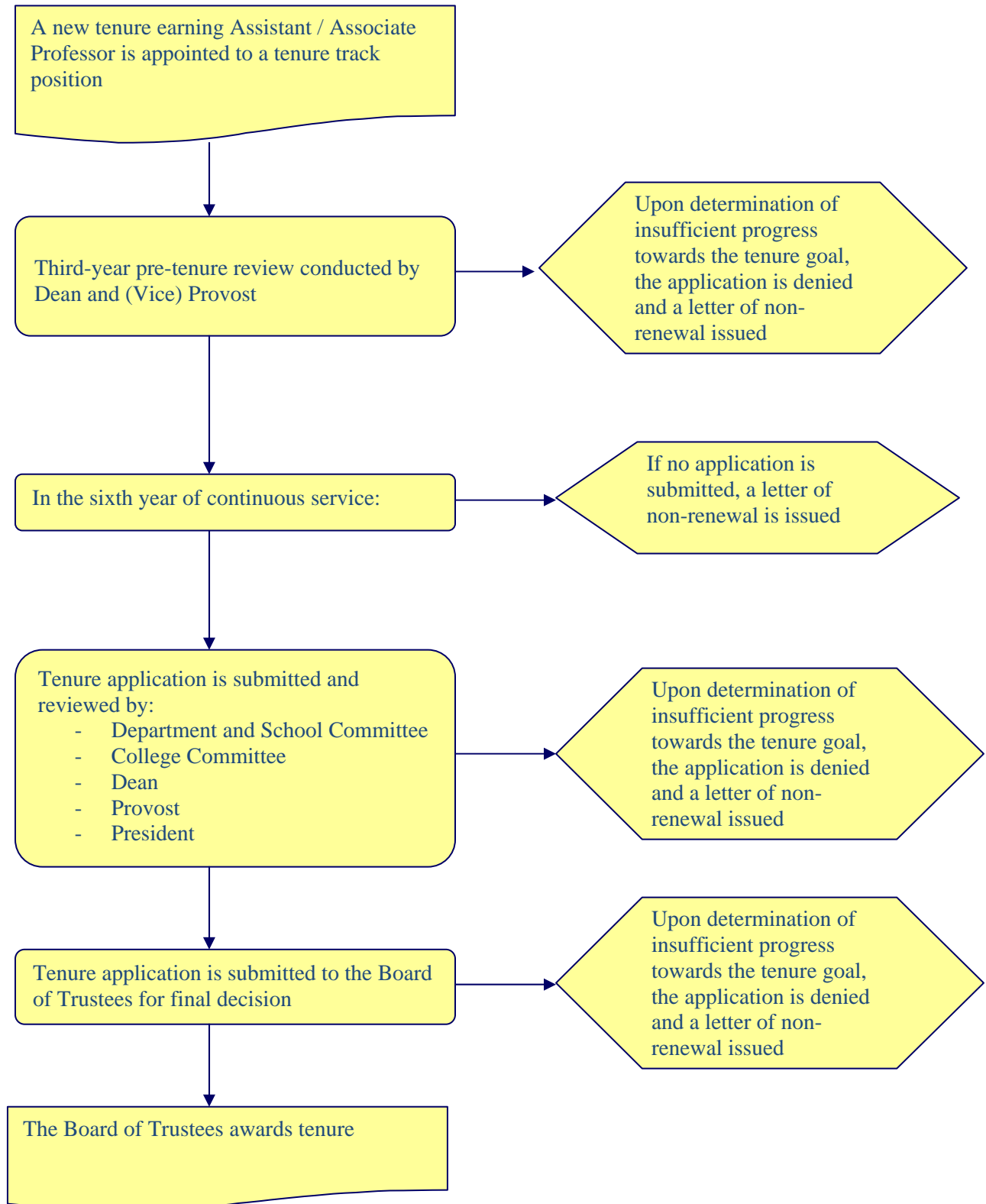
Tenure Nominations

2009 - 2010

NAME	DEPARTMENT	PROPOSED RANK
COLLEGE OF ARTS AND SCIENCES		
Sean Allen-Hermanson	Philosophy	Associate Professor
Manuel M. Barbieri	Biological Sciences	Associate Professor
Joseph N. Boyer	Earth & Environment	Associate Professor
Shlomi Dinar	Politics & International Relations	Associate Professor
Clement Fatovic	Politics & International Relations	Associate Professor
Sukummar Ganapati	Public Administration	Associate Professor
Rob T. Guerette	Criminal Justice	Associate Professor
Leung Kim	Biological Sciences	Associate Professor
Russell E. Lucas	Politics & International Relations	Associate Professor
Laura A. Ogden	Global Sociocultural Studies	Associate Professor
COLLEGE OF BUSINESS ADMINISTRATION		
Aya Chacar	Management & International Business	Associate Professor
Karlene C. Cousins	Decision Sciences & Information Systems	Associate Professor
Brice Dupoyet	Finance	Associate Professor
Weidong Xia	Decision Sciences & Information Systems	Associate Professor
COLLEGE OF ENGINEERING AND COMPUTING		
Evangelos Christidis	Computing & Information Sciences	Associate Professor
Anuradha Godavarty	Biomedical Engineering	Associate Professor
S. Masoud Sadjadi	Computing & Information Sciences	Associate Professor
Chunlei (Peggy) Wang	Mechanical & Materials Engineering	Associate Professor
Yimin Zhu	Construction Management	Associate Professor
COLLEGE OF LAW		
Hannibal Travis		currently Associate Professor
COLLEGE OF NURSING AND HEALTH SCIENCES		
Amy Paul-Ward	Occupational Therapy	Associate Professor
Mark Rossi	Physical Therapy	Associate Professor

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Tenure Process



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Sean Allen-Hermanson

Department of Philosophy, College of Arts and Sciences

Sean Allen-Hermanson received his B.A. in Philosophy (Honors) from Dalhousie University. He went on to pursue his M.A. at Concordia University, and then the Ph.D. in the Department of Philosophy at the University of Toronto, concentrating in philosophy of the mind. During completion of all requirements for the doctorate (which he received in 2003), he was hired by the University of Oklahoma (Norman) in 2002 and worked as a Visiting Assistant Professor in the Philosophy Department. Desiring to teach and work at a research-intensive institution, Allen-Hermanson applied to and was hired by the Philosophy Department at Florida International University in (2003).

During the past seven years he has written four scholarly articles in very prestigious journals, including one on animal consciousness and blindsight in what is arguably the leading journal for the discipline (*The Journal of Philosophy*). In addition, he wrote a chapter in an edited collection for Springer, and has co-authored an entry in the influential and prestigious Stanford Encyclopedia of Philosophy. He has presented at national and international conferences, as well as individual philosophy departments, about 20 times over the past seven years. As a result of his increasing academic profile, he has served as a peer-reviewer for several academic presses, including Oxford, Thompson, and Wadsworth, as well as the *Journal of the History of Philosophy*. Allen-Hermanson has been sought to speak at the Wolfsonian, and other local venues, and his work has attracted an invitation to contribute to the prestigious *Harvard Review of Philosophy*. In his scholarly work, both publishing and public presentations, he has maintained a high level of academic integrity, professionalism and quality in keeping with the highest standards and practices of the university he serves and represents.

Manuel M. Barbieri

Department of Biological Sciences, College of Arts and Sciences

Dr. Barbieri received his Doctoral degree in Biochemistry and Cellular Biology from Universidad Nacional de San Luis, San Luis, Argentina in 1992. He also holds a BS in Chemistry, and a MS in Biochemistry and Chemistry. Dr. Barbieri initiated his postdoctoral training in the Department of Cell Biology at Washington University, School of Medicine in Saint Louis, MO working on membrane trafficking and intracellular signaling communication. During his postdoctoral training he was able to obtain a National Institute of Health award to support his work in cancer biology, which allowed him to acquire his first independent position in research track as Research Instructor. Dr. Barbieri's research productivity and outstanding contributions to the field of cell and molecular biology allowed him to be promoted as a Research Assistant Professor. He also secured a grant support from the American Cancer Society and the Diabetes Society.

In August 2004, Dr. Barbieri became an Assistant Professor at Florida International University. During his appointment at FIU, he was funded with the FIU Foundation Award, the National Institute of Health S06- and SC1-SCORE Grants, and the prestigious Jose Carreras International Foundation Award. Dr. Barbieri is also a member of the American Society of Cell Biology and the American Society of Microbiology. His work on intracellular membrane trafficking and signaling has been published in several peer-reviewed journals thereby contributing to the FIU national and international name recognition. In conjunction with the Sponsored Research Office he is working on the intellectual property of a newly discovery gene as a potential tumor suppressor. He mentored graduate and undergraduate students, advising them to present their scientific work in local, national and international meetings and symposiums, as well as postdoctoral fellows in the United States of America, France and South America. Therefore, over the past five years, Dr. Barbieri has developed an excellent research agenda, contributing through scholarship and teaching at the local, national, and international levels thereby building an honorable intellectual reputation. Dr. Barbieri has maintained a high level of academic integrity, professionalism and quality in keeping with the highest standards and practices of the university he serves and represents.

Joseph N. Boyer

Department of Earth and Environment, College of Arts and Sciences

Dr. Boyer received his B.S. in Microbiology in 1978 from the American University in Washington, DC. He went on to pursue his Ph.D. in Marine Science at the Virginia Institute of Marine Science of the College of William & Mary, concentrating in marine microbiology and biogeochemistry. Upon completion of all requirements for the doctorate in 1987, he was hired as an Instructor by East Carolina University (1987 – 1990) during which time he taught ecology courses and worked on the ecology of the nitrogen cycle in the Neuse River Estuary. He then moved to Waterline Ltd., Prince Edward Island, Canada as an Aquatic Biologist (1990 – 1992) to design and develop closed-system nitrifying biofilters for finfish aquaculture. Following this, he took a Postdoctoral position at the Institute of Ecosystems Studies (1992 – 1995) to study the microbial ecology of dissolved organic carbon cycling in groundwater. He came to the Southeast Environmental Research Center (SERC) at Florida International University as an Assistant Scholar/Scientist in 1995 to work in marine water quality and biogeochemistry. He was promoted to Associate Scholar/Scientist in 2001, became Associate Director of the Center in 2003, and was then appointed Director of SERC in 2009.

He has 47 peer reviewed research publications (9 with supervised students) and 44 technical reports in fields ranging from microbial ecology, biogeochemistry, water quality, and bacterial metagenomics. Of these, over 70% are related to the greater Everglades, estuaries, and Florida Keys ecosystems. His current research addresses both natural and human-induced physical/chemical effects on microbial communities and water quality. Since coming to FIU, he has generated >\$17 million in external grants and contracts. He is a founding principal investigator of the NSF-funded Florida Coastal Everglades LTER and directs the Water Quality Monitoring Network for the Florida Keys National Marine Sanctuary. His most recent NOAA grant focuses on developing research and management goals for their coastal South Florida program. Boyer serves on 12 national and regional scientific advisory boards. He has presented at more than 42 international, national, and regional science conferences during the past five years. As a result of his increasingly familiar academic profile, he has served as a peer-reviewer for numerous agency proposal review and selection boards, including five national program reviews and has been involved in multiple assessments of federal science programs. He has served on 17 graduate student committees, two as major professor, and has supported 5 postdoctoral associates. Through his collaboration and cooperation with local, State, and federal agencies, Dr. Boyer has built a rigorous research foundation and developed a solid public intellectual reputation for himself and for FIU's environmental teaching and research programs.

Shlomi Dinar

Department of Politics and International Relations, College of Arts and Sciences

Shlomi Dinar received his Bachelor's degree in Political Science and Rhetoric and Communication from the University of California, Davis. He completed his Master's degree in International Affairs at Columbia University's School of International and Public Affairs and his Doctorate degree (with distinction) in International Relations at the Johns Hopkins University School of Advanced International Studies. During the past six years he has written a monograph: *International Water Treaties: Negotiation and Cooperation along Transboundary Rivers* (Routledge 2008). He has also published a co-authored textbook: *Bridges over Water: Understanding Transboundary Water Conflict, Negotiation and Cooperation* (World Scientific 2007). Most recently, a book manuscript edited by Dinar, titled *Beyond Resource Wars: Scarcity, Environmental Degradation, and International Cooperation*, was accepted for publication by MIT Press and is forthcoming in Fall 2010. Dinar has also published several scholarly articles including an article in the flagship journal of the field of environmental politics (*Global Environmental Politics*) and another in a journal ranked among the most influential journals in the disciplines of political science and geography (*Political Geography*). Dinar has also published eight chapters in edited books in such presses as MIT Press, Routledge, Taylor & Francis, Springer, and Kluwer. During the past six years, Dinar has presented and lectured at more than fourteen local, national, and international conferences and venues. As a result of his increasingly familiar academic profile, he has served as peer-reviewer for a grant proposal for the National Science Foundation and article manuscript reviewer for leading journals such as *International Studies Quarterly*, *Journal of Peace Research*, *Political Geography*, and *Ecological Economics*. During the AY 2007-2008, Dinar was awarded a Smith Richardson Foundation Junior Faculty Research Grant. Dinar is currently working to complete a book manuscript on conflict and cooperation over shared rivers in the Middle East, North Africa, and Central Asia. Most recently, he was invited to embark on a semester-long visiting fellowship at the prestigious Institute of Advanced Study at Durham University in the United Kingdom.

One of the most rewarding aspects of his university work, however, has been achieved through his teaching and service. In his first year at Florida International University, Dinar devised a new undergraduate (INR 4463: International Negotiation) and graduate (INR 5352: Environment and Security) course. Dinar has also served on several committees including leading the assessment of student learning outcomes for his department as well as working with fellow committee members to devise a curriculum for a professional Master's degree for the newly created School of International and Public Affairs. Dinar has also taken the lead in creating the Middle East Society (MES), a membership organization headquartered on the Biscayne Bay Campus.

Clement Fatovic

Department of Politics and International Relations, College of Arts and Sciences

Clement Fatovic received his B.A. in Political Science and in Psychology in 1995 from Rutgers University, where he graduated first in his class with a 4.00 grade point average. He received his M.A. (2000) and his Ph.D. (2002) in Government from Cornell University, where he was the recipient for numerous fellowships. His dissertation, *Constitutionalism and Character: Executive Power and the American Founding*, was awarded the first annual Janice N. and Milton J. Esman Annual Prize for Distinguished Scholarship by the Government Department at Cornell University. Upon completion of his doctoral studies, Fatovic taught political theory at the University of Florida (2002-2003), Vassar College (2003-2004), and Florida International University (2004-present), where he is currently an Assistant Professor of Politics and International Relations.

Dr. Fatovic teaches a broad range of courses within the sub-field of political theory, from ancient and medieval political theory to contemporary democratic theory. His research focuses primarily on the development of liberal constitutionalism within Anglo-American political thought, with a special emphasis on executive power, emergency action, and the rule of law. Dr. Fatovic examines the historical and theoretical tensions between emergency powers and liberal constitutionalism in his book *Outside the Law: Emergency and Executive Power* (Baltimore, MD: The Johns Hopkins University Press, 2009). He has published articles on these and other topics in journals such as the *American Journal of Political Science*, *History of Political Thought*, *Journal of the History of Ideas*, *Perspectives on Politics*, and *The Good Society*. His current projects explore the tensions between the rule of law and democracy in the legal and political thought of twentieth century German thinkers such as Carl Schmitt and Jurgen Habermas. Dr. Fatovic is currently a member of the American Political Science Association and the Western Political Science Association.

Sukumar Ganapati

Public Administration Department, College of Arts and Sciences

Sukumar Ganapati received his Ph.D. in Planning in 2003 from the School of Policy, Planning, and Development at the University of Southern California, having obtained the Master's in Planning (M. Pl.) degree from the same university in 1994. He graduated with the Bachelor of Architecture (Honors) degree from the Indian Institute of Technology, Kharagpur (India) in 1987, after which he had worked as a professional architect in Pondicherry (India) and taught in the Architecture department in Manipal Institute of Technology, Manipal (India) for nearly four years. Upon completion of his Ph.D., he worked as the Assistant Director of the Center for International Policy, Planning, and Development in the University of Southern California. He joined the Public Administration Department at Florida International University in 2004. In 2001, the California State University, Northridge honored him with the "Outstanding Professor Award". His article in *Habitat International* in 2001 won the Jorge E. Hardoy Memorial Prize for best paper given by the International Sociological Association. He joined the Public Administration Department at Florida International University in 2004.

Dr. Ganapati's research focuses on the role of institutions in the urban context, particularly with respect to housing, community development, and information technology. The research is both international and domestic in scope. He has 16 refereed publications and is the sole or first author of all but one. His work is published in top ranked peer-reviewed journals, which include: "Housing Studies, International Journal of Urban and Regional Research" (in press), "Journal of the American Planning Association, Journal of Environmental Planning and Management, Journal of Planning Education and Research" (JPER), "Public Administration and Development, Public Administration Review" (in press), "Urban Affairs Review, and the International Journal of Electronic Government Research". Other publications are chapters in books edited by well known experts in the field. He has presented at 18 regional and national conferences while at FIU. At FIU, Dr. Ganapati has taught doctoral, master's and bachelor's level courses. He has mentored seven student publications (written jointly with him or on their own). He obtained the Honorable Mention for the Chester Rapkin Award in 2008, which is an award for the best article published in JPER. As one scholar commented, Dr. Ganapati "is addressing one of the most salient policy issues of the 21st century... His cutting edge, comparative work fills a void in the planning literature". Dr. Ganapati's tenure at FIU has thus been spent in developing an excellent research agenda, continuing to build a solid public intellectual reputation, and contributing through scholarship and teaching.

Rob T. Guerette

Department of Criminal Justice, College of Arts and Sciences

Rob T. Guerette joined FIU as an Assistant Professor in the Criminal Justice Department in August, 2004. He holds a doctorate degree from Rutgers University-Newark and was a Fellow at the Eagleton Institute of Politics, Rutgers University-New Brunswick. His research has appeared in *Criminology* (forthcoming), *Crime & Delinquency*, *Crime Prevention Studies*, *Criminology & Public Policy*, the *European Journal on Criminal Policy and Research*, the *Journal of Criminal Justice*, and *Security Journal*. He is author of “Migrant Death: Border Safety and Situational Crime Prevention on the U.S.-Mexico Divide” (2007); co-editor of the book “Migration, Culture Conflict, Crime and Terrorism” (2006); and a co-author of a book chapter in “Deadly Lessons: Understanding Lethal School Violence” (2002).

He has worked on projects in consultation or affiliation with the Department of Homeland Security – U.S. Border Patrol, the National Research Council, United States Department of Justice-Office of Community Oriented Policing Services (COPS), British Home Office Research Directorate, the Miami Police Department, and the New Jersey Department of Probation and Parole. Dr. Guerette’s primary research interests include situational crime prevention/problem-oriented policing, human smuggling and transnational crime, and public policy related to crime. Formerly, he was private criminal and civil investigator where he worked an assortment of cases on federal and state levels.

Leung Kim

Department of Biological Sciences, College of Arts and Sciences

Dr. Leung Kim received his B.S. in Biochemistry from Yonsei University (Korea) and M.S. in Biochemistry from Korea Advanced Institutes of Science and Technology (KAIST). He received his Ph.D. in 1996 in the Department of Molecular Biology and Biochemistry at Rutgers, The State University of New Jersey. Between 1996-2003, Dr. Kim was hired as a postdoctoral fellow by the National Institutes of Health, during which he studied the mechanisms of cell differentiation using the social amoeba *Dictyostelium* as a model organism. With the desire to teach and work at a research-intensive institution, he applied to and was hired by the Biological Sciences Department of Florida International University in 2003.

Since his arrival at FIU he has published multiple articles in prestigious journals on the mechanisms on cell differentiation and migration. Also, he has presented at numerous national and international conferences. The significance of Dr. Kim's research was recognized in 2005 by an invitation to the prestigious Gordon Conference where he presented his findings on the effect of reactive oxygen species on directional cell motility. In addition, he received an invitation in 2006 to chair a session at the International *Dictyostelium* Conference, due largely to international recognition of his expertise in the field. These scholarly activities, as one scholar argued, "put him as one of the world's leading experts in the use of *Dictyostelium* as a model organism." Dr. Kim has been the recipient of approximately \$1.7M in external, peer-reviewed funding. This funding has not only enabled him to pursue his own research, but has also resulted in the addition of new infrastructure at FIU and is viewed as critical by members of its Department of Biological Sciences. Dr. Kim has been successful in guiding undergraduate students, graduate students, postdoctoral fellows, and in mentoring a student to attain his Ph.D.

Russell E. Lucas

Department of Politics and International Relations, College of Arts and Sciences

Russell E. Lucas received his Ph.D. in Government from Georgetown University in 2000. Previously he earned both a B.A. in Political Science (1992) and an M.A. in Modern Middle Eastern and North African Studies (1994) from the University of Michigan. After earning his doctorate he held post-doctoral research positions in Jerusalem and Amman. He taught at Wake Forest University (Winston-Salem, North Carolina) as a visiting professor. He began the tenure track in 2003 as an Assistant Professor at the University of Oklahoma (Norman, Oklahoma) in a joint appointment between the School for International & Area Studies and the Department of Political Science. Since 2006 he has been an Assistant Professor of Political Science at Florida International University. His major areas of teaching are in the areas of Comparative Politics and Middle East Studies.

Lucas's research and teaching interests lie at the intersection of Comparative Politics, International Relations, and interdisciplinary Middle East Studies. His research focuses on the maintenance of domestic political stability in the midst of forces for regional and international change. Within this general framework, his research has developed two broad streams: (1) the survival of authoritarian regimes in the Arab World, and (2) public opinion and its links to foreign policy in the Middle East. He has received grants from Fulbright, the U.S. Institute of Peace, the American Center for Oriental Research, the University of Haifa, the Truman Institute of the Hebrew University of Jerusalem, the University of Oklahoma, and Florida International University. Lucas is the author of *Institutions and the Politics of Survival in Jordan: Domestic Responses to External Challenges* (SUNY Press, 2005) which explores the dynamic processes of authoritarian rule that allow some regimes to liberalize politically without yielding to a full transition to democracy – especially in difficult economic and international contexts. He is also the author of book chapters and journal articles in *International Studies Quarterly*, *Journal of Democracy*, *International Journal of Middle East Studies*, *Middle East Journal*, *Middle Eastern Studies*, *Civil Wars*, *International Interactions*, and *the Middle East Review of International Affairs*. He has conducted research in Jordan, Israel, and Kuwait. He is a member of the American Political Science Association and the Middle East Studies Association. He is an expert on political stability and change in the Middle East and has given lectures to the US Air Force and in elementary and secondary schools.

Laura A. Ogden

Department of Global & Sociocultural Studies, College of Arts and Sciences

Laura A. Ogden's formal training as an academic social scientist began at University of North Carolina Chapel Hill, where she earned a B.A. in Political Science in 1990. She continued her studies at the University of Florida in the Department of Anthropology and earned an M.A. degree in 1994. As a consulting anthropologist, she worked for a Jicarilla Apache-owned research company in New Mexico, then for the Governor's Commission for a Sustainable South Florida. She left consulting and entered the Ph.D. program in Anthropology at the University of Florida and received her Doctorate in 2002. Her doctoral research investigated the cultural history of the Florida Everglades and the politics of Everglades restoration programs and was supported through the U.S. Environmental Protection Agency's Science to Achieve Results (STAR) graduate fellowship. Since December 2003, she has been employed as an assistant professor in the Department of Anthropology & Sociology, recently reorganized as the Department of Global and Sociocultural Studies.

She conducts basic research in environmental anthropology and supervises graduate research projects. Her research seeks to understand the ways in which human and nonhuman processes interact to create landscapes, with a particular emphasis on the politics that shape our landscape practices. Her work bridges the social and biophysical sciences, both drawing from social and ecological theory and making contributions to these literatures. For the past decade she has conducted fieldwork in the Florida Everglades, though she is currently involved in a new multi-site comparative project that expands her research to investigate processes of environmental change in four cities. She has published in multiple peer-reviewed journal articles, including two as sole author in the top-ranked *American Anthropologist* and *Cultural Geographies*. Her second book, *The Bill Ashley Jungles: Landscape Ethnography and the Politics of Nature*, is currently in press with the University of Minnesota Press. Dr. Ogden has been successful in attracting resources to fund her research at FIU. She has obtained \$5.3M in grants and contracts to FIU as PI or co-PI. She is a co-PI on the Long Term Ecological Research-Florida Coastal Everglades II funded by the National Science Foundation for over \$4.2 million. She has also received funding from other federal agencies including the National Park Service. She serves the science community as the co-Chair for social sciences for the National Science Foundation's Long Term Ecological Research Program and is an elected board member for the Anthropology & Environment Section of the American Anthropological Association. In addition to representing her research and the discipline at 26 conferences, she recently served as a plenary speaker for the National Science Foundation's triennial science meeting for the Long Term Ecological Research Program.

Aya Chacar

Department of Management and International Business, College of Business Administration

Dr. Chacar is the Kauffman Associate Professor of Management and International Business at Florida International University. She earned her PhD from UCLA and an MBA from Rensselaer Polytechnic Institute. Her research on the drivers of value creation and appropriation by firms, entrepreneurs, and top executives, through innovation, improved firm performance and institutional change has been published in leading outlets including the Strategic Management Journal, the Journal of International Business Studies, the Journal of Management Studies, Advances in Strategic Management, and Managerial and Decision Economics.

Her research has been conducted in the national and international contexts on the pharmaceutical, high technologies, major leagues baseball and other industries. This research and her teaching have won numerous accolades including Best Paper Award from the Academy of Management's IM division and Best Course Award. Aya Chacar teaches in various executive and graduate programs and has taught in various company programs including Baxter and Sara Lee. Dr. Chacar has been an active member in the Strategic Management Society (SMS) and the Academy of Management (AOM). She has served the field in various roles. She was recently elected as a representative at large for the Competitive Strategy IG at SMS and was part of the founding team of the Strategic Human Capital IG at SMS. She has reviewed for various conferences, helping twice with the planning and organization of the SMS conference and as an AOM division liaison and committee member. She will be co-chairing the Strategic Management Society Meeting in Miami in 2011. She also reviews for several journals including the Strategic Management Journal and was formerly an editorial board member of Strategic Organization!

Karlene C. Cousins

Decision Sciences & Information Systems Department, College of Business

Dr. Karlene C. Cousins received her B.Sc. in Computer Science and Physics (Honors) and M.Sc. in Computer Information Systems degrees from the University of the West Indies, Kingston, Jamaica. She then worked for 10 years in the information systems field in the financial, manufacturing, aviation and healthcare industries. During this period she served as a Management Consultant at Deloitte Touche Tohmatsu. She has also served as Management Information Systems Manager at the Airports Authority of Jamaica, a statutory organization responsible for managing Jamaica's international airports and aerodromes. She then went on to pursue a Ph.D. in Computer Information Systems at the Georgia State University which she completed in January, 2005. She was hired by the Florida International University in August 2004 as an Assistant Professor. During the past six years her research has focused on the development of theoretical explanations for the social construction of information technologies, and the implications of alternative organizational designs such as virtual, mobile and networked organizations. She has published several articles in prestigious journals including the *European Journal of Information Systems*, a premier journal in the field of information systems.

Dr. Cousins is most known for her work in the empirical examinations of evolving work practices as a result of the capability of mobile technology to accommodate both work and life activities. She has developed high level conceptual designs for future ubiquitous computing environments to concurrently support work life transitions and activities across multiple life domains. In this area, she has published articles in prestigious journals such as the *Communications of the AIS* and *Information and Organization*. Her work has also appeared in the proceedings of the *ACMs International Conference on Mobile Computing and Networking*, *INFORMS*, and the *European Conference on Information Systems*. She is past Managing Editor of *Information and Organization* and has served as Associate Editor for the *ICIS Conference on Information Systems*, the premier research conference for information systems academics. As a result of growing recognition of her expertise, she has served as a peer reviewer for many leading journals including *MIS Quarterly*, *Information and Organization*, and *Decision Support Systems*. Dr. Cousins teaches courses which focus on managing the information systems function. Dr. Cousins has received many college wide awards including rewards for outstanding research.

Brice Dupoyet

Department of Finance, College of Business Administration

Dr. Brice Dupoyet received his Ph.D. in Finance from the University of Washington (Seattle) in 2003 and a Bachelor's degree (Summa Cum Laude) in Finance with a minor in Mathematics from California State University (Fresno) in 1997. Prior to his doctoral studies he worked for two years (1997-1999) as a Financial Analyst of International Operations at the E&J Gallo Winery in Modesto, California. Presently, he is a faculty member in the Department of Finance and Real Estate in the College of Business.

Dr. Dupoyet's research focus is on derivative securities (options and futures), asset pricing, and portfolio theory. Dr. Dupoyet has published papers in both Finance and Economics journals, including the *Journal of Futures Markets*, *Journal of Banking and Finance*, *Journal of Economic Dynamics and Control*, *Macroeconomic Dynamics*, *Frontiers in Finance and Economics*, *Applied Financial Economics* and *Physica A*. Dr. Dupoyet has served as a referee for the *Journal of Financial and Quantitative Analysis*, *Journal of Futures Markets*, *Journal of Economic Dynamics and Control*, *Quantitative Finance*, *European Journal of Finance*, and *Financial Decisions*. Dr. Dupoyet currently teaches Advanced Risk Management, Portfolio Management, and Advanced Investments with an emphasis on Financial Econometrics at the Master's level. He also teaches the Seminar in Options at the Doctoral level.

Weidong Xia

Department of Decision Sciences and Information Systems, College of Business Administration

Dr. Weidong Xia received his Ph.D. in information systems and strategic management from the University of Pittsburgh, Master of Science in information systems and management science and Bachelor of Science in computer aided design and computer aided manufacturing from Beijing University of Aeronautics and Astronautics. He joined FIU in 2007 after serving for nine years on the faculty as an Assistant Professor in the Carlson School of Management at the University of Minnesota. He was a co-founder and co-director of the University of Minnesota CIO Research Consortium on IS/IT Organizational Design and Governance and has collaborated with a number of companies such as 3M, Cargill, Medtronic, Northwest Airlines, Travelers, and US Cellular. His research examines how organizational design and capabilities facilitate assimilation and utilization of information technology enabled business innovations in order to improve projects, user satisfaction and business performance. He has published eight papers in premier journals and five papers in high quality journals. Three of his papers were published in *MIS Quarterly*, a prestigious journal that is in all business school ranking lists such as Financial Times and UT Dallas list. Since he joined FIU in 2007, he has published three papers including one Financial Times/UT Dallas list journal (*MIS Quarterly*), one other premier (*Journal of MIS*), and one high quality (*Journal of IT Management*). He has presented more than 30 papers in peer-refereed international conferences. He has two papers under revisions for CBA designed premier journals, two other papers under journal reviews and is actively working on six research projects. He is an Associate Editor of *Information Systems Research* (on all business school ranking lists such as Financial Times and UT Dallas lists). He has served as a Managing Editor for *MIS Quarterly*, an Editorial Board Member of *Journal of Database Management*, a reviewer for the best journals in his field such as *MIS Quarterly*, *Information Systems Research*, *Journal of MIS*, and *Organization Science*, and an Associate Editor for the *International Conference on Information Systems*, the premier conference in his field. He has presented and served as committee member, track chair, reviewer and discussant in a number of international conferences.

Dr. Xia has been actively serving on faculty committees/task forces and led initiatives such as creating the FIU College of Business Undergraduate Certificate Program in Project Management, establishing FIU Student Project Management Chapter and serving as the faculty advisor, establishing mentoring programs with the Project Management Institute (PMI), and creating the PMI-sponsored FIU and University of Miami joint student Project Management Competition.

Evangelos Christidis

School of Computing and Information Sciences, College of Engineering and Computing

Dr. Evangelos Christidis (aka Vagelis Hristidis) is an Assistant Professor at FIU. His undergraduate education was in Electrical and Computer Engineering at the National Technical University of Athens, Greece. Upon completion of his studies there in 1999, he joined the PhD program at the Computer Science program at the University of California, San Diego, where he received his MS and PhD degrees in 2000 and 2004 respectively. Dr. Christidis was a DIMACS scholar in the summer of 2002 at AT&T Labs-Research at Florham Park, NJ, and the summer of 2003 he was an intern at Microsoft Research at Redmond, WA. Dr. Christidis' main research expertise is on information discovery in various domains including bibliographic, clinical and biological databases. He is also working on effective information sharing, keyword search in relational and semi-structured databases, performance and semantics of ranked queries, Web search, and XML storage and parsing. He has published more than 45 research articles, which have received more than 1,500 references as reported by Google Scholar. He is also the editor (and author of four chapters) of the book "Information Discovery on Electronic Health Records", published by CRC - Taylor & Francis in December 2009. Dr. Christidis has developed and published complex systems like ObjectRank bibliographic search (<http://dbir.cs.fiu.edu/BibObjectRank/>) and PatentsSearcher (<http://PatentsSearcher.com>), which indexes the USPTO database.

Dr. Christidis has received funding from the National Science Foundation, the Department of Homeland Security and the Kauffman Entrepreneurship Center, including the NSF CAREER Award. His main research work addresses the problem of bridging the gap between databases and information retrieval. Dr. Christidis also received the Excellence in Research Award by the School of Computing and Information Sciences (2006), the FIU Faculty award (2008) and the Kauffmann Entrepreneurship award (2008). He has also graduated two PhD students in 2009, who are currently PostDocs at University of Wisconsin, Madison and University of Michigan, Ann Arbor. Finally, he has setup a K-12 outreach program to promote Computer Science education.

Anuradha Godavarty

Department of Biomedical Engineering, College of Engineering and Computing

Anuradha Godavarty received a B.S. in Chemical Engineering from University of Madras, India and she completed her M.S. in Chemical Engineering from University of Tennessee, Knoxville. She went on to pursue her Ph.D. in Chemical Engineering at Texas A&M University, concentrating on non-invasive optical imaging of large tissue volumes. After obtaining her Ph.D., Godavarty was hired as a Post-Doctoral Associate in the Department of Computer Science at the University of Vermont, Burlington. Desiring to teach/work at a research-intensive institution, Godavarty was hired by the Department of Biomedical Engineering, College of Engineering and Computing at Florida International University. At FIU, Godavarty has established an Optical Imaging Laboratory, where her research focus has expanded from her past experience in breast cancer diagnostic applications to functional brain mapping in autistic children.

In the last six years at FIU, Godavarty has received a total funding of ~\$1.7M, from agencies including NIH, DoD, Florida Department of Health, and Coulter Career Award for her translational breast cancer imaging research. She has published 58 technical articles (peer-reviewed journals and conference proceedings) with a total of 628 citations and an h-index of 14. Godavarty has also presented her research at over 50 national/international conferences and/or invited talks. Her translational research has been protected by 2 U.S. Non-Provisional Patents (filed by FIU) and a recent disclosure to be filed for a U.S. Provisional Patent. Godavarty has received various awards, which include the Kauffman Professor Award, Sylvia Sorkin Greenfield Award, and has been nominated as the 2010 finalist for the HealthCare Heroes Award in the Biomedical Category by the Miami Chamber of Commerce. Her research on breast cancer imaging has been highlighted by popular press including via local radio broadcast, by the Radiological Society of North America, and Miami WSVN Channel 7, and various other newspapers/weblinks. Godavarty has trained and supervised 25 graduate and undergraduate students in her Optical Imaging Laboratory at FIU; 4 of her students received Outstanding Student awards at the department or college level. Apart from her research and teaching credentials, Godavarty is an Associate Editor of the *Medical Physics* journal and has been a reviewer for over 15 peer-reviewed journals in her research area.

S. Masoud Sadjadi

School of Computing and Information Sciences, College of Engineering and Computing

Dr. Masoud Sadjadi received his B.S. in Hardware Engineering in 1995, M.S. in Software Engineering in 1999, and Ph.D. in Computer Science from Michigan State University in 2004. He has been an Assistant Professor of Computer Science in FIU since 2004. In 2005, with support from IBM and NSF, Dr. Sadjadi co-founded the Autonomic Computing Research Laboratory engaging students and faculty members in autonomic computing research. In 2006, his multi-disciplinary work in the use of cyberinfrastructure as the means to solve complex scientific and engineering applications resulted in a three-year funding from NSF CI-TEAM program where he expanded his research not only cross different disciplines, but also cross geographical boundaries, collaborating with top researchers in Computer Science, Meteorology, Biology, Chemistry, and Physics from USA, China, and Brazil. Dr. Sadjadi was a founding faculty member and later a steering committee member of the Latin American Grid (LA Grid) Initiative. This work, aiming at Hispanic workforce development, resulted in productive research collaborations with world-class scholars within IBM (USA, China, India, France, and Japan) and Barcelona Supercomputing Center (Spain) among others, engaging a large number of FIU graduate and undergraduate students. Dr. Sadjadi is currently the Principle Investigator of a \$2.3M grant from the highly competitive NSF PIRE program, conducting research in cyberinfrastructure enablement and facilitating on-site student and faculty research within top research institutions world-wide.

In summary, Dr. Sadjadi's research has been supported by NSF, IBM, Kaseya, TeraGrid, Amazon, and FIU for a total of over \$4.7 million as PI or Co-PI. He has published 68 papers (5 book chapters, 11 journal articles, and 53 conference/workshop papers, and numerous posters). His papers have appeared in top-ranked, peer-reviewed CS conferences and Journals of his field. According to Google Scholar, his article on Composing Adaptive Software in IEEE Computer was cited 277 times. Dr. Sadjadi has served as Editorial Board Member, Program Co-Chair, Program Committee Member, and Referee for numerous international conferences and journals, as well as Panelist for several funding agencies. He has developed five new and taught 11 different courses at FIU, all with high teaching evaluations. He has mentored more than 80 graduate and undergraduate students. He has graduated one Ph.D. student who is currently an Assistant Professor at South Dakota State University. In 2007, he received the Excellence in Mentoring Award by SCIS at FIU.

Chunlei (Peggy) Wang

Department of Mechanical and Materials Engineering, College of Engineering and Computing

Dr. Chunlei Wang is currently an assistant professor in the Department of Mechanical and Materials Engineering. She received all her three degrees in Solid State Physics from Jilin University, China, including B.S. ('90) from Physics Department, M.S. ('93) and Ph.D. ('97) degrees (PhD advisors: Prof. Guangtian Zou and Prof. Akio Hiraki) from State Key Laboratory of Superhard Materials. Most of her PhD research was conducted in Prof. Akio Hiraki's lab ('95-'98) at the Osaka University supported by Japanese Government Scholarship. Her PhD research was focused on fabrication, characterization and application of CVD diamond films. After she received her PhD, she spent three years as a research associate in Prof. Toshimichi Ito 's Fundamentals of Electrical Engineering Lab ('98-'01), Department of Electrical Engineering, Osaka University and involved as a key personnel in a "Research for the Future" program sponsored by the Japan Society for the Promotion of Science (JSPS). One of her contributions is development of a novel homoepitaxial growth technology that was used to grow the purest CVD diamond layer. She joined Prof. Henry Lee's Fiber Optics and Compound Semiconductor Lab ('01-'02) and Prof. Marc Madou 's BioMEMS lab ('03-'06) at the Henry Samueli School of Engineering, University of California, Irvine as a postdoctoral researcher first, then assistant specialist and assistant research professor until 2006. In Madou group, Dr. Wang's research accomplishments resulted in several grants, patents, publications, and even a start-up company named "Carbon Microbattery Corporation". Her 3D C-MEMS work has been invited and introduced in the McGRAW-HILL Yearbook of Science & Technology 2006 as one of the significant contributions in MEMS research field on 2006.

Dr. Wang's research interest lies in the understanding of the physics of multifunctional materials such as various types of carbon (especially diamond and glassy carbon), gallium nitride which is the basis of blue lasers, and newly developed nanoscale materials (such as carbon nanofibers, Si nanowires and Ni nanowires). In the past three years, she has built a multidisciplinary research group, currently including 1 postdocs, 5 PhD students, 2 MS student and 2 undergraduate students. Her research has been funded by NSF, DARPA, AFOSR, Army SBIR and ACS etc. She has received over \$1.5M in the past three years as PI at FIU (over \$5M total award amount). Her novel on-chip supercapacitor research has been supported by the DARPA Young Faculty Award. One of her collaboration work on micro biofuel cells is currently funded by NSF Nanoscale Interdisciplinary Research Team (NIRT) program (2007-2011). The FIU-Waseda collaboration in bioMEMS was recently funded by NSF international research experience for students (IRES) program. Dr. Wang has also received a Major Research Instrumentation (MRI) award as PI with four co-PIs from NSF; a nanoimprinting system was purchased and installed in AMERI, an open-access shared facility at FIU, which further improves FIU's nanofabrication capability. Dr. Wang has published 62 peer reviewed journal publications, 30 proceedings, 144 conference abstracts and presentations, and several other journal papers in submission or preparation. In addition, she has submitted 7 patents and 26 disclosures until March 2010.

Yimin Zhu

Department of Construction Management, College of Engineering and Computing

Yimin Zhu received his B.Sc. in Civil Engineering from Huazhong University of Science and Technology in China. He went on to pursue his Ph.D. in the M. E. Rinker, Sr. School of Construction at the University of Florida, concentrating in construction management. Upon completion of all requirements for the doctorate in 1999, he first worked in the industry. Desiring to teach/work at a research-intensive institution, he worked in the building construction program at Georgia Institute of Technology as a visiting professor between 2001 and 2002. Then he applied to and was hired by the Construction Management Department at Florida International University in 2004. During the past six years he has published several scholarly articles in prestigious journals, including the journal of construction engineering and management, the journal of computing in civil engineering, the journal of engineering management, and automation in construction. He has presented at more than ten national and international conferences during the past six years. As a result of his increasingly familiar academic profile, he has served as a peer-reviewer for the journal of construction engineering, the journal of computing in civil engineering, and the journal of engineering management, the leading journals devoted to the study of construction engineering and management. He is the vice-chair of the intelligence computing committee of the American Society of Civil Engineers (ASCE) and the co-chair for the 2011 ASCE Computing in Civil Engineering Workshop to be held in Miami, Florida.

In his scholarly work, both publishing and public presentations, he has maintained a high level of academic integrity, professionalism and quality in keeping with the highest standards and practices of the university he serves and represents. His research was funded by the Florida Department of Transportation, the General Services Administration, the Department of Energy, and private foundations. In 2006, a group of construction management students, advised by Dr. Zhu, won the National Grand Champions Award in the 6th Annual Associated Builders and Contractors (ABC) Student Chapters Construction Management Competition. In close collaboration with faculty in other departments between 2006 and 2008, he took a key role in the development of a zero-net energy demonstration house representing the latest U.S. building technologies in the Olympic Village in Beijing, China. Dr. Zhu's time, then, over the past six years, has been spent in developing an excellent research agenda, continuing to build a solid public intellectual reputation, and contributing through scholarship and teaching at the local, national, and international levels.

Hannibal Travis
College of Law

Hannibal Travis is Associate Professor of Law, Associate Dean for Information Resources, and Interim Director of the Law Library at FIU's College of Law. He received his B.A. summa cum laude in philosophy from Washington University in St. Louis, and his J.D. magna cum laude from Harvard Law School. Following law school, he clerked for the Honorable William Matthew Byrne, Jr. on the U.S. District Court for the Central District of California, and practiced law in the New York office of Debevoise & Plimpton, as well as in the San Francisco office of O'Melveny & Myers. Since 2005, he has taught Intellectual Property, Internet Law, Antitrust Law, and Introduction to International and Comparative Law.

Professor Travis has published articles on copyright, trademark, and antitrust law in the American University Law Review, Berkeley Technology Law Journal, Hofstra Law Review, Notre Dame Law Review, Pepperdine Law Review, Tulane Law Review, University of Miami Law Review, Virginia Journal of Law and Technology, and Yale Journal of Law and Technology. His works have focused on the intellectual property implications of new technologies and user-generated content, as well as antitrust and telecommunications law as applied to broadband and Wi-Fi Internet access markets. His article on Google's intellectual property disputes was selected by Thomson Reuters (West Group) as one of the best articles relating to intellectual property law that was published in 2008. Courts and commentators frequently cite his research, ranging from the U.S. Court of Appeals and World Intellectual Property Organization to the authors of more than 15 books and dozens of law review articles. His forthcoming articles address Internet censorship around the world, the FCC's role in regulating intellectual property enforcement, the FCC's interpretation of the First Amendment in broadcast and Internet regulation proceedings, the impact of patent reform on software and Internet patents, and the interpretation and application of the U.N. Convention for the Prevention and Punishment of the Crime of Genocide. Professor Travis has published a book on genocide with Carolina Academic Press and book chapters with Oxford University Press, Thomson Reuters, and Transaction Publishers.

Amy Paul-Ward

Department of Occupational Therapy, College of Nursing and Health Sciences

Dr. Amy Paul-Ward received her B.A. in Anthropology (Honors) from the University of California, Los Angeles. She received a Master's degree in Medical Anthropology with a concentration in International Health from Case Western Reserve University. She went on to complete her Doctoral degree in Medical Anthropology from the University of California, Los Angeles in 1997. Upon completion of her PhD, Dr. Paul-Ward worked as a health education specialist at the Centers for Disease Control and Prevention from 1998-2001. She returned to academia as a Post-Doctoral Fellow in Disability Studies at the University of Illinois at Chicago in October, 2001. While at the University of Illinois, Dr. Paul-Ward entered into the Department of Occupational Therapy's Post-professional Master's program, earning a Master's degree in 2006. To fulfill her desire to both conduct research and teach at a research-intensive university, she sought a position in the Department of Occupational Therapy at Florida International University. Since joining the FIU faculty as an Assistant Professor in August 2004, she has made significant scholarly contributions. These contributions include eight refereed journal publications, with three in the *American Journal of Occupational Therapy*, the premier journal in the field of occupational therapy. These publications include key topics such as the intersections of occupational therapy, occupational science, medical anthropology, and social justice.

Dr. Paul-Ward has made a scholarly impact on the field of occupational therapy with her work being cited both nationally and internationally by other scholars and practitioners 35 times. In addition to her publications, Dr. Paul-Ward has received both intramural and extramural funding to support her research. During the 2008- 2009 academic year she submitted an R01 application to the National Institute of Child Health and Development and a Challenge Grant application to the National Institute of Mental Health. She is currently preparing to resubmit an R34 application to the National Institute of Mental Health. Her cutting edge research program has grown out of significant pilot work investigating issues surrounding the transition of adolescents from the foster care system to independent adulthood and related supports and barriers. As a community participatory action researcher, Dr. Paul-Ward is spearheading the collaborative development of an occupation-based intervention designed to benefit a group at risk for lifelong health disparities. Dr. Paul-Ward is playing an important role in shaping the future of the profession in several key ways including preparing the next generation of occupational therapists through teaching and professional service. Through her teaching, Dr. Paul-Ward prepares occupational therapy students to critically consider the interrelationships of culture, health, and disability and readies them for multiple research and practice roles. Notably, in the last three years, she has received \$247,000 in scholarship funds from the Health Resources and Human Services Agency Scholarship for Disadvantaged Students program. This funding enables disadvantaged students to pursue a Master's degree in Occupational Therapy. Other significant professional contributions include serving as a member of the Editorial Review Board of the *American Journal of Occupational Therapy* and as the co-chair of the National Association of Practicing Anthropologists' Anthropology, Occupational Therapy and Occupational Science special interest group.

Mark Rossi

Department of Physical Therapy, College of Nursing and Health Sciences

Dr. Rossi began his educational experience at Saint Joseph's College in Rensselaer, Indiana earning a Bachelors of Science degree in Mathematics/Physics in 1983. Desiring to be a physical therapist, he was accepted into the Health/Science and Physical Therapy Program at Touro College in New York, graduating in 1989 with a Bachelors of Science degree in Health Science and a Masters degree in Physical Therapy. His first research project was the Masters thesis titled: "Cardiovascular Response to Whole Body Tilting." In 1991, He continued his research interests as a Research Scientist for KRUG Life Sciences (Wyle Laboratories), Motor Performance Laboratory NASA/Johnson Space Center; Houston, Texas. Responsibilities included development of instrumentation for in-flight neuromuscular evaluation, evaluation of human performance during emergency egress from the orbiter, and the development of exercise countermeasures for long duration space flight. He was involved in evaluating lower limb muscular strength over a 16-week bed-rest study and also completed several flights on the KC-135 "Vomit Comet" testing instrumentation used to assess the H-Reflex during space flight missions. His experience at NASA energized him to continue education at the Doctoral level. Dr. Rossi chose Texas Woman's University (TWU) in Houston Texas to complete his doctoral degree in physical therapy. At TWU he received a National Institute of Disability and Rehabilitation Research (NIDRR) training grant. He also received funding through the Foundation for Physical Therapy and the American Physical Therapy Association Post-Professional Doctoral Scholarship program. He graduated from TWU in 1997 with a Doctor of Philosophy. His dissertation study focused on neuromuscular function, mobility, and perceived function in individuals who had total knee arthroplasty. Dr. Rossi has continued this line of research focusing on outcomes after knee joint replacement.

In 2007 Dr. Rossi was awarded the Alumni Achievement Award from Touro College's Physical Therapy program. In 2008, he was a McNair mentor for the McNair Scholars program at Florida International University. Dr. Rossi was recently honored as an "Edge Runner Research Presenter" by the College of Nursing and Health Sciences and has served on the University Honorary Degree and Awards Committee for the last three years. From 2004-2008, Dr. Rossi served as a member of the Abstract/Proposal Review Committee of the American Physical Therapy Association of which he has been a member of for over 20 years. Over the last year, he was a participant in the Delphi survey by the Mary Pack Arthritis Program (Vancouver, BC) to develop the best consensus for rehabilitation following knee and hip joint replacement. Dr. Rossi has recently been appointed Associate Editor of BMC Musculoskeletal Disorders and is also a journal reviewer for four other peer reviewed journals. Dr. Rossi has published over 20 peer-reviewed articles and over 65 presented/published works. Dr. Rossi has been at Florida International University since 2004.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 20, 2010

Subject: Master of Science in Information Technology New Program Proposal

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the Master of Science in Information Technology (CIP 11.0103) new program proposal.

Background Information:

The School of Computing and Information Sciences (SCIS) plans to offer a Master's of Science degree in Information Technology (MSIT) to complement its current graduate offerings of Master's and doctorate degrees in Computer Science. The MSIT degree program will cover information technology from a software and computer science perspective.

This MSIT program will allow FIU to be on the forefront of the national trend in IT education: IT is recognized as a major field of employment in the years to come. A report from the US census bureau identifies IT as one of the ten fastest growing job categories. While IT originated from within Computer Science it has evolved into a substantial body of knowledge with significant impact on all aspects of commercial activity.

The MSIT program's goal is to expand the graduate degree offerings and to supplement the undergraduate degree in Information Technology. The MSIT program will significantly raise the enrollment at the GRAD1 level for the School. FIU's current MS in Computer Science program has been able to avoid the national trend of declining enrollment, but is only maintaining current enrollment levels with little or no growth. The MSIT program can easily double the current GRAD1 enrollment in a relatively short time.

The MSIT program will be offered as a professional course of study consisting of 10 courses for a total of 30 course credits. Potential students for this program will be drawn from 3 distinct populations: (1) IT professionals employed at local locations of major corporations; (2) science and technology teaching professionals at local schools and colleges; and (3) graduates from the Bachelor of Science or the Bachelor of Arts in Information Technology.

Each university's board of trustees has the responsibility for the authorization and discontinuance of degree programs. Approval of new degree programs must be pursuant to the criteria established by the Florida Board of Governors.

Supporting Documentation: MS in Information Technology New Program Proposal

Facilitator/Presenter: Douglas Wartzok

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New program proposal: Master of Science in Information Technology (CIP 11.0103)

College of Engineering and Computer Science

Executive Summary

In a rapidly changing technological world, we need experts that make it simple for individuals, businesses, and companies to get the job done without having to wonder *how* it is done. The responsibility of the field of Information Technology is to produce these problem solvers.

In 2001, Peter Denning, a past president of the Association for Computing Machinery (the premier organization of computing professionals in the world) and the Director of the ACM IT Profession Initiative, reported that¹ “An important movement is taking place on campuses. This is the movement to organize IT schools. It is a welcome movement to form an IT profession. This movement is gaining a momentum that overcomes the territoriality of traditional academic departments. ... Ten years ago, it would be anathema to consider such a program. Now, it’s about to become mainstream.”

Until 2000, colleges of computing and IT were few in number. The pioneers include the School of Information Technology and Engineering at George Mason University (1986), the School of Computer Science at Carnegie Mellon University (1988), the College of Computing at Georgia Institute of Technology (1991), and the College of Information Science and Technology at the University of Nebraska, Omaha (1996).

When the School of Computer Science underwent its internal University Program Review in 2003-2004, one major theme of our future endeavors was our role as an enabler of technological research and education in other disciplines. In fact, when we joined the College of Engineering (now, College of Engineering and Computing) in July 2005, our name was changed to the School of Computing and Information Sciences reflecting our changing role and academic emphasis.

We started offering the BA in Information Technology in fall 2002. IEEE Computer Society, through its publication IT Pro, quoted our then Director of IT programs, Dr. Masoud Milani, “We appear to be unique in Florida programs in that our degree is offered as a second degree, which fulfills our aim of producing IT-enhanced graduates².” We initiated the first major BS in IT program in fall 2003. We are now perfectly placed to request authorization to offer the advanced degree program in the field, *Master of Science in Information Technology* (MSIT). This program will provide advanced education to our undergraduates, and complement our existing graduate programs, Master of Science and Doctor of Philosophy in Computer Science.

The proposed program will allow FIU to be on the forefront of the national trend in IT education and provide a well-trained highly-skilled labor force to the national and local industries. We expect the graduates of this program to be well versed in the fundamental themes of any IT

¹ Peter J. Denning, “The IT School’s Movement,” Communications of the ACM, August 2001, pp. 19-22.

² William Armitage and Arthur Karshmer, “Florida’s Universities Tackle the IT Curriculum,” IT Pro, (IEEE Computer Society Publication), September/October 2003.

degree program, the importance of communication skills and the acceptance of multi-platform, distributed computing environments. In simpler words, our graduates will be able to talk about the technology in ways that make sense. They will be able to look at myriad technologies because they are exposed to many, and not wed to one. They will be able to help others understand what they need. They will be able to design it, implement it, and use it.

Students in this program will be required to take 30 credits of graduate level courses from 10 courses. The curriculum will include a small number of required core courses, many elective courses, and offer great flexibility in customizing the program offerings for industry sectors, and companies. Currently, we expect to concentrate our offerings through the following specializations:

- Software
- System Administration
- Data and Knowledge Management

The students for this program will come from a variety of sources, primary ones being graduates from BS in IT programs, teaching professionals working for the area school systems as well as community colleges who are teaching computer science, mathematics, IT, and other scientific disciplines, and working professionals from local industries who want and need to upgrade their skills to meet the challenges of today's world.

Implementation Analysis					
	Total Estimated Costs	Projected Students			FTE
		Full-Time Headcount	Part-time Headcount	Total Headcount	
First Year of Implementation	\$382,250	19	44	63	23.06
Second Year of Implementation		22	46	68	25.31
Third Year of Implementation		27	50	77	29.25
Fourth Year of Implementation		31	53	84	32.34
Fifth Year of Implementation	\$512,250	37	58	95	37.13

Costs for Proposed Program - First and Fifth Years

	First Year				Fifth Year			
Instruction & Research	General Revenue		Contracts & Grants	Summary	General Revenue		Contracts & Grants	Summary
	Current	New			Current	New		
Position (FTE)								
Faculty	2.00	0.00	0.00	2.00	3.00	0.00	0.00	3.00
A&P	0.75	0.00	0.00	0.75	0.75	0.00	0.00	0.75
USPS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	2.75	0.00	0.00	2.75	3.75	0.00	0.00	3.75
Salary Rate								
Faculty	\$200,000	\$0	\$0	\$200,000	\$300,000	\$0	\$0	\$300,000
A&P	\$45,000	\$0	\$0	\$45,000	\$49,000	\$0	\$0	\$49,000
USPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$245,000	\$0	\$0	\$245,000	\$349,000	\$0	\$0	\$349,000
I&R								
Salaries & Benefits	\$306,250	\$0	\$0	\$306,250	\$436,250	\$0	\$0	\$436,250
OPS Graduate Assistants	\$36,000	\$0	\$0	\$36,000	\$36,000	\$0	\$0	\$36,000
Other Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expenses	\$20,000	\$0	\$0	\$20,000	\$20,000	\$0	\$0	\$20,000
Graduate Assistant Waivers	\$10,000	\$0	\$0	\$10,000	\$10,000	\$0	\$0	\$10,000
Operating Capital Outlay	\$10,000	\$0	\$0	\$10,000	\$10,000	\$0	\$0	\$10,000
Electronic Data Processing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Categories	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total I & R	\$382,250	\$0	\$0	\$382,250	\$512,250	\$0	\$0	\$512,250

Number of Anticipated Graduates						
GRADUATE DEGREE PROGRAM						
NAME OF PROGRAM: MS in Information Technology CIP CODE: 11.0103						
	YEAR 2 2011-2012	YEAR 3 2012-2013	YEAR 4 2013-2014	YEAR 5 2014-2015	YEAR 6 2015-2016	YEAR 7 2016-2017
NUMBER OF GRADUATES	25	30	35	40	45	50

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 20, 2010

Subject: Master of Arts in Global Governance New Program Proposal

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the Master of Arts in Global Governance (CIP 30.2001) new program proposal.

Background Information:

The proposed Professional Master of Arts in Global Governance (MAGG) builds on the combined efforts of Florida International University's internationally-oriented disciplines, centers, and institutes, now brought together under the School of International and Public Affairs (SIPA) and features a distinguished faculty knowledgeable and experienced in globalization studies. In addition, the MAGG would reinforce FIU's mission to achieve excellence in global studies and international understanding. The proposed MAGG program will yield a professional degree for students interested in careers in the private sector, the public sector, international organizations (IGOs), or non-profit organizations (NGOs). The program will enhance the students' knowledge and skills in policy analysis, budgeting, methodologies, grant and professional writing, and presentation skills, in conjunction with the contents in one of five tracks: 1) Globalization and Security, 2) Global Economy, 3) Global Inequalities, 4) Global Leadership, and 5) Globalization and Religion (contingent on external funding). The first cohort in the program will complete the track on Globalization and Security. Additional tracks will be offered for future cohorts as the number of students and demand for these tracks expands. This program features substantive collaborations with the College of Business, which helps support one of the tracks in Leadership, and will eventually complement a joint degree program that SIPA is in the process of planning with the College of Law.

Each university's board of trustees has the responsibility for the authorization and discontinuance of degree programs. Approval of new degree programs must be pursuant to the criteria established by the Florida Board of Governors.

Supporting Documentation: MA in Global Governance New Program Proposal

Facilitator/Presenter: Douglas Wartzok

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New program proposal: Master of Arts in Global Governance (CIP 30.2001)

College of Arts & Sciences

Executive Summary

The proposed Professional Master of Arts in Global Governance (MAGG) builds on the combined efforts of Florida International University's internationally-oriented disciplines, centers, and institutes, now brought together under the School of International and Public Affairs (SIPA) and features a distinguished faculty knowledgeable and experienced in globalization studies. In addition, MAGG would reinforce FIU's mission to achieve excellence in global studies and international understanding. The proposed MAGG program will yield a professional degree for students interested in careers in the private sector, the public sector, international organizations (IGOs), or non-profit organizations (NGOs). The program will enhance the students' knowledge and skills in policy analysis, budgeting, methodologies, grant and professional writing, and presentation skills, in conjunction with the contents in one of five tracks: 1) Globalization and Security, 2) Global Economy, 3) Global Inequalities, 4) Global Leadership, and 5) Globalization and Religion (contingent on external funding). The first cohort in the program will complete the track on Globalization and Security. Additional tracks will be offered for future cohorts as the number of students and demand for these tracks expands. This program features substantive collaborations with the College of Business, which helps support one of the tracks in Leadership, and will eventually complement a joint degree program that SIPA is in the process of planning with the College of Law.

The Office of the Dean of the College of Arts and Sciences has committed to fund a position of Program Coordinator who will take responsibility for overseeing the main functions of the program, including recruiting students, organizing curricular offerings, and managing the budget. In addition to recruitment, this position will take responsibility for placement to assure that students have career training and advising opportunities and will be successful in finding jobs upon graduation. The cost of this position is not shown as it will be from current budget sources.

The MAGG program will be a two year (36 credits) professional M.A. program. It will involve five courses (15 credits) of required foundation coursework, four courses (12 credits) in the track of Globalization and Security with additional ones of the five tracks listed above offered in the future; two courses (6 credits) of electives; and an exit requirement of a capstone course (3 credits) involving a Master's Project based on a case study that utilizes the skills obtained through the program. The MAGG program will emphasize the role of internships and study abroad in familiarizing the student with policy issues in professional settings within the U.S. and throughout the world. This degree program is of a different academic orientation and will be the first of its kind in the SUS system and one of two in the state of Florida. Creating such a program is an essential ingredient of the SIPA strategic plan to become a full-fledged member of the Association of Professional Schools of International Affairs (APSIA) which includes over 30 very select universities worldwide that specialize in international academic and outreach programs. APSIA schools that offer a similar degree include the School of International and Public Affairs at Columbia University, the Sanford School of Public Policy at Duke University, the Elliott School of International Affairs at George Washington University, the Edmund A.

Walsh School of Foreign Service at Georgetown University, the Paul H. Nitze School of Advanced International Studies at Johns Hopkins University, the John F. Kennedy School of Government at Harvard University, the Graduate School of Public and International Affairs at the University of Pittsburgh, and the Henry M. Jackson School of International Studies at the University of Washington, among others.

Students will choose one of the two selected tracks from five areas in which to specialize. The areas have been chosen to address the issues that are most significant today and in which our faculty have specific expertise. These areas will be differentiated by curriculum through the formation of tracks. The Globalization and Security track addresses the problem of security as a fundamental human need from two perspectives: (1) the traditional geopolitical-military and (2) the newer, more critical view that the state-centered high politics approach distorts understandings of security. The fact is that globalization has significantly affected international security from both perspectives. On the traditional geopolitical-military side, globalization has in some measure leveled the playing field between states and non-state entities to such an extent that the 21st century demonstrates the permeability of state boundaries while at the same time demonstrating the heightened destructive capability of military weaponry whether in the hands of states or non-state actors. From the more critical perspective, the scale and character of modern-day security challenges have broadened and intensified and now include immigration and refugee flows, environmental change and resource scarcity, transnational crime and terrorism, poverty, and weak/failed states.

The second track, Global Economy, tackles the issues of national and transnational economics in an increasingly globalized society from the perspective of policy and practice, international trade, and development. It will focus on such critical economic topics such as monetary and fiscal policy in an open economy, balance of payment crises, exchange rate system choices, currency unions and international debt, and economic inequality through population growth and unequal economic development. The structure of this track requires a sequential approach to the courses taken.

The Global Inequalities track addresses how globalization has accelerated the flows of information, technology, people and capital throughout the world – facilitating social, political, economic and cultural transformations in the process. Yet, as critical scholars of globalization have demonstrated, the benefits of living in a global world are not evenly distributed. Indeed, global agents of change often exacerbate existing social inequalities and have the power to create new categories of social difference and practices that increase social vulnerabilities, with significant human and policy implications.

The Global Leadership track trains students to understand and negotiate the dilemmas of providing leadership in a world transformed by the changes of scale inherent in globalization and the range of international policy problems characteristic of the early twenty-first century. This track requires students to develop dual competency in the practical aspects of leadership on one hand and in the analysis of international policy problems on the other, skills especially well suited to a regional entrepôt such as Miami.

The fifth track, which is contingent on funding from the Luce Foundation, to which a proposal is being submitted in spring 2010, Globalization and Religion, focuses on how religion functions as

a strong cultural, political, and economic force that influences but is also governed by public policy decisions (this track will be developed pending Luce Foundation financial support, where a proposal will be submitted in spring 2010). Religion in this interdisciplinary context will be studied as a double-edged sword, as both oppressor and liberator, as source of authority and vehicle for change, and topics will include analysis of the role of faith-based initiatives. In the current era, religious traditions are no longer isolated or restricted to certain world regions but are spread through population shifts, international trade, and other modes of cultural and commercial exchange.

Implementation Analysis					
	Total Estimated Costs	Projected Students			FTE
		Full-Time Headcount	Part-time Headcount	Total Headcount	
First Year of Implementation	\$215,848	25	0	25	28.13
Second Year of Implementation		50	0	50	56.25
Third Year of Implementation		50	0	50	56.25
Fourth Year of Implementation		50	0	50	56.25
Fifth Year of Implementation	\$456,996	50	0	50	56.25

Costs for Proposed Program - First and Fifth Years

	First Year				Fifth Year			
Instruction & Research	General Revenue		Contracts	Summary	General Revenue		Contracts	
	Current	New	& Grants		Current	New	& Grants	
Position (FTE)								
Faculty	0.42	0.00	0.00	0.42	1.12	0.00	0.00	1.12
A&P	0.50	0.00	0.00	0.50	0.50	0.00	0.00	0.50
USPS	1.00	0.00	0.00	1.00	1.00	0.00	0.00	1.00
Total	1.92	0.00	0.00	1.92	2.62	0.00	0.00	2.62
Salary Rate								
Faculty	\$58,000	\$0	\$0	\$58,000	\$155,000	\$0	\$0	\$155,000
A&P	\$25,000	\$0	\$0	\$25,000	\$25,000	\$0	\$0	\$25,000
USPS	\$40,000	\$0	\$0	\$40,000	\$40,000	\$0	\$0	\$40,000
Total	\$123,000	\$0	\$0	\$123,000	\$220,000	\$0	\$0	\$220,000
I&R								
Salaries & Benefits	\$159,900	\$0	\$0	\$159,900	\$286,000	\$0	\$0	\$286,000
OPS Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expenses	\$55,948	\$0	\$0	\$55,948	\$170,996	\$0	\$0	\$170,996
Graduate Assistant Waivers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Categories	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total I & R	\$215,848	\$0	\$0	\$215,848	\$456,996	\$0	\$0	\$456,996

NUMBER OF ANTICIPATED GRADUATES

GRADUATE DEGREE PROGRAM

NAME OF PROGRAM: **Master of Arts in Global Governance (MAGG)**
 CIP CODE: **30.2001**

	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
NUMBER OF GRADUATES	25	25	25	25	25	25

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee

May 20, 2010

Subject: PhD in Biochemistry New Program Proposal

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the PhD in Biochemistry (CIP 26.0202) new program proposal.

Background Information:

The PhD in Biochemistry program prepares students for advanced research and training capabilities in the expanding fields of biochemistry and molecular biology, a field that has been growing rapidly. A deeper understanding of the principles of biochemistry and molecular biology will also complement the development of research at FIU's Herbert Wertheim College of Medicine.

Biochemistry has become a fundamental discipline in biology, chemistry and medicine. The proposed Ph.D. in Biochemistry will be a coordinated program; it will be a shared degree among the Department of Chemistry & Biochemistry, the Department of Biological Sciences, and the Herbert Wertheim College of Medicine. The primary faculty members participating in the degree will be from all three participating units, each having demonstrated expertise in teaching and research in biochemistry. Students participating in this program will, upon graduation, be expertly positioned to obtain employment in academia and industry, particularly where biomedical technology is developed or employed. The integration of biochemistry and molecular biology faculty from the Department of Chemistry & Biochemistry, the Department of Biological Sciences and the Herbert Wertheim College of Medicine will achieve sustained cooperation among the respective faculties.

The proposed Ph.D. program directly supports institutional goals and the Florida SUS's Strategic Planning priorities and accountability measures.

Each university board of trustees must approve new professional and research doctoral degree programs for submission to the Board of Governors for authorization. Approval of new degree programs must be pursuant to the criteria established by the Florida Board of Governors.

Supporting Documentation: PhD in Biochemistry New Program Proposal

Facilitator/Presenter: Douglas Wartzok

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New program proposal: PhD in Biochemistry (CIP 26.0202)

College of Arts and Sciences and Herbert Wertheim College of Medicine

Executive Summary

This graduate program is designed to meet the need for advanced research and training capabilities in the expanding fields of biochemistry and molecular biology. For many years these fields have been growing rapidly. It has become evident that although substantial growth to support an increasingly important biomedical industry has been attained, many fundamental aspects of eukaryotic and prokaryotic biochemistry and molecular biology remain to be explored and brought into biomedical application. It is also our belief that strong programs in biochemistry and molecular biology, leading to a deeper understanding of their principles, complement the development of research-based medical school programs; having this program will strengthen FIU's new medical school.

Biochemistry has become a fundamental discipline in biology, chemistry and medicine. The proposed Ph.D. in Biochemistry will be a coordinated program; it will be a shared degree among the Department of Chemistry & Biochemistry, the Department of Biological Sciences, and the Herbert Wertheim College of Medicine (henceforth referred to as the three participating units). The primary faculty members participating in the degree will be from all three participating units, each having demonstrated expertise in teaching and research in biochemistry. Students participating in this program will, upon graduation, be expertly positioned to obtain employment in academia and industry, particularly where biomedical technology is developed or employed. The College of Arts and Sciences and the Herbert Wertheim College of Medicine at FIU have shown great interest in this program because of the inherent value to the Colleges. Furthermore, a strong extant Ph.D. program in Biochemistry will enhance the hiring of new faculty in the medical school at FIU and provide both expertise and opportunities in research for future medical students.

Although a graduate program in biochemistry has not existed at FIU, the departments of Chemistry & Biochemistry and of Biological Sciences have been very active in expanding their research capabilities in biochemistry and molecular biology. Both departments have been awarding graduate degrees that could have been awarded under the banner of biochemistry had this degree program existed. They have had many joint Ph.D. committees made up of faculty of both Chemistry & Biochemistry and Biological Sciences. These students, while getting a good, progressive and stimulating education, received diplomas that do not directly state their major field: Biochemistry. The College of Medicine opened in fall 2009, having hired faculty during the previous year. On its faculty are several accomplished biochemists, so it is poised for graduate education in biochemistry with active, well funded research programs.

The heart of this degree will be a core of graduate courses that provide a firm foundation in the theory and techniques of biochemistry, combined with a choice of deepening understanding in either of two directions: biochemistry or molecular biology. We will build upon that with graduate seminar courses that delve deeply into the current research literature. Each student will be required to complete five core courses and an additional two elective courses. The total

number of credit hours required for the proposed program is 75. Likewise, with the combined research opportunities of the three participating units, students will have the opportunity to develop research expertise in either area of emphasis. The integration of biochemistry and molecular biology faculty from the Department of Chemistry & Biochemistry, the Department of Biological Sciences and the Herbert Wertheim College of Medicine will achieve sustained cooperation among the respective faculties. It will also establish a degree that substantially improves upon existing degrees for the target students.

With the continuing growth in the biotechnology sector, there are many job opportunities in industry, academia, and government laboratories for students with a Ph.D. in Biochemistry. Nationally, a 21% growth in job openings for Biochemists and Biophysicists by 2014 vs the 2004 level was projected in *Monthly Labor Review*.¹ There is every reason to believe this trend will continue for the foreseeable future.

A program run jointly by three units requires a carefully planned administrative structure. Details will have to be finalized upon approval of the program, but the three participating units have agreed in principle that the following administration structure would be desirable and workable. A Program Director chosen from among the faculty of the Departments of Chemistry & Biochemistry and of Biological Sciences would oversee the program with input from an executive committee, called the Biochemistry Graduate Committee. This committee would be formed with equal representation from the three participating units. Any faculty member at FIU holding dissertation advisor status and having a relevant research area could in principle apply for inclusion among the Biochemistry Faculty authorized to mentor Biochemistry Ph.D. students; approval of the three departments jointly running the program would be required.

The proposed Ph.D. program directly supports Goals 1 (access to and production of degrees), 2 (meeting statewide professional and workforce needs) and 3 (building world-class academic programs and research capacity). The program indirectly supports Goal 4 (meeting community needs and fulfilling unique institutional responsibilities) via the program's support of the new medical school at FIU and the training of local students.

The Florida State University System's Strategic Planning Resource for the period leading up to 2012-13 also identifies the following as priorities: meeting skilled workforce needs and directing resources to targeted fields. Doctorates in emerging technologies are identified in particular. The proposed Ph.D. in Biochemistry meets all of these criteria. The biomedical and biotechnology fields are sustaining a very rapid growth at the present time, as the 21% projected growth in jobs for biochemists and biophysicists between 2004 and 2014, mentioned above, demonstrates. Ph.D. training in biochemistry is critical for meeting the growing workforce demand.

The SUS Strategic Planning Resource also identifies a set of seven Accountability Measures. Among these are (III) to meet state workforce needs and (VII) to build world class academic research capacity. These measures clearly make the proposed program a priority. Furthermore,

¹D. E. Hecker, "Occupational employment projections to 2014," *Monthly Labor Review*, Nov. 2005, p.70.

the SUS projects an increase of 58.2% in the number of first professional degrees, many of which are doctorates, between the 2002-03 and the 2012-13 academic years. The proposed Ph.D. program is clearly and directly supportive of these measures.

Implementation Analysis

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	4	3	\$263,250	\$0	\$87,750
Year 2	8	6			
Year 3	13	9.75			
Year 4	18	13.5			
Year 5	24	18	\$624,560	\$0	\$34,698

Costs for Proposed Program - First and Fifth Years

	First Year				Fifth Year			
Instruction & Research	General Revenue		Contracts	Summary	General Revenue		Contracts	Summary
	Current	New	& Grants		Current	New	& Grants	
Position (FTE)								
Faculty	0.55	0.15	0.00	0.70	1.85	0.00	0.00	1.85
A&P	1.00	0.00	0.00	1.00	1.00	0.00	0.00	1.00
USPS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	1.55	0.15	0.00	1.70	2.85	0.00	0.00	2.85
Salary Rate								
Faculty	\$87,498	\$13,679	\$0	\$101,177	\$267,338	\$0	\$0	\$267,338
A&P	\$62,500	\$0	\$0	\$62,500	\$62,500	\$0	\$0	\$62,500
USPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$149,998	\$13,679	\$0	\$163,677	\$329,838	\$0	\$0	\$329,838
I&R								
Salaries & Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OPS Graduate Assistants	\$0	\$97,574	\$0	\$97,574	\$195,148	\$97,574	\$292,722	\$585,444
Other Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Graduate Assistant Waivers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Categories	\$0	\$2,000	\$0	\$2,000	\$2,000	\$0	\$0	\$2,000
Total I & R	\$0	\$99,574	\$0	\$99,574	\$197,148	\$97,574	\$292,722	\$587,444

Number of Anticipated Graduates						
GRADUATE DEGREE PROGRAM						
NAME OF PROGRAM: Ph.D. in Biochemistry CIP CODE: 26.0202						
	YEAR 2 2011-2012	YEAR 3 2012-2013	YEAR 4 2013-2014	YEAR 5 2014-2015	YEAR 6 2015-2016	YEAR 7 2016-2017
NUMBER OF GRADUATES	0	0	0	3	4	5

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 20, 2010

Subject: Limited Access Designation

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of Limited Access designation for nine (9) academic programs:

Bachelor of Accounting (CIP code: 52.0301)
Bachelor of Business Administration (CIP code: CIP 52.0201; 52.0801; 52.1101, 52.1201;
52.1401; 52.1501; 52.1001)
Bachelor of Health Services Administration (CIP code: 51.0701)
Bachelor of Arts in Music, Bachelor of Music (CIP code: 50.0901)
Bachelor of Arts in Theatre, Bachelor of Fine Arts in Theatre (CIP code: 50.0501)
Bachelor of Science in Communication (CIP code: 09.0101)
Bachelor of Science in Hospitality Management (CIP code: 52.0901)
Bachelor of Science in Nursing (CIP code: 51.1601)
Bachelor of Science in Social Work (CIP code: 44.0701)

Background Information:

(1) The Board of Governors may declare certain degree programs as limited access programs, upon request by a university board of trustees. University degree programs may be approved as limited access programs for the following reasons:

- (a) The number of students who have met all the requirements for admission to the university and to the program is in excess of available resources (examples are: space, equipment or other instructional facilities; clinical facilities; adequate faculty to meet acceptable student-faculty ratios; fiscal or other resource limitations). In the case of such programs, selection for admissions shall be competitive. The selection criteria shall be determined by the program, recognizing that the standards applied to the criteria may vary from term to term depending on the number of student spaces available and the quality of the applicant pool. The selection criteria shall be published in the university catalogue along with the standards used for admissions decisions at the time the catalogue is published.
 - (b) The program is of such a nature (normally in the fine or performing arts) that applicants must demonstrate through an audition or submission of a portfolio that they already have the minimum skills necessary for them to benefit from the program.
 - (c) The program is of such a nature that in order to demonstrate potential for success in the program, applicants must attain a grade point average (GPA) and/or other standards (e.g. standardized test scores) that are above those required for admission to the university offering the program.
-

Supporting Documentation: Limited Access forms (9)

Facilitator/Presenter: Douglas Wartzok

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**STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC**

University: Florida International University
Degree(s) offered: Bachelor of Accounting (BACC)
Program: Bachelor of Accounting
Six digit CIP code: 52.0301

1. Will the entire program be limited access or only a specific track?

The entire program will be limited access

2. If only a track is limited access, please specify the name of the track

3. How many students will the program plan to accommodate?

Fall: 3,600 students; Spring 1,200 students: Summer: 1,000 students

4. When do you propose to initiate limited access?

The College's GPA requirements has been raised from 2.25 to 2.35 in 2001, then to 2.50 in Spring 2008, and then to 2.75 in Fall 2009. Additionally, all core pre-req courses have been required since Spring 2008.

5. What is the justification for limiting access?

Academically or professionally qualified faculty sized inadequate to meet acceptable, benchmarked or accreditation agency student-faculty ratio standards; financial limitations and budget constraints

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

The means will be capping the enrollment in addition to enforcing the College's current admission policy: College admission requirements include 60 semester hours of lower level coursework or an AA degree or equivalent, satisfying University requirements for admission including its Core Curriculum requirements, GPA of 2.75, and all seven College pre-core courses completed with a minimum grade of C. Once admitted, student must pass an entrance exam. Failure to do so will preclude student from registering for any upper division course in the major.

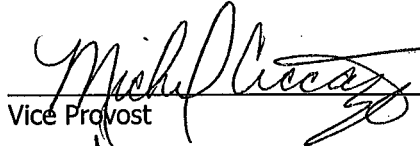
7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program.

Student diversity in the program is currently considered extremely enriched. The proposed changes are not expected to significantly impact student admissions in terms of race or gender based on informal estimates. Currently, specific student demographic data appears in Appendix A.

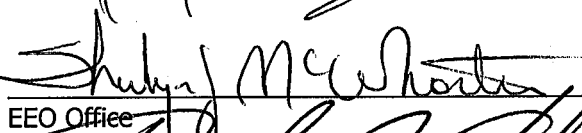
8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with a low marked demand.

The College does not collect employment data for students who successfully complete its undergraduate programs. However, since the College will be implementing limited access (only) by increasing the admission requirements, it is expected that this initiative will increase the likelihood that student retention and graduation rates will increase resulting in similar graduation statistics as in the past. Therefore, the demand is expected to be met more or less as in the past.

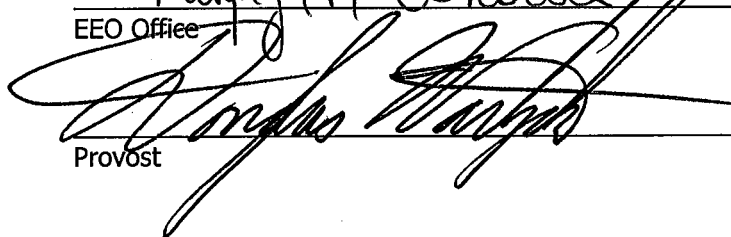
Request Initiated by:


Vice Provost

EEO Officer's Signature:


EEO Officer

Provost Signature:


Provost

Send the completed form to:

Dr. Dorothy J. Minear
Interim Vice Chancellor, Strategic Initiatives
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 31399-1950

Limited Access Form Update 4/08

Appendix A: Ethnic Breakdown

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total	
Female	81	1		593	99	35	11			820	
Male	75	1		440	73	28	6			623	
Total	156	2		1033	172	63	17			1,443	

**STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC**

University: Florida International University
Degree(s) offered: Bachelor of Business Administration (BBA)
Program: Bachelor of Business Administration
Six digit CIP code: CIP 52.0201; 52.0801; 52.1101, 52.1201; 52.1401; 52.1501; 52.1001

1. Will the entire program be limited access or only a specific track?

The entire program will be limited access

2. If only a track is limited access, please specify the name of the track

3. How many students will the program plan to accommodate?

Fall: 3,600 students; Spring 1,200 students; Summer: 1,000 students

4. When do you propose to initiate limited access?

The College's GPA requirements has been raised from 2.25 to 2.35 in 2001, then to 2.50 in Spring 2008, and then to 2.75 in Fall 2009. Additionally, all core pre-req courses have been required since Spring 2008.

5. What is the justification for limiting access?

Academically or professionally qualified faculty sized inadequate to meet acceptable, benchmarked or accreditation agency student-faculty ratio standards; financial limitations and budget constraints

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

The means will be capping the enrollment in addition to enforcing the College's current admission policy: College admission requirements include 60 semester hours of lower level coursework or an AA degree or equivalent, satisfying University requirements for admission including its Core Curriculum requirements, GPA of 2.75, and all seven College pre-core courses completed with a minimum grade of C.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program.

Student diversity in the program is currently considered extremely enriched. The proposed changes are not expected to significantly impact student admissions in terms of race or gender based on informal estimates. Currently, specific student demographic data appears in Appendix A.

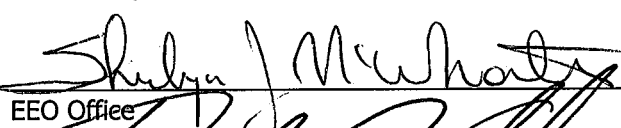
8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with a low marked demand.

The College does not collect employment data for students who successfully complete its undergraduate programs. However, since the College will be implementing limited access (only) by increasing the admission requirements, it is expected that this initiative will increase the likelihood that student retention and graduation rates will increase resulting in similar graduation statistics as in the past. Therefore, the demand is expected to be met more or less as in the past.

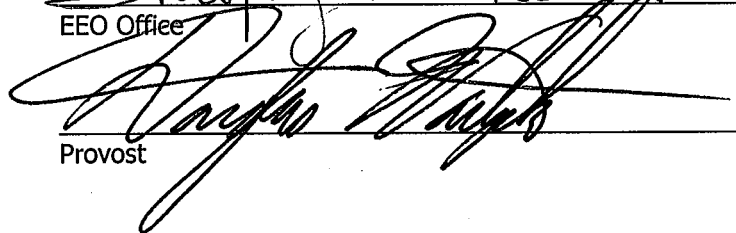
Request Initiated by:


Vice Provost

EEO Officer's Signature:


EEO Officer

Provost Signature:


Provost

Send the completed form to:

Dr. Dorothy J. Minear
Interim Vice Chancellor, Strategic Initiatives
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 31399-1950

Limited Access Form Update 4/08
Appendix A: Ethnic Breakdown

CIP 52.0201 Management

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total	
Female	83			475	94	17	2			671	
Male	101			502	122	25	6			756	
Total	184			977	216	42	8			1,427	

CIP 52.0801 Finance

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total	
Female	57			336	64	14	4			475	
Male	56	1		479	95	25	6			662	
Total	113	1		815	159	39	10			1,137	

CIP 52.1101 International Business Management

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total	
Female	50	1		421	84	21	5			582	
Male	41	3		476	113	24	4			661	
Total	91	4		897	197	45	9			1,243	

CIP 52.1201 Management Information Systems

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total	
Female	6	1		31	6	3				47	
Male	26	1		119	23	8	1			178	
Total	32	2		150	29	11	1			225	

CIP 52.1401 Business Marketing Management

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total	
Female	42			287	66	8	3			406	
Male	31			191	34	12	1			269	
Total	73			478	100	20	4			675	

CIP 52.1501 Real Estate

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total	
Female	6			9	2					17	
Male	7			12	9	1				29	
Total	13			21	11	1				46	

CIP 52.1001 Human Resources Management

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total	
Female	30			158	25	4	1			218	
Male	15			28	3	1				47	
Total	45			186	28	5	1			265	

STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC

University: Florida International University

Degree(s) offered: Bachelor of Health Services Administration (BHSA)

Program: BHSA Degree Program, Department of Health Policy & Management, Stempel College of Public Health & Social Work

Six digit CIP code: 51.0701

1. Will the entire program be limited access or only a specific track?

The entire program will be limited access; there are no tracks.

2. If only a track is limited access, please specify the name of the track

N/A

3. How many students will the program plan to accommodate?

Around 200, constraints of accreditation requirements for the MPH degree limiting the student/faculty ratio.

4. When do you propose to initiate limited access?

Initiation begun.

5. What is the justification for limiting access?

The BHSA is a professional degree, The healthcare management profession requires practitioners with a high degree of knowledge, skill and dedication. The Bachelor of Health Services Administration (BHSA) qualifies students for entry-level management positions in health services delivery organizations. Graduates with BHSA degrees in health administration usually begin as administrative assistants or assistant department heads in larger hospitals. They also may begin as department heads or assistant administrators in small hospitals or nursing care facilities. The degree also prepares individuals for further study in public health policy or management. It is an excellent career development pathway for persons licensed in clinical health and medical care professions but lacking an undergraduate degree.

Limiting access to the BHSA is justified because of the small number of faculty in the Department of Health Policy and Management (HPM), which is offering two degrees, coupled with the requirements from the Council on Education for Public Health (CEPH), the accrediting body for public health. The faculty complement is currently at four with an Interim Department Chair. Searches are underway for a new Department Chair and another faculty position. The CEPH required student/faculty ratio is 10:1 overall.

The BHSA has gradually increased enrollment (see Appendix A) from 236 in 2007 to 371 in the Fall of 2009, even though limited access has been in place. Some of the increase may be attributed to the closure of the Bachelor of Health Sciences degree program.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

To qualify for admission to the program, FIU undergraduates must have

1. Completed 60 hours of course work or have completed the Associate in Arts degree or its equivalent, at an accredited college or university.
2. Satisfied the general University requirements for admission, including the University's Core Curriculum requirements.
3. Met the University's lower division requirements, including CLAST.
4. Completed the State University System Common Prerequisites for Health Services Administration programs:
 - ACG 2021 Accounting for Decisions
 - ACG 2071 Managerial Accounting
 - CGS 2060 Introduction to Microcomputers
 - ECO 2023 Principles of Microeconomics
 - STA 2023 Stat Bus and Eco
5. Have achieved a minimum grade point average of 2.5 or higher.

We have limited access to this program by implementing a 2.5 or higher GPA, instead of the 2.0 required by other undergraduate programs.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

According to data provided by the Florida International University Office of Planning and Institutional Research, during the Fall 2009 semester, 78% of students in the BHSA Program were female and 22% were male. More than half (56%) of the students in the program were Hispanic, 31% were African American or other Black, and the remainder were white (7%), Asian (5%) and not reported (0.5). BHSA program students are representative of Florida International University's minority-serving institution status. Since the proposed method of limiting access has already been implemented, we do not expect these profiles to change.

The program targets Hispanic and Black students in its recruitment at area community colleges. Because we have seen a trend in increasing enrollment with similar distributions of minorities, we anticipate limiting access should continue to have a similar effect of promoting diversity.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with a low marked demand.

"Employment of medical and health services managers is expected to grow 16 percent from 2008 to 2018, faster than the average for all occupations. The healthcare industry will continue to expand and diversify, requiring managers to help ensure smooth business operations," according to the U.S. Bureau of Labor Statistics.

Request Initiated by:

Vice Provost

EEO Officer's Signature:

EEO Office

Provost Signature:

Provost

Send the completed form to:

Dr. Dorothy J. Minear
Interim Vice Chancellor, Strategic Initiatives
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 31399-1950

Limited Access Form Update 4/08

Appendix A: Ethnic Breakdown, BHSA Program, Florida International University, Fall 2009

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total
Female	91	0	n/a	162	22	13		290		290
Male	23	0		47	06	5	2		81	81
Total	114	0		209	28	18	2	290	81	371

Source: Office of Planning and Institutional Research, Florida International University

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STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC

University: Florida International University
Degree(s) offered: Bachelor of Arts in Music, Bachelor of Music
Program: School of Music (hereafter, SOM)
Six digit CIP code: 50.0901

1. Will the entire program be limited access or only a specific track?

All tracks will be limited access.

2. If only a track is limited access, please specify the name of the track

N/A

3. How many students will the program plan to accommodate?

We are aiming for an eventual enrollment of 325. Currently, our undergraduate population is around 200, based on the number of declared music majors enrolled in fall 2009.

4. When do you propose to initiate limited access?

The program has been limited access since the early years after inception in 1972.

5. What is the justification for limiting access?

The School of Music meets the criterion for Limited Access set forth by the BOG in Regulation 63-801.C, Article 1(a). Access is already limited *de facto*: in order to complete the SOM's undergraduate degrees, students must take several performance courses in the form of instrumental lessons, large ensembles (e.g., Orchestra), and small ensembles (e.g., Chamber Music). Access to these courses is by permission, and that permission is obtained through an audition. Therefore, it is structurally impossible for a student to major in music without auditioning. They may be able to take some required courses but not a sizeable percentage of them. The majority of students interested in majoring in music *do* in fact audition for the SOM, either during their senior year of high school or during the semester prior to transferring from another institution. Every so often, however, some students manage to declare themselves as music majors and are coded as such without the SOM's consent, even though they cannot perform at a level that would enable them to take our applied music requirements. This does them no service, since the time they spend pursuing an ultimately unfeasible academic goal slows their progress towards the baccalaureate degree in a more appropriate field. Moreover, although we offer many courses for non-majors, and some of these include performance opportunities, our curriculum does not include beginner's courses in individual applied instruction; we do not offer remediation for students not prepared to perform in our major ensembles and our private studios.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

The following is our current admission policy, as printed in the FIU Course Catalog:

Freshman/Sophomore Admission

Freshman admission requires an audition and placement test in Music Theory. Contact the School of Music at (305) 348-2896 for an audition appointment.

Transfer Admission

To qualify for admission to the program, FIU undergraduates must meet all the lower division requirements including CLAST, completed 60 semester hours, and must be otherwise acceptable into the program. Music students at the University come from a wide variety of academic backgrounds from Florida, other states and countries. Because of this diversity, the faculty of music gives basic preliminary examinations in order to assist the student to eliminate any deficiencies: 1. Music History - consisting of all periods of history. 2. Music Theory - consisting of sight singing, melodic and harmonic dictation and written harmonization and analysis.

We hold four audition days on weekends spaced throughout the academic year. These are publicized through our website, through recruiting information sent to high schools and colleges throughout the state, and through the recruiting efforts of our individual faculty. In addition, we accommodate individual auditions on other days, as needed. Video auditions are possible in the case of geographically distant applicants. Once a student is accepted, the SOM sends them a letter of *conditional* acceptance into the music program, provided they are admitted to FIU. Each semester, the SOM sends the Registrar a list of admitted students with their intended track.

All of these procedures will remain in place we have gained official status as a Limited Access Program. The only difference is that it will no longer be possible for the rare student who bypasses the audition process to be coded as a music major.

Transfer students, notably those from regional community colleges (e.g., Miami-Dade College and Broward Community College) have equal access to our programs. For example, in 2009, 58% of students graduating with a B.M. or B.A. from the FIU School of Music were transfers, and 85% of transfers (approximately 50% of the total) were from state and community colleges in Miami-Dade, Broward, and Palm Beach counties. Most of these transferred with an Associates Degree, although some transferred with fewer than 60 credits. *ALL* of them auditioned successfully for the School of Music. Similar statistics are available for previous years as well, and prospective transfers from state community colleges continue routinely to audition. Therefore, making the audition requirement official should not affect equal access for Florida community college Associate of Arts degree graduates.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

Please see Appendix A below. The figures here exclude non-resident aliens, for whom FIU does not collect ethnic data. 10% of students are African-American, 4% Asian, 65% Hispanic, and 20% white. These numbers represent well the ethnic diversity of South Florida. The proposed action will have little impact; even if it were not institutionalized, students would still have to demonstrate their eligibility for enrolling in individual performance courses. That most of our students apply from within the state public school system and the SUS helps ensure that our students reflect the diversity of Florida's population. 1/3 of our majors are female, but some of our tracks (e.g. Vocal Performance) have a majority of female students.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with a low marked demand.

Music is a highly competitive field. SOM graduates do well in securing admission to well-regarded graduate programs, teaching posts in private and public primary and secondary schools, jobs in the non-profit and entertainment sectors, and performance opportunities. Nonetheless, demand is not such that limiting access would pose any sort of burden, nor is a lack of resources the principal reason why we are applying for limited access status.

Request Initiated by:


Vice Provost

EEO Officer's Signature:


EEO Officer

Provost Signature:


Provost

Send the completed form to:

Dr. Dorothy J. Minear
Interim Vice Chancellor, Strategic Initiatives
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 31399-1950

Limited Access Form Update 4/08

Appendix A:**Ethnic Breakdown for Bachelor of Music**

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total	
Female	1			20	8	1	1			31	
Male	7			48	17	5	1			77	
Total	8			68	25	6	2			108	

Ethnic Breakdown for Bachelor of Arts in Music

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total	
Female	6			23	2	6				31	
Male	4			30	11	1	1			47	
Total	10			53	13	7	1			78	

**STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC**

University: Florida International University
Degree(s) offered: Bachelor of Arts in Theatre; Bachelor of Fine Arts in Theatre
Program: Theatre
Six digit CIP code: 50.0501

1. Will the entire program be limited access or only a specific track?

The entire program will be limited access.

2. If only a track is limited access, please specify the name of the track

N/A

3. How many students will the program plan to accommodate?

Academic Year Total: 125

4. When do you propose to initiate limited access?

The program has been limited access since the early years after inception in 1972.

5. What is the justification for limiting access?

A theatre degree program has been in place at Florida International University since the university was founded. Over the years it has evolved from a very small general BFA program to a comprehensive BA in theatre and individual BFA in theatre in either performance or design. From its inception the program has always required an audition for placement because theatre is a talent based discipline. When the program was restructured in the early 1990's, the BA in Theatre was added and the credit and entry requirements for the BFA in Theatre were enhanced.

The nature of much of the instructional material in the study of theatre is such that it requires a small class environment. The performance classes must be of a size that allows regular performance and feedback opportunities. Strong mentor relationships between faculty and student are a key component of the performance side of the program. Such mentoring cannot take place in large, traditional classroom structures. Much of the work is of a highly subjective and personal nature, requiring the faculty to adjust to individual development patterns.

The design and production side of the program also requires special considerations. Students must have adequate space and time in which to pursue their work. The number of students in the production and the design classes must be limited to the number that the faculty can reasonably support. Just as in the performance classes, the design students also require a great deal of one-on-one work for proper development. There is also the matter of safety. In certain of the technical theatre classes students are required to handle power tools and hand tools that have the potential to cause injury if their use is not

adequately supervised. In these kinds of situations it is essential that class size is small enough to insure that all safety measures are being followed.

BA in Theatre

Presently, BA candidates are required to audition with one monologue and submit one letter of recommendation and a resume. We also recommend that they attend one of our workshops, during which we can make a more informed assessment of students' capabilities. Not all students who apply are accepted into the BA.

BFA in Theatre

Candidates for the BFA in performance are required to perform two contrasting monologues and submit three letters of recommendation and a resume. BFA candidates in design are required to present a portfolio of their work, submit one letter of recommendation, a resume, and participate in an extensive interview with members of the theatre design faculty. Not all candidates for the BFA are accepted.

Some candidates not accepted for the BFA are recommended for the BA instead. Any BA student who does well in his/her first two years of the program and is recommended to do so by the faculty, can re-apply for the BFA in either performance or design at the end of his/her sophomore year.

In addition to these potential talent restrictions the program is limited in terms of space and in terms of recommended class size per the NAST's (National Association of Schools of Theatre) guidelines. The FIU Theatre programs for both the BA and the BFA are NAST accredited. It is very important for the quality of the programs that this accreditation be maintained.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

LIMITED ACCESS PROGRAM ADMISSION:

The program is limited to a total of 125 students. Students denied admission into the program may not enroll in the specialized courses in the program, such as the performance classes or the design and design-related courses. Florida Community College students have equal access to the limited access program as any other student applying to the program.

BA in Theatre

Presently, BA candidates are required to audition with one monologue and submit one letter of recommendation and a resume. We also recommend that they attend one of our workshops, during which we can make a more informed assessment of students' capabilities. Not all students who apply are accepted into the BA.

BFA in Theatre

Candidates for the BFA in performance are required to perform two contrasting monologues and submit three letters of recommendation and a resume. BFA candidates in design are required to present a portfolio of their work, submit one letter of recommendation, a resume, and participate in an extensive interview with members of the theatre design faculty. Not all candidates for the BFA are accepted.

The performance, design and technical classes are limited in size because they are based on the studio model of instruction as well as on space restrictions. Students follow a sequential course of study to successfully graduate from the program. In-class critiques are an essential part of all of the specialized courses. In addition to the in-class work, the department produces a regular theatre season of productions which serves as the practical hands-on laboratory for what is learned in the class room.

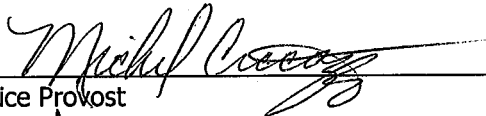
7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program.

The theatre embraces and welcomes a diverse pool of qualified applicants. The program has presented to local area high schools and has invited schools to visit our facilities to view our productions, meet faculty and students and tour our facilities. The majority of our applicants come from area high schools and Florida Community Colleges which have culturally diverse populations. Please refer to Appendix A for a breakdown of the student population.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with a low marked demand.

Not all students who graduate with a degree in theatre go on to pursue a career specifically in theatre, but those who chose to do so do very well. Many go into teaching; many remain in the area and perform on our local theatre stages, providing a major contribution to the cultural enrichment of the region. Or, as is the case with many of our performance majors, our seniors audition for graduate programs to continue their studies. Our design majors, in particular, are sought after by graduate programs if they chose to continue their education, which we recommend for our students because of the nature of the entertainment field. Many of design students begin working locally in the field even before they graduate. As a part of the design degree requirements, students do internships with professional theatre companies around the country which have led to job offers. Part of the mission of our program is to properly prepare our students to go on to graduate school, in part because many of the most valuable connections for gaining future employment come from associations made there. The entertainment industry is a vast field with a broad spectrum of opportunities for successful careers. Our degree programs are designed to ensure that our graduates have the best training possible to be well-positioned for success. In a world over-run with technological advances we need talented people in the arts more than ever to ensure that the creative spirit is not lost in the crush.

Request Initiated by:


Vice Provost

EEO Officer's Signature:


EEO Officer

Provost Signature:


Provost

Send the completed form to:

Dr. Dorothy J. Minear
Interim Vice Chancellor, Strategic Initiatives
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 31399-1950

Limited Access Form Update 4/08

Appendix A: Ethnic Breakdown FIU Theatre Students

CIP 50.0501 Dramatic Arts (Theatre)
UNDERGRADUATE HEADCOUNT BY GENDER AND
ETHNICITY
(Excluding Non-Resident Aliens)

STDT_LVL	(Multiple Items)
CIP_DESCR	Dramatic Arts
STU_PROGRAM_CAT	500501

UNIVERSITY WIDE			ETHNICITY				
TERM_DESC	ACAD_PLAN2	GENDER	African American	Asian	Hispanic	White	Grand Total
Fall 2009	Bachelor of Arts	FEMALE	2		22	5	29
		MALE	4	1	19	2	26
	Bachelor of Arts Total		6	1	41	7	55
	Bachelor of Fine Arts	FEMALE	2	1	23	5	31
		MALE	2		16	2	20
	Bachelor of Fine Arts Total		4	1	39	7	51
	Fall 2009 Total		10	2	80	14	106

**STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC**

University: Florida International University
Degree(s) offered: Bachelor of Science in Communication
Program: School of Journalism and Mass Communication
Six digit CIP code: 09.0101

1. Will the entire program be limited access or only a specific track?

The B.S. in Communication

2. If only a track is limited access, please specify the name of the track

N/A

3. How many students will the program plan to accommodate?

We will accommodate those who meet the entrance requirements

4. When do you propose to initiate limited access?

A minimum test score (grammar test) requirement has been effective since 1994.

5. What is the justification for limiting access?

- A. Our program requires a higher level of communications and language skills to be successful
- B. We are limited in class size for skills classes by our accrediting agency and our student/faculty ratio is high

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

Requirements: Student must have a 3.0 GPA and score a 70 or better on the school's language skills test to enter our gatekeeper course, MMC 3104C; they must secure a score of 78 to successfully exit the course. They must also complete a writing sample.

Everyone has the assurance of equal access for entering the program.


7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program.

When we instituted these requirements several years ago, we saw no impact by race or gender. Our program is quite diverse, as the numbers illustrate and we continue to work at being open to diversity through our curriculum. Our total enrollment last year was 67 percent Hispanic, 13 percent African American and 4 percent Asian/Pacific Islander. We are also more than three-fourths female.

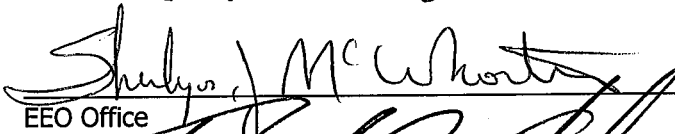
8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with a low marked demand.

Yes, our graduates are in demand because we train them in multimedia across all platforms. These requirements are for the whole undergraduate program and these are no other resources to be reallocated.

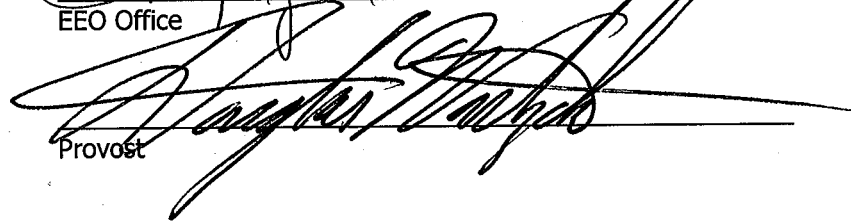
Request Initiated by:


Vice Provost

EEO Officer's Signature:


EEO Office

Provost Signature:


Provost

Send the completed form to: Dr. Dorothy J. Minear
Interim Vice Chancellor, Strategic Initiatives
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 31399-1950

Appendix A: Ethnic Breakdown

CIP 09.0102 Mass Communication									
UNDERGRADUATE HEADCOUNT BY GENDER AND ETHNICITY									
(Excluding Non-Resident Aliens)									
STDT_LVL	(Multiple Items)								
STU_PROGRAM_CAT	090102								
CIP_DESCR	Communication (Mass)								
UNIVERSITY WIDE		ETHNICITY							
TERM_DESC	GENDER	African American	Asian	Hispanic	Native American	White	Not Reported	Grand Total	
Fall 2007	FEMALE	133	25	859	2	192	5	1,216	
	MALE	42	7	263		67	3	382	
Fall 2007 Total		175	32	1,122	2	259	8	1,598	
Fall 2008	FEMALE	118	23	799	1	178	6	1,125	
	MALE	52	5	223	1	54	5	340	
Fall 2008 Total		170	28	1,022	2	232	11	1,465	
Fall 2009	FEMALE	105	20	738	2	144	8	1,017	
	MALE	38	7	228	1	44	3	321	
Fall 2009 Total		143	27	966	3	188	11	1,338	

**STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC**

University: Florida International University
Degree(s) offered: Bachelor of Science in Hospitality Management
Program: Hospitality Management
Six digit CIP code: 52.0901

1. Will the entire program be limited access or only a specific track?

We only offer one degree: Bachelor of Science in Hospitality Management. The entire degree will be limited access.

2. If only a track is limited access, please specify the name of the track

n/a

3. How many students will the program plan to accommodate?

We can accommodate up to 1250 undergraduate students.

4. When do you propose to initiate limited access?

We would like to begin limited access in Fall 2010.

5. What is the justification for limiting access?

The number of qualified students exceeds the resources available (eg. faculty-to-student ratio too high, classroom space limited).

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

We are requesting the minimum transfer GPA to be increased to 2.25 (from 2.0). Students with an Associate of Arts degree will need a 2.25 GPA, the same as other transfer students. We do not expect the increased GPA requirement to have a significant impact on the Florida Associate of Arts applicant pool.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program.

See Appendix A for current race and gender profiles. We do not expect our limited access status to impact our race or gender profiles as the vast majority of our transfer students enter with above 2.25 GPA.

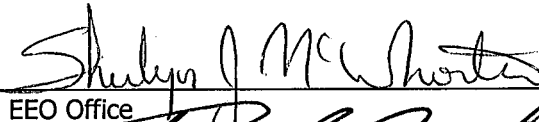
8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with a low marked demand.

Yes, our graduates are in high demand by the hospitality industry.

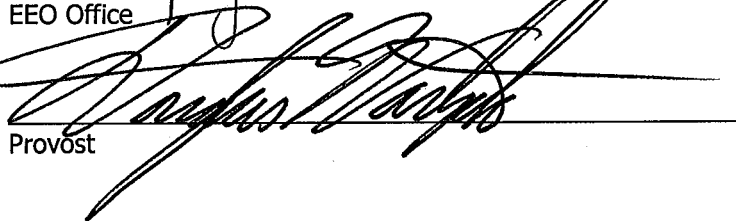
Request Initiated by:


Vice Provost

EEO Officer's Signature:


EEO Officer

Provost Signature:


Provost

Send the completed form to:

Dr. Dorothy J. Minear
Interim Vice Chancellor, Strategic Initiatives
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 31399-1950

Limited Access Form Update 4/08

Appendix A: Ethnic Breakdown

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Total
Female	76	1	0	319	144	29	9	578
Male	43	1	0	164	119	15	1	343
Total	119	2	0	483	263	44	10	921

**STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC**

University: Florida International University
Degree(s) offered: Bachelor of Science in Nursing
Program: Nursing/Registered Nurse
Six digit CIP code: 51.1601

1. Will the entire program be limited access or only a specific track?

The Foreign Educated Physician (FEP) track is limited access.

2. If only a track is limited access, please specify the name of the track

Foreign Educated Physician track

3. How many students will the program plan to accommodate?

The program admits 96 students per academic year, 48 in fall, and 48 in spring.

4. When do you propose to initiate limited access?

The program has been limited access since its inception.

5. What is the justification for limiting access?

Space, equipment, instructional facilities, clinical fieldwork sites, student-faculty ratios, budget limitations, accreditation standards, and a limited pool of faculty affect the decision of it being a limited access program.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

Applicants must:

- be a foreign educated medical doctor from a university that is equivalent to a regionally accredited university in the United States
- Submit transcript evaluated by Josef Silny and Associates
- Obtain a TOEFL score of 550
- Meet entry requirements for computation and reading skills
- Meet the admission criteria to be admitted to FIU
- Complete at least one pre-requisite (Nutrition, Human Growth and Development, Statistics)


7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program.

Ninety nine percent of the students are part of minority groups. Race and gender profiles will not impact admission criteria.

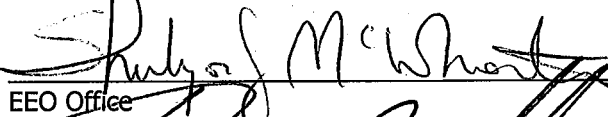
8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with a low marked demand.

Graduates of this program are nurses and they are in demand. Space, equipment, instructional facilities, clinical fieldwork sites, student-faculty ratios, budget limitations, and accreditation policies affect the decision of it being a limited access program.

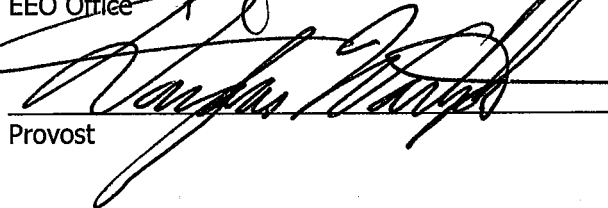
Request Initiated by:


Vice Provost

EEO Officer's Signature:


EEO Officer

Provost Signature:


Provost

Send the completed form to:

Dr. Dorothy J. Minear
Interim Vice Chancellor, Strategic Initiatives
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 31399-1950

Limited Access Form Update 4/08

Appendix A: Ethnic Breakdown

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total	
Female	13	0	0	45	5	5	0	68	0	68	
Male	11	0	0	63	6	2	1	0	83	83	
Total	24	0	0	108	11	7				151	

**STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC**

University: Florida International University
Degree(s) offered: Bachelor of Science in Social Work (BSSW)
Program: BSSW Program, School of Social Work
Six digit CIP code: 44.0701

1. Will the entire program be limited access or only a specific track?

The entire program; there are no tracks.

2. If only a track is limited access, please specify the name of the track

N/A

3. How many students will the program plan to accommodate?

Around 250, but we are proposing limited access for the program because of the demands of a professional program, not because of a shortage of faculty.

4. When do you propose to initiate limited access?

Already initiated. Although the specific requirements for admission to the major have changed, the BSSW Program has limited access since its inception in 1972.

5. What is the justification for limiting access?

The BSSW is a professional degree, which prepares graduates for generalist practice as a professional social worker. The social work profession requires practitioners with a high degree of knowledge, skill and dedication. The professional foundation courses, taught in the junior and senior years, are based upon a liberal arts base (successful completion of the CLAST and completion of the University Core Curriculum or graduation from a Florida Community College with an AA degree) with common prerequisites, including courses in American Government, Biology with content on humans, Economics, Psychology, Sociology, and Statistics. To succeed in the professional foundation courses and in professional practice after graduation, students must master the liberal arts base at a higher than minimum standard.

Limiting access is not unusual for baccalaureate programs in social work. In the Florida State University System, the undergraduate Social Work programs at the University of Central Florida and the University of South Florida were approved as limited access programs by the Board of Governors on April 21, 2009. Florida Gulf Coast University is in the process of proposing limited access status for its BSW Program. In the Miami area, two private universities have accredited BSW Programs. Both appear to limit access to the major. Barry University requires that transfer students have a 2.7 GPA to be admitted to the undergraduate social work program. Florida Memorial University requires that students have completed 45 semester hours with a GPA of 2.5 or higher.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

To qualify for admission to the program, FIU undergraduates must have completed 60 semester hours of academic work, met all lower division requirements, and have a minimum GPA of 2.5. Associate of Arts graduates from Florida community colleges are deemed to have met the University Core Curriculum requirements.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

According to data provided by the Florida International University Office of Planning and Institutional Research, during the Fall 2009 semester, 87% of students in the BSSW Program were female and 13% were male. Nearly half (47%) of the students in the program were Hispanic, 35% were African American or other Black, and 13% were white. There were very small numbers of American Indian (1%) and Asian (3%) students in the program. Florida International University is a minority-serving institution, and the majority of the students in the BSSW Program are Hispanic or Black. Since the proposed method of limiting access has already been implemented, we do not expect these profiles to change.

The program targets Hispanic and Black students in its recruitment at area community colleges. In addition, the School has been sponsoring special events, such as a Social Work Roundtable on Haiti, relevant to a diverse student population, and has made efforts to reach out to Hispanic and Black students on campus. One undergraduate social work course, SOW 3620, Social Work and Human Diversity, is listed with the FIU Latin American and Caribbean Center as a course with 25% or more content on Latin America and the Caribbean. We plan to continue to present special roundtables aimed at issues that are relevant to our diverse student body in order to promote a sense of community within the School; these events should have the effect of promoting diversity.

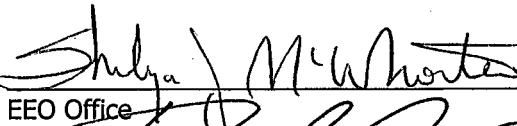
8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with a low marked demand.

According to the U.S. Bureau of Labor Statistics, "Employment for social workers is expected to grow faster than the average for all occupations through 2018" with employment for social workers in mental health, substance abuse, health care, and public health expected to grow much faster than average. "Job prospects are expected to be favorable, particularly for social workers who specialize in the aging population or work in rural areas" (Bureau of Labor Statistics, *Occupational Outlook Handbook*, 2010-11 edition, available: <http://www.bls.gov/oco/ocos060.htm>). The proposed limited access to the BSSW Program, however, is based upon the difficulty of the courses required in the program and the demands of professional practice, not on limited resources to implement the program.

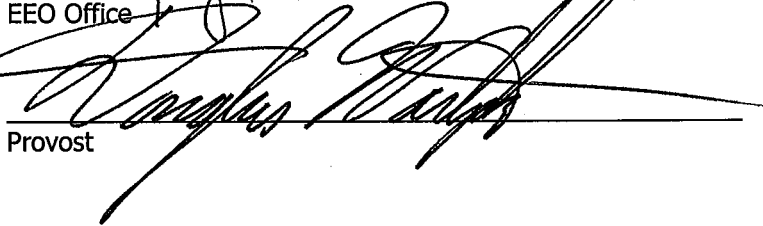
Request Initiated by:


Vice Provost

EEO Officer's Signature:


EEO Officer

Provost Signature:


Provost

Send the completed form to: Dr. Dorothy J. Minear
Interim Vice Chancellor, Strategic Initiatives
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 31399-1950

Limited Access Form Update 4/08

Appendix A: Ethnic Breakdown, BSSW Program, Florida International University, Fall 2009

	Black	American Indian	Pacific Islander	Hispanic	White	Asian	Race Unknown	Female	Male	Total
Female	63	2		98	21	6	3	193		193
Male	14			7	7	1			29	29
Total	77	2		105	28	7	3	193	29	222

Source: Office of Planning and Institutional Research, Florida International University

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 20, 2010

Subject: 2010 University Work Plan

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the 2010 University Work Plan.

Background Information:

The Florida Board of Governors requires that all State University System institutions submit an annual work plan.

Supporting Documentation: 2010 University Work Plan

Facilitator/Presenter: Douglas Wartzok

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2010 University Work Plan / Proposal

Florida International University (University)

Strategic Plan

[Please provide a link to the latest version of the institution's strategic plan. If the latest strategic plan is not current, or the institution is in the process of developing or updating its strategic plan, please indicate at what stage the institution is in that process.]

The current Millennium Strategic Plan runs through the end of 2010 and can be viewed at:
<http://stratplan.fiu.edu/docs/msp.pdf>

The arrival of FIU's fifth president coincided with the need to update the strategic plan. The President's *Hit the Ground Running* primer outlines four areas of focus for the University's new strategic plan, *Worlds Ahead*. The core commitment of our previous strategic plans remains: FIU aspires to be a leading urban public research university. This core is now enhanced by a renewed commitment to being student centered and engaging in community problem solving. *Hit the Ground Running* identified the following points of action:

1. Revitalize and expand the financial base
2. Achieve results-oriented student-centered academic excellence
3. Enhance quality and impact of research and creative initiatives
4. Engage the community locally and globally

Seven committees with membership including members of the Board of Trustees, faculty, students, staff, and community representatives are developing the strategic plan. There are three foundation committees: finance, infrastructure, and student success and four thematic committees: arts, environment, global and health. University forums were conducted in April to generate ideas. These committees will present the initial draft of the strategic plan in September 2010. After extensive University input, the final strategic plan will be presented to the Board of Trustees in December 2010.

The link for the *Worlds Ahead* strategic plan is: stratplan.fiu.edu

Mission Statement

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.

Overview of Core Institutional Strengths, Special Assets, and Niche Contributions

FIU's most defining feature is the diversity of its students, faculty, and staff. Over 77% of our students belong to minority groups. Students come from 179 other countries. The faculty and staff of the university represent a similar diversity of race, ethnicity, and culture. Our students see themselves reflected in the faces and languages of our faculty and staff, and in this rich mix of perspectives and experiences, we teach our students to be tomorrow's leaders. The university is the largest producer of minority Bachelor degrees in the country.

As a Hispanic serving Institution, FIU has the further advantage and opportunity to play a significant role in the education of the growing Hispanic community. Working within its south Florida community, FIU is leading the nation in preparing Hispanic students to lead – in the workforce, in civic and social engagement, and in research. The FIU College of Law has the largest percentage of Hispanic students in the country. The FIU College of Engineering and Computing awards more Hispanic bachelor and master's engineering degrees than any other university in the continental United States. FIU ranks third in the nation in terms of undergraduate degrees awarded to underrepresented minorities in the natural sciences, sixth in biology and thirteenth in mathematics.

International education and research are strengths of FIU. International education will be further enhanced through our new curricular requirement for each undergraduate student to take at least two Global Learning identified courses prior to graduation. The creation of the School of International and Public Affairs (SIPA) builds upon the strong tradition of international and global studies at the University such as the Latin American and Caribbean Center. The international business programs in our College of Business Administration are ranked twelfth for undergraduate education and in the top 25 for graduate programs. The College of Business is also home to the Center for International Business Education and Research which is one of only 38 such federally funded centers.

The University's degree programs in Hospitality Management, Spanish Language Journalism, Bilingual Speech Language Pathology, and Nursing for Foreign-educated Physicians address both local and global community needs. The creation of the College of Medicine's NeighborhoodHELP™ program takes the University's community engagement efforts into family homes.

The recent SACS reaffirmation of accreditation visit identified the FIU Online faculty support and course development activity the strongest they had encountered at any university.

The University is home to two accredited museums: the Frost Museum on the Modesto Maidique Campus and the Wolfsonian Museum on Miami Beach. These museums along with the College of Architecture and The Arts enrich the cultural diversity of South Florida.

Over half of all teachers hired in the Miami-Dade Public School System are FIU College of Education graduates and the majority of recipients of Teacher of the Year award are FIU graduates.

The University has developed interdisciplinary clusters focused on problem solving research in the community. Examples are:

1. Latino Health Disparities in HIV/AIDS and Substance Abuse
2. Child and Family Psychology and Clinical Psychology
3. Disaster Research and Mitigation
4. Nanotechnology
5. Transportation
6. Environment and Sustainability
7. Minority Science Training Programs
8. Math-Science Teacher Education Programs

FIU is home to AMPATH the high-bandwidth interconnection between U.S. and international research and education networks that extends participation to universities in Latin America and the Caribbean.

Current Peer Institutions- Criteria- Public, Part-time greater than 10%, Urban, HR or VHR

George Mason University
University of Louisville
Georgia State University
University of Houston – University Park

Institutional Vision and Strategic Directions for the Next 5 – 10 Years

Florida International University is committed to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement. As an anchor university in South Florida, our vision is to be a leading student-centered urban public research university that is locally and globally engaged.

We expect to enroll an additional 2,000 students per year over the next five years while maintaining a 27:1 student:faculty ratio and achieving a 300:1 student:advisor ratio. Graduate student enrollment will grow from 18% to 20% of the total student body.

The new strategic plan, currently under development, has identified the arts, environment, global and health as the four strategic themes for the next decade. We recognize that meeting goals in these themes will require building a robust financial base; a strong infrastructure to support teaching, research and engagement; and student support services—physical, electronic, and personnel—to assure every student is successful.

Integral to our health initiative is the creation of an Academic Health Center integrating the Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, the Robert Stempel College of Public Health and Social Work, the Department of Biomedical Engineering in the College of Engineering and Computing, and the select departments in the College of Arts & Sciences. Such internal university integration would complement the collaboration between our public health academic programs and the State Department of Health through the location of the Miami-Dade Health Department facility adjacent to the planned academic public health building. Our innovative NeighborhoodHELP™ program will promote collaborative interactions among students and faculty in nursing, health sciences, public health, social work, psychology and medicine to provide the full complement of health services for individual families.

The newly formed School of Environment and Society, headquartered at the Biscayne Bay Campus, will integrate teaching and research in environmental issues with particular relevance to South Florida such as water, climate change, hurricanes, and coastal environment. The development of an Environmental Science Management and Policy Center is being considered by the strategic planning committee dealing with the environment.

The School of International and Public Affairs is developing the academic programs and infrastructure necessary to obtain accreditation by the Association of Professional Schools of International Affairs (APSIA). During the next five years we will have graduated our first undergraduate class that will have met our new exit requirement of having taken at least two courses validated as Global Learning Initiative courses.

The College of Architecture and The Arts will expand beyond the university to engage the South Florida community in the process of creating, producing, presenting, promoting, appreciating, and exploring the visual and performing arts. Additional initiatives are looking at ways to integrate arts design and culture with technology, science, and the humanities. The development of a Humanities Center within the College of Arts & Sciences to encourage interdisciplinary cooperation in the arts and humanities is being considered by the strategic planning committee dealing with the arts.

The University intends to increase its six-year graduation rate to 48% through a variety of measures including partnering with both Miami Dade College and the Miami Dade County Public Schools for early intervention. In fall 2009, the University established the Academy for Advanced Academics with the Miami Dade County Public School system, where high school students attend dual enrollment classes in the morning and advanced placement classes in the afternoon, all on the FIU campus. Faculty from Miami Dade College who are teaching courses that have been identified as indicator courses for successful completion of a bachelor's degree are meeting with FIU faculty counterparts to design intervention strategies for student success in these courses.

The University takes a special interest in economic development of South Florida and is pursuing partnerships with private sector and other institutions of higher education to establish a high-tech corridor for life sciences spanning the tri-county area. The University is planning a major innovation center to help expand its research and development enterprise.

Aspirational Peer Institutions (aspire and plan to be comparable to in the next 5 - 10 years)

Arizona State University
Wayne State University
University of Cincinnati
University of New Mexico (HSI)

Projected Institutional Contributions to System-Level Goals						
NUMERIC TARGETS						
Dashboard Metric	Date	Actual Value		Date	Projected Value	
Baccalaureate Degrees Awarded	2008-09	5,663		2012-13	6,555	
Master’s Degrees Awarded (includes specialists degrees)	2008-09	2,255		2012-13	2,570	
Research and Professional Doctorates Awarded	2008-09	250		2012-13	353	
Federal Academic Research and Development Expenditures (in thousands)	2007-08	\$60,045		2011-12	\$70,000	
Total Academic Research and Development Expenditure (in thousands)	2007-08	\$107,025		2011-12	\$121,000	
FTIC*** Six-Year Retention and Graduation Rates from the <u>Same IHE</u>	2003-09 FTIC Cohort	Graduated 44.8%		2007-13 FTIC Cohort	Graduated 46.6%	
		Still Enrolled 15.6%			Still Enrolled 16.0%	
AA Transfer*** Four-Year Retention and Graduation Rates from the <u>Same IHE</u>	2005-09 AAT Cohort	Graduated 60.7%		2009-13 AAT Cohort	Graduated 62.7%	
		Still Enrolled 13.3%			Still Enrolled 14.3%	
DIRECTIONAL TARGETS [Indicate Direction: I=Increase, M=Maintain, D=Decrease]						
Dashboard Metric	Date	Actual Value		Date	Projected Direction**	
Baccalaureate Degrees Awarded to Black, Non-Hispanics	2008-09	#	%*	2012-13	#	%*
		682	12.8		I M D	I M D
Baccalaureate Degrees Awarded to Hispanics	2008-09	#	%*	2012-13	#	%*
		3,555	66.5		I M D	I M D
Baccalaureate Degrees Awarded to Pell Recipients	2008-09	#	%*	2012-13	#	%*
		2,555	47.5		I M D	I M D
Degrees Awarded in Specified STEM Fields	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		934	597		I M D	I M D
Degrees Awarded in Specified Health Profession Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		211	285		I M D	I M D
Degrees Awarded in Specified Education Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		41	113		I M D	I M D
NCLEX Pass Rate for First-Time Test Takers in Baccalaureate Nursing Program	2008	89%		2012	I M D	
Licensing Income	2007-08	\$9,423		2011-12	I M D	
Licenses and Options Executed	2007-08	0		2011-12	I M D	
Other Transfer*** Five-Year Retention and Graduation Rates from the <u>Same IHE</u>	2004-09 Other Cohort	Graduated 53.5%		2008-13 Cohort	Graduated I M D	
		Still Enrolled 9.1%			Still Enrolled I M D	

"Actual Value" should equal related value in 2009 Annual Report.

* Percentage of Total Baccalaureates Awarded That Were Awarded to Specific Group.

** Projected Direction = INCREASE, MAINTAIN, or DECREASE.

*** Include full-time and part-time students in the cohorts,

Additional Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present a minimum of three additional goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategy for achieving that goal, the metrics by which success will be measured, specific actions to be taken in this fiscal year, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.)

All goals are continuing goals. Goals (1) and (2) and (3) (a) are based on the following assumptions:

- a. State funding is flat in 2010-11, increases 2% in 2011-12, increases 4% in 2012-13
- b. Tuition increases 15% in 2010-11, 15% in 2011-12 and 13% in 2012-13
- c. Enrollment targets are met

1. Support strategic priorities in teaching and research

Metrics:

- A. New faculty hires
 - i. 31 (2010-11); 38 (2011-12); 44 (2012-13)
- B. Research funding
 - i. 121 million for 2011/2012
- C. PhD production
 - i. Research 150 by 2013
 - ii. Professional 200 by 2013

2. Improve Academic Success

Metrics:

- A. Advisor/student Ratio
 - i. 400/1 by 2012/2013
 - ii. New advisor hires 11 per year 2010-2013
- B. Conversion of adjuncts to Instructors 10 in 2010-11; 5 in 2011-12; 5 in 2012-13
- C. Classroom modernization
 - i. 12 per year 2010-2013

3. Expand Community Partnerships

Metrics:

- A. Establish Office of Engagement (2010-11)
 - i Hire Vice President for Engagement
 - ii Develop funded partnerships two external community agencies per year
 - iii Increase internships 10% per year
- B. Expand NeighborhoodHELP™ (2011-12)
 - i Contingent upon external funding to expand into Little Haiti
 - ii Expand this program into 40 homes in Little Haiti
- C. Create partnership with MDC Health Department
 - i Contingent upon overcoming legal challenges of using future Department of Health (DOH) lease payments to securitize construction bonds (2010-11)
 - ii Construct DOH building (2011-13)
 - iii Create 5 DOH intern partnerships (2012-13)
 - iv Obtain funding for 3 joint research projects (2012-13)
- D. Establish a Faculty Practice Plan
 - i Establishment of an operational Faculty Practice Plan (2010-11)

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)				
Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
6/4/10	MA	45.1001	Global Governance	Fall 2010
6/4/10	MS	11.0103	Information Technology	Fall 2010
6/4/10	Ph.D.	26.0202	Biochemistry	Fall 2011
Sep/10	DNP	51.3818	Doctor of Nursing Practice	Spring 2011
Sep/10	Ph.D.	03.0104	Environmental. Science and Policy	Fall 2011
Sept/10	BA	45.0201	Anthropology	Fall 2011
Sep /10	BA	09.0101	Communication Arts	Fall 2011
Jan/11	MS	51.0706	Health Informatics Management Systems	Fall 2011
Jan/11	MS	52.0701	Entrepreneurship	Fall 2011
Jan/11	MS	52.1401	Brand Management	Fall 2011
Jan/11	MS	52.1401	Product Innovation Management	Fall 2011
Jan/11	Ph.D.	26.0102	Biomedical Sciences	Fall 2012
Sep/11	BS	03.0201	Sustainability	Fall 2012

Windows of Opportunity/Unique Challenges

(If the university has been presented with one or more unique opportunities that have not been included in prior plans but which will receive particular attention during this year, those opportunities should be presented here. Additionally, if the university expects to face a unique challenge in the coming year(s), that should be noted.)

A metropolitan campus has few opportunities to expand beyond its established boundaries; however, there are a number of conversations taking place with respect to potential land acquisition that may come to fruition during 2010-11. These opportunities are being evaluated within the context of the University's strategic plan and master plan.

Tuition Differential Proposal for 2010-2011	
University: Florida International University	
Effective Date	
University Board of Trustees Approval Date:	June 4, 2010
Implementation Date (month/year):	July 1, 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To maintain/increase undergraduate faculty, maintain support level for undergraduate students, improve undergraduate advisors/tutoring services, and provide additional need based financial aid.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	FY 2010-11: \$95.67 (proposed) FY 2009-10: \$88.59
Current Undergraduate Tuition Differential per credit hour:	FY 2010-11: \$22.00 (proposed) FY 2009-10: \$13.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.26
\$ Increase in tuition differential for 30 credit hours:	\$247.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$5.1M
Total differential fee revenue generated in 2010-11 (projected):	\$11.9M
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$8.3M.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Maintain/Increase Undergraduate Faculty \$5.0M 2. Maintain/Increase Undergraduate Student Advisors \$1.4M 3. Maintain/Increase the number of Undergraduate Scholarly Journals and Databases \$1.0M 4. Improve Undergraduate Academic Support \$0.6M 5. Maintain/Increase disability services for undergrad students \$0.3 	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is <u>\$3.6M</u>. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is <u>\$0.0</u>.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Increase FIU Tuition Differential Grants \$3.6M Annual Amount: Full Time \$650, ¾ Time \$487.50, ½ Time \$325 EFC = 0 (Undergraduate Students Only) 	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Student /Faculty Ratio 2. Student/ Advisor Ratio (undergrads) 3. Maintain Support Services 4. Maintain Summer Enrollment (undergrads)
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<ol style="list-style-type: none"> 1. Student/Faculty Ratio Fall 2009: 27 to 1 Goal: Maintain ratio 27 to 1 2. Student/ Advisor Ratio Fall 2009: 557 to 1 Goal: 2013/14 400 to 1 3. Maintain Support Services \$ 1.6 million provided to offset budget reduction impact 4. Maintain Summer Enrollment Summer 2009: 20, 244 Goal: Summer 2010 20,244

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Undergraduate Faculty Hires	Continue to improve quality of instruction and minimize impact of budget reduction to course offerings and maintain enrollments
Undergraduate Advisors	Continue to improve advisor to student ratios
Undergraduate Journals	Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support	Continue to improve writing center, resources for disabled students and security
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	24
Number of Advisors Hired or Retained (funded by tuition differential):	12
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
FIU Tuition Differential Grant	Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,844
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$545.04
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$121.87
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$650.00

STATE UNIVERSITY SYSTEM OF FLORIDA		
Tuition Differential Collections, Expenditures, and Available Balances		
University: Florida International University		
Fiscal Year 2009-2010 and 2010-11		
University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2009-10 -----	Estimated 2010-11 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$8,138	\$251,821
Less: Prior-Year Encumbrances		
Beginning Balance Available:	\$8,138	\$251,821
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$6,743,180	\$11,880,422
Interest Revenue - Current Year		
Interest Revenue - From		
Carryforward Balance		
Total Receipts / Revenues:	\$6,743,180	\$11,880,422
<u>Expenditures</u>		
Salaries & Benefits	\$3,573,513	\$7,557,033
Other Personal Services		
Expenses	903,030	1,011,083
Operating Capital Outlay		
Student Financial Assistance	2,022,954	3,564,127
Expended From Carryforward		
Balance		
**Other Category Expenditures		
Total Expenditures:	\$6,499,497	\$12,132,243
Ending Balance Available:	\$251,821	\$0
*Since the 2009-10 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		

Enrollment Plan Proposal (May need to be submitted later than the rest of the Work Plan)								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2011-12	2013-14	2015-16	
FL Resident Lower	7,860	7,860		8,176	8,502	9,372	10,531	5%
FL Resident Upper	11,682	11,682		12,032	12,273	12,769	13,547	2%
FL Resident Grad I	3,095	2,588		2,717	2,853	3,176	3,602	6%
FL Resident Grad II	311	818		842	865	923	998	3%
Total FL Resident	22,948	22,948		23,767	24,493	26,240	28,678	4%
Non-Res. Lower		483		503	522	575	646	5%
Non-Res. Upper		705		726	741	771	818	2%
Non-Res. Grad I		665		698	733	816	926	6%
Non-Res. Grad II		285		300	317	359	414	7%
Total Non-Res.		2,138		2,227	2,313	2,521	2,804	5%
Total Lower		8,343		8,679	9,024	9,947	11,177	5%
Total Upper		12,387		12,758	13,014	13,540	14,365	2%
Total Grad I		3,253		3,415	3,586	3,992	4,528	6%
Total Grad II		1,103		1,142	1,182	1,282	1,412	4%
Total FTE		25,086		25,994	26,806	28,761	31,482	4%

Enrollment Plan Proposal (May need to be submitted later than the rest of the Work Plan)								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2011-12	2013-14	2015-16	
FL Resident Medical Headcount (Medical, Dentistry, Vet.)	40	42	80	76	150	326	424	35.6%
Non-Res. Medical Headcount (Medical, Dentistry, Vet.)		0		7	16	44	66	56.6%
Total Medical Headcount (Medical, Dentistry, Vet.)	40	42	80	83	166	370	490	42.6%

For each distinct location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE

SITE: MODESTO MAIDIQUE CAMPUS

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2010-11	2011-12	2013-14	2015-16	
Lower	6,374	6,632	6,894	7,599	8,539	5%
Upper	8,502	8,756	8,932	9,294	9,860	2%
Grad I	2,510	2,634	2,766	3,080	3,494	6%
Grad II	1,025	1,061	1,099	1,192	1,312	4%
Total	18,411	19,083	19,691	21,165	23,205	4%

SITE: BISCAYNE BAY CAMPUS

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2010-11	2011-12	2013-14	2015-16	
Lower	976	1,015	1,056	1,164	1,307	5%
Upper	1,893	1,950	1,989	2,069	2,195	2%
Grad I	187	196	206	229	260	6%
Grad II	11	12	12	13	15	4%
Total	3,607	3,173	3,263	3,475	3,777	4%

SITE: PINES CENTER								
		Estimated		Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2009-10		2010-11	2011-12	2013-14	2015-16	
Lower		51		53	55	61	69	5%
Upper		304		313	319	332	352	2%
Grad I		212		223	234	260	295	6%
Grad II		57		59	61	66	73	4%
Total		624		648	669	719	789	4%
SITE: OTHER SITES								
		Estimated		Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2009-10		2010-11	2011-12	2013-14	2015-16	
Lower		942		979	1,019	1,123	1,262	5%
Upper		1,688		1,739	1,774	1,845	1,958	2%
Grad I		344		362	380	423	479	6%
Grad II		10		10	10	11	12	4%
Total		2,984		3,090	3,183	3,402	3,711	4%

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 20, 2010

Subject: Academic Affairs Reports

Proposed Committee Action:
None. Discussion only.

Background Information:

The Undergraduate Education Report discusses approaches on improving retention and graduation rates through effective pedagogy in large enrollment courses. The Graduate Education Report identifies improvements in protocol for the University Graduate School, graduate enrollment for each college and school, and graduate funding and recruitment. The Enrollment Services Report contains information on total university enrollment and financial aid disbursement. The College of Law Pipeline Initiatives Report contains information on new initiatives to further the pipeline for underrepresented groups to enter the field of law.

Supporting Documentation:	Undergraduate Education Report Graduate Education Report Enrollment Services Report College of Law Pipeline Initiatives Report
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Facilitator/Presenter:	Douglas Robertson Kevin O'Shea Douglas Wartzok Alexander Acosta
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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 2010

Undergraduate Education Report

IMPROVING RETENTION AND GRADUATION RATES
THROUGH EFFECTIVE PEDAGOGY IN LARGE ENROLLMENT COURSES

Improving retention and graduation rates is not accomplished merely by assigning the task to a single office. Every part of the university must commit to doing what it can to engage students and to help students succeed in a timely manner. In this regard, one of the most important parts of the university comprises its teaching faculty.

The quality of students' experience in the actual or virtual classroom is essential to their retention and success. In urban universities, such as FIU, a large majority of students live off campus and are called "commuter students." Because of busy schedules and multiple role commitments (such as being students, employees, and heads of households), many commuter students participate only in their courses. If they are taking a face-to-face course, they come to campus, go to class, and leave campus. If they are taking an online course, they do not even come to campus. This fact means that the most significant and reliable point of contact for the large majority of FIU students is the classroom (actual or virtual). One of the most fundamental elements of student retention and helping students graduate on-time is effective pedagogy.

Emphasis on improving classroom pedagogy currently sits within a recessionary budget context. As tuition constitutes an increasingly large portion of FIU's revenues, the emphasis will be to increase enrollments. Due to budget shortfalls, increased enrollments at FIU are almost certain to outpace increases in faculty lines. The result will be larger classes.

An emerging strategic goal is to improve retention and graduation rates by developing effective pedagogy in large enrollment courses.

The challenge is essentially to increase learning and decrease instructional cost (cost per student). Nationally, two approaches have developed in the last several decades: (a) high-tech, and (b) low-tech.

A HIGH-TECH APPROACH

One exemplary organization which typifies the high-tech approach is the National Center for Academic Transformation (<http://www.thencat.org/index.html>), an independent non-profit organization which explores the use of information technology to improve student learning while simultaneously reducing instructional cost per student. Over the last 11 years, NCAT has worked with scores of colleges and universities as well as the following 5 state systems of higher education:

- [Arizona Board of Regents \(2006 – 2009\)](http://www.thencat.org/States/ABOR.htm)
(<http://www.thencat.org/States/ABOR.htm>)
- [The Mississippi Institutions of Higher Learning \(2007 - 2010\)](http://www.thencat.org/States/MS.htm)
(<http://www.thencat.org/States/MS.htm>)
- [State University of New York \(2007 - 2010\)](http://www.thencat.org/States/SUNY.htm)
(<http://www.thencat.org/States/SUNY.htm>)
- [Tennessee Board of Regents \(2006 – 2009\)](http://www.thencat.org/States/TBR.htm)
(<http://www.thencat.org/States/TBR.htm>)
- [University System of Maryland \(2006 – 2009\)](http://www.thencat.org/States/USMaryland.htm)
(<http://www.thencat.org/States/USMaryland.htm>)

NCAT has assembled an impressive data bank that demonstrates specific ways in which technology can be used to increase student learning while decreasing instructional costs. Conversations at FIU have begun regarding FIU's participation.

A LOW-TECH APPROACH

Over 30 years ago, Dr. Larry Michaelsen, David Ross Boyd Distinguished Professor emeritus at the University of Oklahoma and currently professor of management at Central Missouri State University, faced the daunting challenge of suddenly tripling his class size from 40 to 120 students. Colleagues advised him to forget the classroom interaction that had worked so effectively in his smaller courses. Instead, Dr. Michaelsen developed and documented a highly effective active learning pedagogy for large enrollment courses (over 100) which he named Team-Based Learning (TBL) (http://teambasedlearning.apsc.ubc.ca/?page_id=7 ; <http://teambasedlearning.apsc.ubc.ca/tblc/>).

Much more than just “small group work,” TBL has four key principles for success: (a) team formation, (b) timely feedback, (c) accountability, and (d) assignment quality. A Readiness Assurance Process (RAP) guarantees that students read the course material

and assesses the readiness of both individuals and teams to apply the material. Over the last 30 years, Dr. Michaelsen and many others who use this pedagogy have worked out the details which allow a single professor to teach large enrollment course cost-effectively and without teacher burnout, with increased student learning and even greater enjoyment by students and teachers.

At FIU, the Global Learning Foundations (QEP) courses will be large enrollment courses (with a cap of 125). One foundation course will be required of all FIU graduates except students who are admitted with an associate degree from an accredited Florida institution.

In anticipation of these large enrollment courses, FIU's Office of Global Learning Initiatives brought Dr. Michaelsen to campus during Summer, 2009, to provide a two-day workshop in Team-Based Learning for faculty who were designing Global Learning Foundations courses. Workshop participants also included other interested faculty.

In total, 11 FIU faculty members participated in the workshop, and their response to the pedagogical approach was quite enthusiastic. Of the FIU faculty who attended the TBL workshop, half are using TBL in all of their courses, and all of them will be using TBL in the Global Learning Foundations (QEP) courses. The efficacy of this pedagogical approach will be assessed as a part of its implementation.

Dr. Michaelsen has served as a consultant during AY 2009-2010, and he will return in Summer, 2010, to provide another two-day, TBL workshop.

CONCLUSION

The current recessionary budget situation presses FIU to increase enrollments without commiserate increases in faculty lines. This dynamic joins the ongoing need to improve FIU's retention and graduation rates. The outcome of this mixture of forces is an emerging strategic priority on developing effective pedagogies in large enrollment courses. An important and positive consequence of working on this strategic priority is the opportunity for FIU's faculty to review and possibly develop teaching practices at FIU even further.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy And Student Affairs Committee
May 2010

Graduate Education Report

I. Introduction

This report coincides with the close of the first semester under the University Graduate School's Interim Dean, Dr. Kevin O'Shea. During the Spring 2010 semester, the UGS worked to refine internal processes, re-align staff for increased efficiency and identify key areas in which enhanced UGS services would be beneficial to the graduate community.

The UGS established an audit alerting departments to declining three-semester graduation rates for students on Dissertation Year Fellowships. The UGS also established an internal production calendar for all audits inclusive of fellowship progress, time-to-degree, continuous enrollment, GA compliance, etc. Other internal projects currently in progress include review and (if necessary) revision of the:

1. Graduate Academic Misconduct Policy
2. Graduate Grievance Procedure(s) and process
3. Dissertation Advisor and Graduate Faculty Status/Renewal
4. UGS website (redesigned in Fall 2009; continuous quality improvement to information/links is on-going)

In order to better serve the graduate community, key staff positions have been revised and a new Coordinator for Administrative Services position established. As a result of these changes, all staff associated with the UGS front desk and admissions call center are in the process of being cross-trained. Moving forward, all front desk/call center staff will be proficient in matters relating to both graduate academic support services and graduate admissions. The UGS has also dedicated one staff member, formerly the Admissions Evaluator for the College of Arts and Sciences (familiar with both University admissions requirements and the Graduate Catalog), to the University's degree audit project.

In addition to establishing a Degree Audit at the graduate level, the UGS has identified the following areas as targets for the expansion of short and long-range projects related to graduate-level infrastructure and services:

Short range:

1. Identify SWOC (strengths, weaknesses, opportunities and challenges)
2. Collaboration with FIU Online in creating an Online Graduate Orientation (to be piloted Summer 2010)
3. Completion of Doctoral Program Reviews for the AY 2009-2010 (see page 6)

4. Development of specialized policy for enhancing external student fellowships (i.e. through addition of tuition waiver and/or health insurance)
5. Establishment of a Graduate Grants Writing Center
6. On-going service to the community/outreach – i.e. Haiti Relief Effort

Long range:

7. Graduate Housing
8. Revision of the Graduate Catalog in combination with phased-in degree audits at the Master's and Doctoral level(s)

UGS staff will work on project-specific teams, organized around annual UGS goals, in order to complete these tasks.

II. Graduate Enrollment

Table 1 compares Grad I and Grad II FTE enrollment for each college/school during the Spring 2009 and Spring 2010 semesters. The College of Architecture and the Arts showed the greatest increase in FTE overall at the Grad I level (74.96%). This increase is a result of suspending admission to the undergraduate programs in design (architecture, interior design and landscape architecture) and implementing a five-year professional degree in each area. Students currently take undergraduate classes in years 1 and 2, and then graduate courses in years 3, 4, 5, and if necessary, a 6th year. Part of the increase in Grad I this past year is also due to students from the undergraduate program switching to year 3 of the graduate track.

Hospitality Management experienced a 56.53% increase over last year due in large part to a new cohort of 30 graduates from the FIU/Tianjin University of Commerce program in China. This cohort earned their Bachelor's degree in China and continued with the Master's program in Fall 2009 at the BBC campus. Anecdotally, the program believes that the economy has also contributed to this increase as more hospitality professionals are returning to complete their Master's degree, while seeking other job opportunities.

Journalism and Mass Communication also showed a significant increase (47.76%) at Grad I. This change is the result of significant growth in the Master's program in Global Strategic Communications. The greater interest in this program follows a program re-design that has significantly increased its attractiveness to prospective students. The program is currently at capacity, such that future efforts will be directed toward taking advantage of the increased interest in order to improve the quality of admitted students.

Business showed no significant change in FTE at the Grad I level from Spring 2009 to Spring 2010; however, Grad II FTE grew by 18.31% in Spring 2010. Engineering and Computing remained relatively flat at both the Grad I and Grad II level during the same time period,

Importantly, Nursing and Health Sciences experienced significant growth (33.33%) at the Grad II level, due primarily to the 32 Doctor in Physical Therapy students who graduated in Summer 2009.

Overall, Grad I FTE grew by 12.89% while Grad II FTE increased by 3.08%.

Table 1: GRAD I and GRAD II FTE enrollment by College/School

COLLEGE		GRAD I FTEs	% Change	GRAD II FTEs	% Change
Architecture and The Arts	Spring 2009	58.70	74.96%	0.10	0.00%
	Spring 2010	102.70		0.10	
Arts and Sciences	Spring 2009	190.70	25.43%	96.50	-3.63%
	Spring 2010	239.20		93.00	
Business Administration	Spring 2009	374.00	0.61%	7.10	18.31%
	Spring 2010	376.30		8.40	
Education	Spring 2009	173.20	-7.22%	34.30	-7.29%
	Spring 2010	160.70		31.80	
Engineering & Computing	Spring 2009	115.10	3.65%	50.60	1.58%
	Spring 2010	119.30		51.40	
Nursing & Health Sciences	Spring 2009	160.20	11.49%	31.80	33.33%
	Spring 2010	178.60		42.40	
Public Health and Social Work	Spring 2009	142.40	16.85%	12.40	6.45%
	Spring 2010	166.40		13.20	
Hospitality Management	Spring 2009	42.10	56.53%	0.30	- 100.00%
	Spring 2010	65.90		0.00	
Journalism & Mass Communication	Spring 2009	26.80	47.76%	0.00	
	Spring 2010	39.60		0.00	
University Graduate School (Coursework taken in FIU/UM Program)	Spring 2009	0.40	-75.00%	0.70	0.00%
	Spring 2010	0.10		0.70	
Total	Spring 2009	1283.60	12.87%	233.80	3.08%
	Spring 2010	1448.80		241.00	

III. Doctoral Degree Production

The number of doctoral degrees awarded by the University increased with an average growth of 7.2 doctoral degrees/year since the AY 2001-2002, as illustrated in Figure 1. Over the last three academic years (AY 07-08 to AY 09-10), the University has conferred at least a total of 110 doctoral degrees (PhD + EdD) per academic year. For AY 2009-10, the University will award an estimated total of 115 doctoral (PhD +EdD) degrees.

The PhD production has been relatively flat for the last three years yielding 103-106 PhD degrees/year. The production of PhD degrees can be cyclical in nature and show modest increases or decreases from year to year, but the flattening of PhD productivity over the past three years is attributed to changes in the economy. Doctoral students appear to be prolonging the time spent in their programs, along with a slumping job market and increased competition for highly technical positions, postdoctoral and faculty appointments.

Figure 1

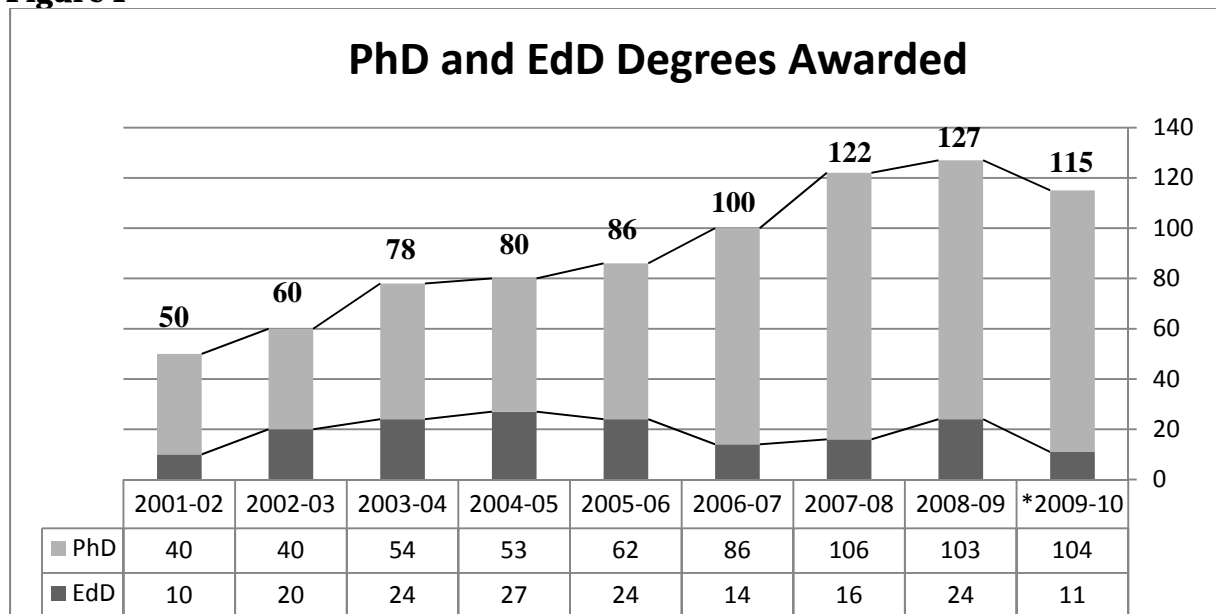
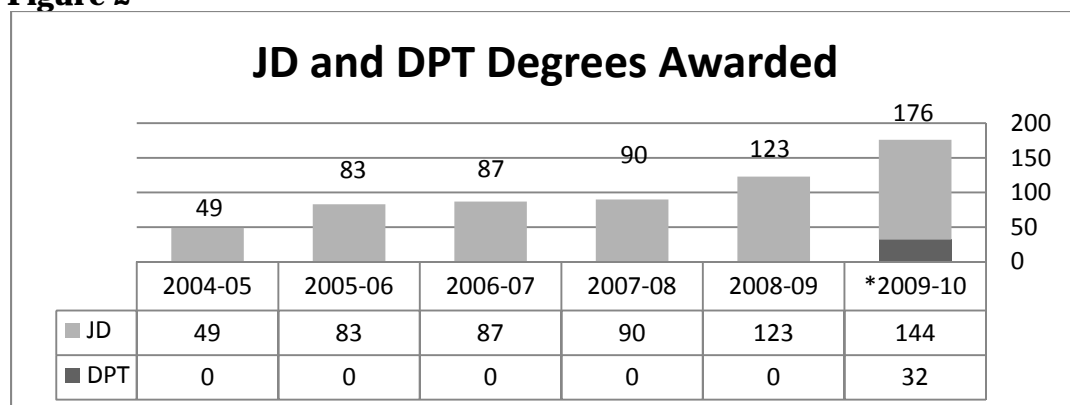


Figure 2 shows the Doctoral degrees awarded in the professional fields, i.e. Juris Doctor (JD) and the Doctor of Physical Therapy (DPT). The DPT program had its first cohort of students graduate in Fall 2009.

Figure 2



***Spring 2010 numbers are preliminary**

IV. Financial Support of Doctoral Students

Stipend Increases and Annualization:

As a continuation of the Strategic Initiative to increase stipends for doctoral students on graduate assistantships, UGS provided doctoral students a 3% increase to their base stipend for academic year 2009-10. The total funding for doctoral stipend increases totals \$1,871,473 (Table 2). The annualization of PhD stipends began in Summer 2008 and was directed toward students who held 9-month teaching assistantships in PhD programs. The additional cost of stipends provided for Summer 2010 was \$909,140.

Table 2: Summary of Funding for Strategic Initiatives 2009-10

	Ph.D. Stipends	Amount Paid out for Stipend Increases	Amount Paid Out for Annualization
Health	18	\$ 101,563	\$ 60,000
Sciences	117	\$ 518,847	*
Engineering	100	\$ 501,742	\$ 250,577
Humanities/Social Sciences	167	\$ 605,453	\$ 573,489
Education	8	\$ 29,704	\$ 25,074
COM	1	\$ 22,660	**
Business	24	\$ 91,504	*
Total	435	\$ 1,871,473	\$ 909,140
		Grand Total=	\$ 2,780,613

* Stipends already annualized.

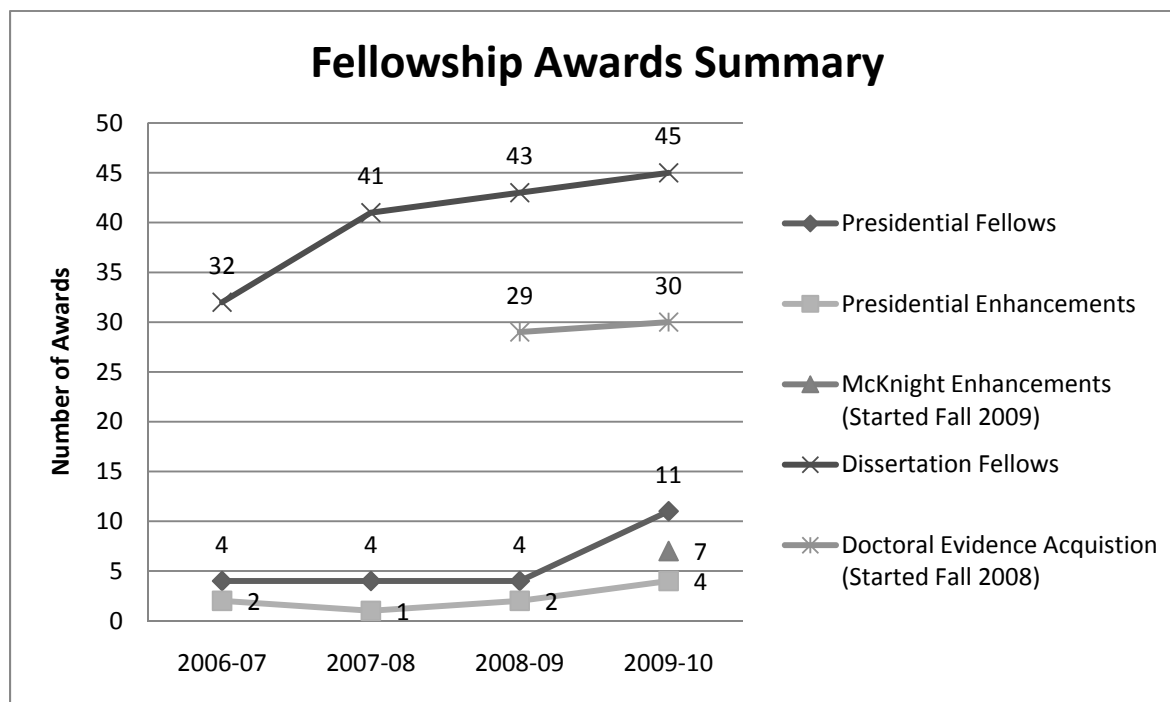
** COM welcomed its first class Fall 2009.

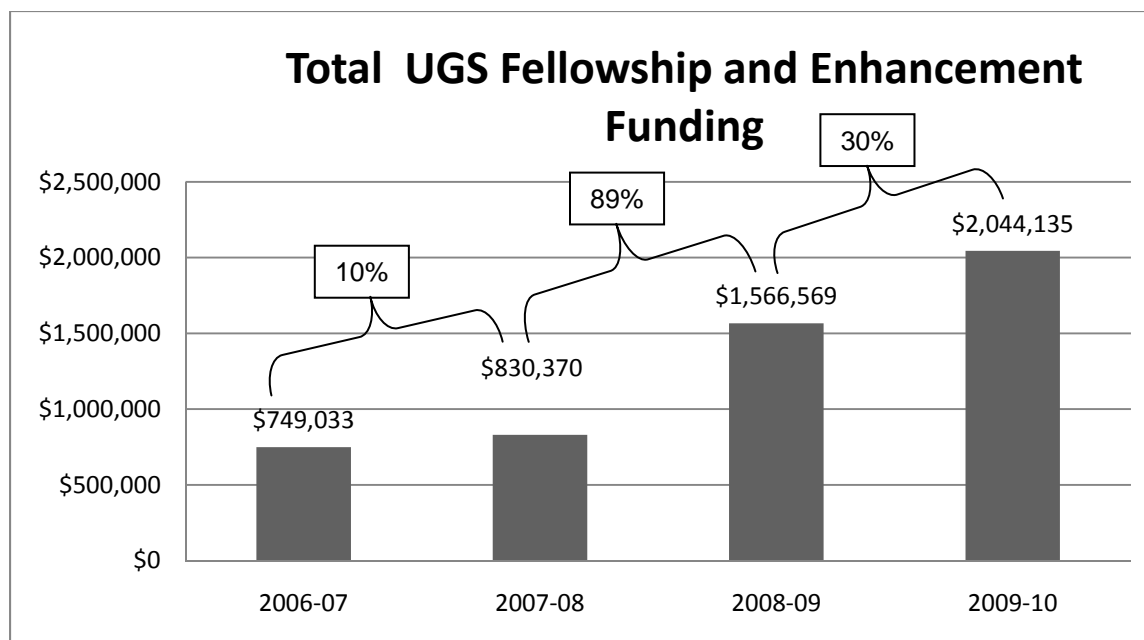
While E&G (state funds) support for doctoral students increased since the start of the strategic initiative in Fall 2007, C&G support (grants) funding for doctoral students has decreased. In Fall 2007, 394 doctoral students were supported by state funds and 163 students were supported by grants. As of Fall 2009, the number of students on state funding increased 8% to 425, while the number of students on grants decreased 11% to 144. Although this trend is contradictory to the intent of the strategic initiative, the UGS is working closely with the units to ensure that the additional assistantship lines they have received as a part of this initiative results in a commensurate increase in grant funding for doctoral students in the next two to three years.

Fellowships and Enhancements:

The amount of financial support provided in the form of fellowships and enhancements (to Research Assistantships or McKnight Fellowships) as well as the number of awards continues to increase, illustrated in Figure 3. The total funding for fellows this year increased 30% over last year. Much of this increase is due to new initiatives targeting minority doctoral students through the McKnight Fellowship program. UGS provides a \$10,000 annual enhancement to each McKnight recipient. This year we awarded seven McKnight enhancements. In an effort to recruit the top doctoral students to FIU, UGS also increased the number of Presidential Fellowship awards from four in the three previous years to 11 this year. There were also modest increases in the number of awards in the Dissertation Year Fellowship and Doctoral Evidence Acquisition programs.

Figure 3: UGS Fellowship and Enhancement Funding





V. Academic Support for Recruiting and Developing Scholars

Doctoral Program Reviews:

Draft departmental doctoral program self-studies are complete and site visits by external reviewers have been conducted for Biology, Psychology, Public Administration, Social Welfare, and the School of Computer Sciences. The external reviewers' reports will be submitted shortly and these five Carnegie-style departmental self-studies will be finalized within this academic year. In addition, the departmental doctoral program self-studies are in advanced stages for four additional academic units: Physics, College of Education, Civil and Environmental Engineering, and Electrical and Computer Engineering. Site visits by external reviewers will be scheduled for these four academic units as soon as the draft departmental self-studies are complete. The next cohort of programs scheduled for review has been identified: Public Health, Comparative Sociology, Political Science and International Relations, Mechanical/Materials Engineering, Biomedical Engineering and Business Administration.

Enhancement of Graduate Recruitment Initiative:

The UGS has distributed \$92,340 to 20 academic units to enhance their graduate recruitment efforts for the AY 2009-2010. Participating departments include: Africa and African Diaspora Studies, Art and Art History, Biological Sciences, Chemistry, Computing and Information Sciences, Civil and Environmental Engineering, Earth and Environment, Comparative Sociology, History, International Relations, Mechanical and Materials Engineering, Modern Languages, Music, Nursing, Physics, Political Science, Psychology, Public Administration, Physical Theory and Public Health. All academic units are expected to submit year-end reports summarizing the results of their recruitment efforts by May 21st.

Minority Recruitment Efforts:

UGS attended 25 graduate college fairs including six at fellow SUS institutions, three McNair Research Conferences, two Hispanic-Serving Institution fairs and four Historically Black College and University fairs. As a result of these efforts, the UGS has identified key fairs in which it will continue to participate: McNair Research Conference(s), Idealist, and specific HSI and HBCU state college fairs in FL, GA and TX.

One student, recruited to FIU from a McNair college fair, was accepted into the MS in Higher Education Administration program and offered a GA within Student Affairs. In addition, for the AY 2010-2011 FIU will have four new McKnight Fellows. McKnight Fellows are supported by the Florida Education Fund (FEF) and a \$10,000 annual enhancement from the UGS.

The UGS also has tentative plans in place to partner with the McNair and MBRS programs at FIU in establishing a Summer Institute for Undergraduate Research. The goal of the program will be to target and attract talented minority undergraduate students from other universities to conduct research at FIU during the summer. This will help recruit talented students to our graduate programs. Logistics for this program are still in progress with a planned implementation date set for Summer 2011.

Graduate Degree Audit:

In collaboration with Undergraduate Education, the SASS Office and PeopleSoft Consultants, the University Graduate School (UGS) has dedicated a full-time staff member to the Degree Audit Project. Thus far, Undergraduate Education and the UGS designees and consultants have constructed basic templates for moving forward with the degree audit project at the Master's and Doctoral levels. To date, the Degree-Audit team has completed the audit for Law; has been working on all graduate programs in Architecture and the Arts, and plans to work with the College of Business. Degree-audit information will be populated beginning with information from the Fall 2009 (2009-2010 Academic Catalog). Once graduate students complete each section, their degree audit will read "satisfied" (similar to the current SASS undergraduate-degree audit). Students can also use the audit as a "planner", by having the option to review course lists, move courses into a "shopping cart" and register directly from the shopping cart. The intended go-live date for the Graduate Degree Audit is Fall 2010.

Center for Excellence in Writing:

During the AY 2009-2010, the CEW's second year, graduate students accounted for 25% of the total number of students registered with the CEW. In addition, 21% of the overall number of graduate students completed appointments with CEW tutors. Graduate students made up the largest demographic group of users at the CEW, compared to such groups as first-year to senior-year students. The CEW repeatedly offered the most popular graduate-level workshops, including Writing a Winning Personal Statement, Writing for the 21st Century (focusing on use of citation software) and grant writing.

Enhancement of Research Colloquium /Seminar Series:

For the AY 2009-2010, nine proposals for funding for Enhancement of Research Colloquium/Seminars were received from the College of Arts and Sciences, two proposals from the College of Engineering and Computing and one proposal from the College of Nursing and Health Sciences, for a total of \$36,950. This is a slight decrease from the sixteen proposals that were funded in the AY 2008-2009. Receipt of funds was contingent upon the unit providing special opportunities for graduate students to interact with visiting scholars and the unit contributing at least half the cost of the colloquium. The decrease in proposals this year over last may be a reflection of ever-tightening departmental budgets secondary to the reduction in state funds. The University Graduate School will continue to encourage doctoral-degree granting units to invest in research colloquium as a part of the ongoing training and support of both faculty researchers and graduate students.

VI. Customer Service Initiatives

Online Graduate Orientation:

The University Graduate School met with FIU Online to determine a course of action for establishing an Online Graduate Orientation during the first half of Spring 2010. The Online Orientation is intended to serve those students who are international, domestic/out of the area or any student unable to attend our in-person Graduate Orientations. FIU Online and the University Graduate School entered into an official MOU on March 19, 2010.

The University Graduate School is responsible for providing FIU Online with content for the Orientation Program. FIU Online will create the Online Module, provide technical support and track student usage.

The timeline for implementation of the Online Graduate Orientation is:

May 15: Beta/pilot version ready for fully admitted Summer 2010 students
August 1: Full version available for UGS testing
August 15: Fully version available for fully admitted Fall 2010 students

The Online Graduate Orientation is funded by the mandatory \$35 Orientation Fee implemented Fall 2009 by the University Graduate School.

Staff Realignment:

To better serve graduate students, faculty and staff, the University Graduate School has realigned key staff members. Miguel Sahagun, former evaluator for the College of Arts & Sciences, was transitioned into the role of Coordinator, Computer Applications and serves as the UGS designee for the Degree Audit Project. Miguel was chosen to serve in this capacity for his expert knowledge of degree programs and requirements for FIU's largest college, his attention to detail and understanding of the PantherSoft system.

Ana Moreyra Rosado, former program assistant for Graduate Admissions, was promoted to the role of Coordinator, Administrative Services. In her role as UGS Administrative Coordinator (working title), Ana is responsible for assisting the Dean in daily tasks and complex projects. She also serves as the central administrative person for the travel/commodities cards and overall office organization.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 2010

Enrollment Services Report

I. University Enrollment

As of April 8th 39,619 students enrolled in classes for the spring 2010 term. Compared to last spring term, headcount enrollment has increased by 7%. In spring 2009, 37,027 students---2,592 less students---had enrolled at the university. In addition, the FTEs increased by 6%, from 9,679 FTEs in spring 2009 to 10,235 in spring 2010. For 2009-2010, the university has a planned budget target of 25,086 FTEs. Currently, it has earned 25,334 FTEs over the summer, fall and spring terms.

II. New FTIC and Transfer Enrollment

Due to enrollment controls at the undergraduate level, the university planned for a reduction in new FTICs resulting in a three-year change of -14.8%. During the same period, transfer student enrollment increased 45%. The current year represents a leveling off of FTIC enrollment and significant growth in transfer students. The University has initiated plans to increase new student enrollment over the next several years. For the upcoming 2010-2011 enrollment cycle, the university plans to build enrollment to 4,409 FTICs and 10,401 transfers. This represents a 34.2% increase in enrolled FTICs from the current year, and a 42.2% increase in transfers.

	Actual Headcount			Three Year Change		Projected
	2007/08	2008/09	2009/10	#	%	2010/11
FTICs	3,847	3,437	3,284	-563	-14.8%	4,409
XFERS	<u>5,060</u>	<u>5,363</u>	<u>7,314</u>	<u>2,254</u>	<u>+45.0%</u>	<u>10,401</u>
TOTAL	8,907	8,800	10,598	1,691	19.0%	14,810

III. Financial Aid

The Financial Aid Office has seen an unprecedented increase in demand for services as more students are now eligible for financial aid, due in part to changes in the economy.

For the 2009-2010 academic year 12,639 students have received Pell Grants totaling \$45 million, with the Summer 2010 term yet to go. Comparatively, the total number of recipients for a year ago (including Summer 2009) was 10,663 students for \$33.8 million. Transition to the Direct Loan program went very smoothly, and as of April 13, 2010 students have borrowed \$141.3 million. Students are anticipated to borrow another \$40 million for Summer 2010. Comparatively, last year students borrowed \$140.7 million, Summer 2009 included.

The awarding and disbursement of all financial aid continues to increase significantly. \$250 million in aid from all sources has been disbursed to date for the current academic year. Comparatively, \$232.4 million in aid was disbursed for the 2008-2009 academic year, Summer 2009 included.

Financial Aid Office staff members have worked hard to meet the increased production challenges and to serve students through enhanced communications and customer services. Much of this is accomplished by leveraging available technology. Continued refinements in communication campaigns, increased efficiencies in Panthersoft 9.0, utilization of PantherChat (the online Chat system), and expansion of the Call Center phone system have enabled speed in processing and consistency in service standards.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 2010

College of Law - Special Report

New Pipeline Programs at the FIU

Community engagement is one of the four pillars of FIU's recently announced "Hit the Ground-Running" strategy.¹ Accordingly, the College of Law is implementing new programs to further the pipeline for underrepresented groups to enter the field of law. These programs also help increase FIU's brand profile in the community. We look forward to developing additional pipeline programs going forward.

1. Project Access

Working with the Hispanic National Bar Foundation, the College of Law implemented Project Access on October 17th, 2009. Project Access improves access and opportunity for minority and other traditionally underrepresented groups in the legal profession. High school, college, and law student are placed in mentoring teams with an attorney or judge. This team approach encourages those who are mentored to return the favor by mentoring the younger students in the mentoring team. A law student thus both mentors and helps to mentor a college student. Students self-selected for this program by filling out a web application. They have an opportunity to network, win scholarships, and apply for special summer programs such as the 2009 Hispanic National Bar Foundation Future Latino Lawyers Law Camp.

2. "Law Student for a Day" Workshops:

The Law Student for Day Program introduces middle, high school and college students to law school. These will be implemented with the assistance of important strategic alliance partners. The first of these partners was the *Drug Free Youth In Town (D-FY-IT)*. Approximately 250 DFY-IT high school students from the wide range of high schools throughout Miami – Dade visited the law school this month, to participate in mock "law classes." This spring, the College of Law will host middle school leaders from the program.

3. Submission to Council on Legal Education Opportunity for CLEO Summer Institute:

The Council on Legal Education Opportunity (CLEO) is a non-profit project of the ABA Fund for Justice and Education, seeking to expand opportunities for minority and low-income students to attend law school.

The College of Law recently submitted a proposal to act as a Host School in 2010 for a six-week Summer Institute residential program designed to prepare participants from underrepresented

¹ FIU "Hit the Ground-Running" whitepaper, available at <http://president.fiu.edu/uploads/file/FIU-Hit%20the%20Ground%20Running.pdf>.

backgrounds to be more competitive law school students. Those who successfully complete the program become CLEO Fellows and may be eligible for scholarship grants during law school. During the course of the Summer Institute program, students are exposed to substantive legal courses and the Socratic method. The content of the courses exposes students to actual law school material in a way that is appropriate for undergraduate students and enables them to sharpen critical reading and analytical thinking skills, both of which will be critical for success in law school.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 20, 2010

Subject: Student Affairs Report

Proposed Committee Action:
None. Discussion only.

Background Information:
The Student Affairs Report contains information on student related activities which occurred during the Spring 2010 semester.

Supporting Documentation: Student Affairs Report

Facilitator/Presenter: Rosa Jones

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MAY 2010

DIVISION OF STUDENT AFFAIRS REPORT

INTRODUCTION

The month of April is filled with preparations for transition from spring to summer as students prepare for final examinations, closing activities, commencement and planning for summer activities. Flurries of activities occur in Student Affairs during this period and premier among them is the Student Life Awards ceremony. This event is held annually to recognize outstanding students who excel in the areas of leadership, diversity advancement and service to others. Parents, University administrators, and students joined the celebration.

Center for Leadership and Service

- **FIU Relay for Life.** The 2010 FIU Relay for Life event was held at the Modesto Maidique Campus on Friday and Saturday, March 5th and 6th. Over 60 teams of students, faculty, staff, alumni, and family members participated in the overnight event, which raised \$65,000 for the American Cancer Society. This year's theme, *Relay Around the World*, showcased the food and customs of many cultures. This year's Relay was also dedicated to the late Jeffrey Knapp, Director of the Academy for the Art of Teaching and English professor who passed away in February after a long battle with cancer. Professor Knapp was a strong supporter of Relay for Life and the top fundraiser for the last three years. A new award was developed in his honor to recognize the top fundraising team. A committee of 25 students worked for nine months to plan and organize the event.
- **Alternative Breaks (AB).** This year, while other students looked forward to some rest and relaxation during spring break, over 250 FIU students spent their time helping others. AB helps participants identify social issues they care about and connect their passion for a better world to a community dealing with that issue. Individual service sites are researched and developed by a student committee. All student participants engage in hours of pre-service, training, and fundraising in order to prepare for their week of direct service.
- This year, the AB sites were throughout Florida, the US (Arkansas, Georgia, Indiana, Illinois, Louisiana, Massachusetts, New York, Pennsylvania, South Carolina, Washington, and West Virginia) and abroad (Canada, Costa Rica, Dominican Republic, Guatemala, Honduras, & Trinidad and Tobago.)
- Service projects focused on a variety of subjects including, HIV AIDS, disadvantaged children, environmental issues, animal rights, women's issues, cancer, poverty, social justice, refugees, homelessness, Alzheimer disease, and inner city education. Alternative Breaks promotes a process of active citizenship, which transforms students from

“members of society” to thinking, caring “active citizens” who view the community as a priority in their life decisions.

Career Services

- **Career Fair – Modesto A. Maidique Campus.** The Spring Career Fair was held on February 3, 2010 from 3:00 pm to 7:00 pm at the U.S. Century Bank Arena. The purpose of the Career Fair was to provide an opportunity for students and alumni to interact with employers and access information regarding full time employment and internship opportunities. Seventy-one employers and over one thousand students and alumni participated in the fair.
- **Career Fair – Biscayne Bay Campus.** The Annual Biscayne Bay Campus Career Fair was held on March 3, 2010. Employers and students came together to discuss internships and career opportunities at the Wolfe University Center Ballrooms from 3:00 pm to 7:00 pm. Twenty-three employers registered and one hundred and twenty five students participated.
- **Business Etiquette.** The Business Etiquette Lunch took place on February 10, 2010 at the Engineering Center with fifty students attending. The purpose of the lunch was to enhance the social etiquette skills of students while dining. The event was open to all FIU students and alumni.
- **Delta Epsilon Iota.** Delta Epsilon Iota (DEI), Career Services Honor Society collaborated with the International Business Honor Society (IBHS) to host a networking event entitled “Why Go Corporate”. The event took place on March 10 in the Faculty Club. The purpose was for DEI and IBHS students to hear employers’ perspective regarding corporate job opportunities and the benefits of joining the corporate world. Forty students and five companies participated
- **Career Development Workshops.** Students on the Modesto A. Maidique Campus, the Biscayne Bay Campus and Engineering Center participated in several workshops. Students gained valuable information about internships from the *Internship 101* workshop. Those who attended this workshop were informed about the different types of internships and the top reasons why all students should seek internship opportunities. The *Interviewing Skills* workshop equipped students with the tools to effectively prepare for the interview process. This workshop also addressed issues such as dressing for success and communication skills. Students who are undecided about their majors had the opportunity to participate in the *How to Choose a Major* workshop. The *Resume and Cover Letter* workshop gave students information on how to write a winning resume that focuses on their skills using different resume formats. For the period January to March 31, 2010, a total of ninety-six workshops were conducted at the various office locations and over twelve hundred students participated.
- **Practice Interview Program.** To prepare students for Career Fair, the Practice Interview Program offers students and alumni the opportunity to participate in mock interviews with employers. Employers from various companies volunteer their time to conduct practice interviews to help students enhance their interviewing skills. From January to March 31, 2010, a total of seven employers participated in these practice interview sessions.

- **On Campus Interviews.** Employers choose to conduct their interviews on campus in the Career Services Office to recruit the best and the brightest FIU students and alumni. For the period January to March 31, 2010, a total of seventeen employers interviewed two hundred and fifty-six students at all office locations.
- **Information Sessions.** Employers conduct information sessions to inform students about their organizations and the opportunities for employment. This is a less formal setting in which students are able to gain additional knowledge, ask questions and interact with recruiters. During the period January to March 31, 2010, nineteen employers hosted information sessions and six hundred and thirty eight students attended these sessions at all office locations.
- **Engineering Center.** During the week of January 28, Rear Admiral Craig S. Faller, Commander Navy Recruiting Command met with fifteen Faculty, Staff and students at the Engineering Center, after which he lectured on career opportunities in the Navy. The presentation was open to all majors and took place at the Engineering Center.
 - **Executive Protégé Initiative Brown Bag Lunch Series.** The Brown Bag Lunch Series offers students the opportunity to network with employers. Hilarion Martinez, Diplomat in Residence conducted a presentation on *The Importance of Internships* in this series on March 10 at the Modesto A. Maidique Campus. A total of sixty students attended the event.
 - **Undergraduate Pre Law Fraternity.** The Career Services Office conducted a presentation for Phi Alpha Delta (the Pre Law Fraternity) on Internships on March 23, 2010 at 8:00 pm at the Modesto A. Maidique Campus to assist students to identify internship opportunities both locally and nationally. Over sixty students attended the session.

Housing and Residential Life

- **Honors Place Year-End Event.** Thursday, April 8th, the students who reside in the Honors Place Living / Learning Communities came together to celebrate their experience. They met in the Graham Center for dinner to highlight their year of living and learning together.
- **Residence Hall Association Annual Banquet.** On April 9th, the Residence Hall Association, complete with each of the seven Residence Hall Councils, brought closure to their servant leadership to the residential community in the Graham Center Ballrooms. Individual contributions were recognized through annual awards.

Student Government Elections

- **Student Government Elections held.** During the week of March 22, SGA elections were held on both MMC and BBC. The newly elected officers will begin their responsibilities on May 1, 2010. The new officers are:

MMC Campus SGA President-elect, Helena Ramirez
SGA Vice President-elect, Nick Autiello

BBC Campus SGA President-elect, Christin “Cici” Battle
SGA Vice President-elect, Denise Halpen

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
May 20, 2010

Subject: University Technology Services Report

Proposed Committee Action:
None. Discussion only.

Background Information:

The University Technology Services Report provides an overview and update on the services provided by the various departments within the Division of Information Technology, as well as projects and grants which are currently underway.

Supporting Documentation: University Technology Services Report

Facilitator/Presenter: Min Yao

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MAY 2010

UNIVERSITY TECHNOLOGY SERVICES REPORT

Instructional Media and Technology Support

The Instructional Media and Technology Support, a department within the Division of IT, supports the University's pursuit of academic excellence by facilitating the integration of technology into teaching, learning and research through collaboration, consultation, skill enhancement, creative design, content delivery, and technical support. This department helps fulfill each of the four areas of President Mark Rosenberg's *Hit the Ground-Running*:

- Revitalize and expand financial base
- Achieve results-oriented student-centered academic excellence
- Enhance quality and impact of research and creative initiatives
- Engage the community

The unit of Broadcast Video Production offers a broad range of video services including lecture, promotional videos, classroom support, special events, keynote speakers, and student presentation. This unit enhances the delivery format of courses, augments student achievement, supports research, and engages the community. Some of the completed projects include:

- President's Town hall meetings
- Provost's Forums
- Lecture Series
- Best in Class
- Commencement Ceremonies (6)
- College of Law Commencement
- Faculty Convocation
- College of Medicine Student Scholarship Introduction
- Strategic Cultural Webcast
- Kendall Berry Memorial Service
- Calculus Courses
- Speech Communication Courses
- Biology Courses
- Haiti Teach-ins

Service statistics of the Broadcast Video Production unit in the present semester:

- Duplication services 64 work orders have been processed
- Production services 167 work orders have been processed
- Educational services 121 work orders have been processed

- iTunes U Services 6 work orders have been processed

The unit of Enterprise Web Services provides a full range of web design services for the FIU community, supporting various FIU departments as well as individual faculty members and researchers. This team went through a restructuring during the first quarter of this year and is now undertaking several major University projects. Below is a list of some of the projects completed this year:

- **iTunes U Website** – iTunes U offers students and faculty access to a wide range of FIU media content for classes, events, and news. Apple INC has confirmed that the iTunes website will be live later this month.
- **FIU English Language Institute Payment Portal Website** – This project was initiated to bring ELI payment processes into compliance with FIU financial auditor's guidelines.
- **Employee Service & Recognition Awards Website** – Created motion graphics and titles for FIU awards ceremony video presentation.
- **North American Conference on British Studies Submission Website** – This website was created to allow potential NACBS presenters to submit papers for review.
- **eCampus.fiu.edu Moodle LMS Info Website** – This is an informational and training website for faculty and students to become familiar with the new Moodle learning management system. For more information, please visit <http://eCampus.fiu.edu>
- **eCampus Moodle Theme** – This is a custom eCampus branded theme developed for the Moodle learning management system.
- **Sharepoint.fiu.edu information website (in production)** – This website was created to share valuable information about the capabilities of SharePoint and to showcase a SharePoint site that has been modified from the “Out of the box” style.
- **Tobacco-free campus website and petition** – This website was created for the FIU tobacco-free campus initiative. It provides information on the initiative and the ability for users to sign a petition in favor or against the initiative.
- **Torch Awards Presentation Website** – This was a multi-media presentation created for the FIU Torch Awards ceremony.
- **Community Engagement Project Database Website** – This is a web-based interface to store data and create reports on all FIU Community Engagement projects.
- **Enrollment Services Website Migration** – This project involved migrating registration.fiu.edu, catalog.fiu.edu, and financialaid.fiu.edu back onto FIU servers. This involved cleaning the sites of compromised files, patching security flaws in the Web pages and migrating the websites and databases to a new Web server.

The unit of Instructional Photography Services provides a variety of digital photography services that support the enhancement of teaching and learning as well as documenting events to promote community engagement. Since the beginning of the fiscal year, this unit has completed assignments of 444 individual portraits, 141 group/department photo sessions, and 30 fine arts digitizing sessions.

The unit of Media Equipment Services (MES) provides media equipment for check-out at both MMC and BBC campuses. In addition, MES also supports instructional media equipment in general eClassrooms by providing both first and second level support. MES also supports special

events by providing audio enhancement and reinforcement along with projectors and laptops if needed. Occasionally, MES also supports FIU events off-site and saves the University significant costs of leasing audio and video equipment from hosting hotels or sites. Some service statistics about MES are listed below:

- MMC
 - 1050 Custodies (technology maintenance instances)
 - 675 Troubleshoots
 - 232 Deliveries
 - 110 Special Events
- BBC
 - 193 Custodies (technology maintenance instances)
 - 261 Work Orders/Troubleshoots

The unit of Media Engineering provides consultation, design, integration, and deployment for media systems across FIU campuses and centers. In this fiscal year, the Media Engineering unit assisted in the completion of the College of Nursing and Health Sciences, including the full assembly and deployment for the two 60-seat classrooms. This unit also provided liaison services between the audio and video vendor and the Division of IT's networking team to finalize the integration of classrooms and simulation labs. In addition, the unit of Media Engineering finalized the equipment list for the School of International and Public Affairs and ensured that the audio-video consultants kept the project within budget.

Additionally, the unit of Media Engineering completed the design and ITB (invitation to bid) for the Market Station (Parking Garage 5). The Market Station will house three general studio classrooms which will provide real-time course delivery and course capturing for Fall 2010 classes. Furthermore, the unit of Media Engineering is completing another 20 technology enhanced classrooms (eClassrooms) and supporting the AAA High School initiative. One of the recent milestones for the Media Engineering unit is the instructional media equipment upgrade for DM 100. Prior to the upgrade, this 163-seat auditorium classroom had very poor acoustical quality and made it a poor learning environment for students. The Media Engineering unit installed a full set of instructional equipment at the beginning of the fiscal year in time for Fall 2009 classes. This renovated classroom helped set the standard for future large classrooms.

At present, the Media Engineering unit is working in conjunction with the College of Arts and Sciences, College of Business Administration, College of Engineering and Computing, College of Nursing and Health Sciences, and the Division of IT's Broadcast Video team to upgrade and install distance learning and course capturing technologies in selected classrooms. After the completion of the project, these classrooms will provide the capacity of video streaming and live webcast of the classes.

The Resource Center for Educational Technology provides support for faculty and graduate teaching assistants in the use of technology to enhance and support their classes for both face-to-face teaching or online teaching. The Resource Center has been working specifically with faculty who are moving their smaller-size classes to larger classes. The Resource Center support team explored the pedagogy of teaching large classes and has partnered with the Academy for

the Art of Teaching to provide workshops to address this need. Since the beginning of this fiscal year, 705 faculty and teaching assistants have used the equipment in the Resource Center. In addition, the Resource Center staff provided 60 training sessions for using Dreamweaver (Web development tool), 14 training sessions for using Camtasia (screen recording and editing for high-quality videos), 5 training sessions for managing grades with MS Excel, 58 training sessions for using Photoshop, 31 training sessions for using Turitin (anti plagiarism tool), 10 training sessions for using Respondus (testing and assessment tool), and 7 training sessions of using other instructional tools or software programs.

The University Student Computer Labs provide computer and printing services to all FIU students who need to access software programs but may not wish or cannot afford to purchase the software programs. The student computer lab team manages five general purpose open computer labs on both MMC and BBC campuses. Since the beginning of the current fiscal year, the computers or printing services in our student computer labs on the two campuses have been used over 62,000 times.

At present, the student computer lab team members are designing and deploying a virtual computer lab to extend our physical computer labs beyond the walls of the University. Once completed, the virtual computer lab will provide FIU students the access to their needed software programs anywhere and anytime over the Internet.

The Division of IT's Technology Training Center continues to provide a variety of workshops on the MS Office suite of products. The Training Center staff have been working together with the Division of IT's Windows Task Force to introduce Microsoft SharePoint to the FIU Community. The workshops were developed for both SharePoint site administrators and SharePoint users. The Training Center team is part of the Learning Management System (LMS) Core team that was charged with exploring LMS solutions for FIU Web-assisted courses. The Training Center team attended the open-source LMS Moodle training workshops to prepare themselves for developing the needed training for faculty. The Core team has been learning Moodle LMS, testing its tools and features, and exploring options and opportunities to ensure the new Moodle environment meets the needs and expectations of our faculty and students. Training for using Moodle with pilot faculty has begun and the pilot courses will be offered in Summer 2010.

In preparation for the transition to Moodle LMS, the training team is expanding technology training to students with both hands on and face-to-face workshops as well as online 24/7 access to Atomic Learning, an online tutorial service that provides 15 – 20 minute video modules on specific software tools. This resource also provides a Help Desk function and can be integrated into online courses through the LMS. In addition to workshops, the training team offers consultation on using Microsoft applications and provides LMS support services and workshops. Since the beginning of the fiscal year, the training team has provided 647 sessions of workshops on the use of a variety of instructional technologies and software programs.

PantherSoft Projects

Mobile 3.0 - We are ready to launch F.I.U. mobile 3.0. This new version has incorporated the Academic Calendar and the F.I.U. news RSS feed. The new version of mobile applications will continue to enhance the student experience within the University and expand the functions of mobile devices. Students continue to request more information on their mobile devices to enhance their learning experience on campus.

Degree Audit - The degree audit project is moving along very well. We have completed 26 undergraduate majors and 5 graduate majors for departmental testing. This is approximately 13 percent of all the 244 plans. The project team is communicating the new functions and features to the Council of Associate and Assistant Deans (CAAS) and other areas within the University about the upcoming transition to PeopleSoft Degree Audit.

Human Resources and Payroll Project - The project team began the training April 16 and will be in training for 6 weeks. The team will be preparing the requirements for the consultants to support the functional and technical areas of the project. Many activities in the planning phase continue and other items such as setting up the project space, standardizing the project documentation, and hiring new employees will be completed by June.

Received NSF Award for Research on Future Internet

Julio Ibarra and Heidi Alvarez of the Division of IT's Center for Internet Augmented Research and Assessment (CIARA) and Jason Liu of College of Engineering and Computing jointly received a grant from the National Science Foundation (NSF) Future Internet research program. Their research proposal is part of the Global Environment for Network Innovations (GENI) program. The grant to FIU's proposal recognizes the investigators strength in network research and network operations. The funds are for the implementation of real-time network simulation capabilities into the GENI computational and network research environment to support large-scale experiments, involving both physical and simulated network objects. The high-speed computing experiments will be conducted between FIU computer and network researchers in the U.S. and Brazil.

IT Disaster Recover and Business Continuity

The Division of Information Technology continues to enhance its Disaster Recovery services at North West Regional Data Center (NWRDC). In the event of a disaster, such as a hurricane or fire, it is critical that we have the ability to restore critical university technology services and information systems quickly. After two years of buildup at the NWRDC, we have the disaster recovery capacity for a significant number of our information systems and services. Below is a list of the information systems or services that are now hot sites (available immediately after a failure at FIU):

- Domain Name Service (DNS)
- Firewalls
- Virtual Private Network (VPN)
- Intrusion Prevention System (IPS)
- Data Storage
- Fiber Network Switches
- Directory Services (AD and LDAP)
- Faculty and Staff Email (Microsoft Exchange 2007)
- FIU primary websites (such as www.fiu.edu)
- Anti-spam mail service (ProofPoint)
- Data Backup System (TSM)

The list below shows the information systems and services that are on a “warm site” (needs manual action to recover from backup systems):

- PantherSoft Suite Applications (Student Administration, Financials and limited Portal functions)
- Virtual Hosts (PantherSoft, UNIX and Windows virtual servers)
- TouchNet

The list below contains information systems and applications that are backed up to tapes or hard disks at NWRDC (i.e., data backup) but will need sufficient equipment (servers) to restore the services in the event of a disaster:

- MyAccounts
- ListServe
- Blackberry
- GoPanther Web sever
- W3 Web sever
- W4 Web sever
- Windows File Shares
- SharePoint File System
- Intra-Server Applications:
- FIU Phonebook (Old)
- Division of Information Technology Alert System
- UTS "In the Loop" Message Tool
- ARCHIVES
- CFMANAGER
- PantherSoft.fiu.edu
- Emergency Email (Alert Email System)
- UTS Phonebook/FYI
- Financials Access Request Form (PantherSoft)
- UTS Web Update and Request Forms
- Remedy Services Request System (Application, Web and DB)
- Terminal Services
- Office Communicator Server (OCS)
- ImageNow

FIU Network Traffic and Phone Statistics

(As of 4/15/2010)

Total Inbound Data Transfer Last 24 Hours:	2.99TerraBytes (23.9Tbits)
Total Outbound Data Transfer Last 24 hours:	802GigaBytes (6.42Tbits)

Total Inbound Data Transfer Last 7 Days:	18.4TerraBytes (147.4Tbits)
Total Outbound Data Transfer Last 7 days:	4.82TerraBytes (38.6Tbits)

Total Inbound Data Transfer Month of February:	73TerraBytes (584Tbits)
Total Outbound Data Transfer Month of February:	20.5TerraBytes (164Tbits)

During normal business hours (8:30am-5:00pm), FIU wireless is accessed by an average of 4,000 simultaneous connections.

University Telephone Operators assisted 14,457 phone calls in an average month.

Enterprise System Operations and Applications Team

ImageNow document imaging system has been integrated into our single sign-on solution, MyAccounts (MyAccount.FIU.edu). As a result, FIU faculty and staff can now use their email password to access and use the ImageNow document imaging system. In addition, to lay the foundation for deploying a virtual computer lab for students, a new student Active Directory system has been set up and put into production use. This new student Active Directory will allow students to use their email logon ID and password to logon to the new virtual computer lab. The Enterprise System Operations team has also upgraded the data center cabling infrastructure for improved reliability and to accommodate higher networking bandwidth capacity. The UNIX support team upgraded Blackboard CE8 learning management Infrastructure to improve reliability and add extra storage capacity. The UNIX support team also set up a new set of servers for the new learning management system Moodle. The new Moodle servers provided the necessary infrastructure for training faculty to transition to Moodle. The Email support team has begun to test the next generation of Exchange 2010 email system and is planning to upgrade to the new email system soon. The Windows support team implemented Microsoft Systems Center, an in-depth monitoring tool for Microsoft Windows servers and applications. This tool will allow the Division of IT to take proactive actions in finding possible issues with our Windows server infrastructure and resolve them before any problem is encountered by our end users.

Customer Service Statistics

Division of IT Support Call Center

Help/service calls received since the beginning of the fiscal year: 87,781
Average speed of answering a phone call for help or service: 133 seconds

Field Team

Number of problems solved since the beginning of the fiscal year: 3,631
Average time to solve a technology problem/minor issues
(without replacement part orders): 3 days/24 hours

Hardware Repair Team:

Number of problems solved since the beginning of the fiscal year:

Hardware Maintenance: 1,246
Software Licensing: 625

Average Time to solve a hardware problem:

Hardware Maintenance: 16.77 days (including the time waiting for parts)
Software Licensing: 14.4 days (including time waiting for software arrival)

User Accounts Management:

Service requests processed since the beginning of the fiscal year: 4,287
Average time to process a service request: 1.5 days

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