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

Wednesday, September 8, 2010
11:30am
Florida International University
Modesto A. Maidique Campus
MARC International Pavilion

AGENDA

1. **Call to Order and Chair's Remarks**   S. Lawrence Kahn, III

2. **Approval of Minutes**   S. Lawrence Kahn, III

3. **Follow up to Items from Previous Meetings**   S. Lawrence Kahn, III
   - **Carnegie PhD Program Review Results**

4. **Action Items**

   AP1. **Tenure as a Condition of Employment**   Douglas Wartzok

   AP2. **Doctorate of Nursing Practice New Program Proposal**   Douglas Wartzok

   AP3. **PhD in Biochemistry New Program Proposal – Follow-up**   Douglas Wartzok

   AP4. **University Smoke- and Tobacco-Free Regulation**   Rosa Jones

   AP5. **Naming of the Library on the Biscayne Bay Campus as the**   Douglas Wartzok
        "Glenn Hubert Library"

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

    5.1. **Academic Affairs Reports**

    - Strategic Plan Update **Douglas Wartzok**
    - Undergraduate Education Report **Douglas Robertson**
    - Graduate Education Report **Kevin O'Shea**
    - Enrollment Services Report **Douglas Wartzok**
    - Special Report – Architectural Student Projects **Marilys Nepomechie**

    5.2. **Student Affairs Report** **Rosa Jones**

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

6. **New Business** *(If Any)* **S. Lawrence Kahn, III**

7. **Closing Remarks and Adjournment** **S. Lawrence Kahn, III**

Next Academic Policy and Student Affairs Committee Meeting is scheduled for December 2, 2010

Approval of Minutes

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 8, 2010

Subject: Approval of Minutes of Meeting Held on May 20, 2010

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, May 20, 2010, at the Modesto A. Maidique Campus, College of Business Complex, Special Events Center room 232.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee Meeting held on Thursday, May 20, 2010 at the Modesto A. Maidique Campus, College of Business Complex, Special Events Center room 232.

Supporting Documentation: Academic Policy and Student Affairs Committee
                                       meeting minutes, May 20, 2010

Facilitator/Presenter: Committee Chair S. Lawrence Kahn, III

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FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
May 20, 2010

1. Call to Order & Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair S. Lawrence Kahn, III at 11:39 a.m. on Thursday, May 20, 2010, at the Modesto A. Maidique Campus, College of Business Complex, Special Events Center, room 232.

The following attendance was recorded:

Present	*Excused*
S. Lawrence Kahn, III, *Chair*	Cesar L. Alvarez, *Vice Chair*
Michael M. Adler	
Thomas Breslin	
Claudia Puig *(participated via phone)*	
Helena Ramirez	

Gerald Grant, FIU Foundation Board of Directors

FIU Board of Trustees Chairman Albert E. Dotson, Sr. and President Mark B. Rosenberg were also in attendance.

Committee Chair S. Lawrence Kahn welcomed all Trustees, University faculty, and staff. He introduced himself as the new Chair of the Committee and welcomed newly appointed Trustee Michael M. Adler, Chairman and Chief Executive Officer of Adler Group, Inc., and thanked him for agreeing to serve as a member of the Committee. He also welcomed newly appointed student Trustee Helena Ramirez, who was recently elected President of the Student Government Association at the Modesto A. Maidique Campus.

Chair Kahn lauded the University's continued commitment to the rebuilding efforts in Haiti and the South Florida Haitian community, as spearheaded by the Haiti Relief Task Force. He also commended the University's efforts in response to the Gulf of Mexico oil spill crisis.

Chair Kahn welcomed Interim Dean of the College of Education Delia C. Garcia. He recognized outgoing Interim Dean Marie McDemmond for her outstanding leadership and service to the College.

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2. Approval of Minutes

Committee Chair Kahn asked if there were any additions or corrections to the minutes of the February 5, 2010, Academic Policy Committee meeting. Hearing none, a motion was made and passed to approve the Minutes of the Academic Policy Committee Meeting held on February 5, 2010.

3. Follow-up to Items from Previous Meetings

Chair Kahn asked that the Faculty Language Proficiency Report by the Faculty Senate and the Administration's Response to the Faculty Quality of Life Survey be accepted as written. There were no objections.

4. Action Items

AP1. Tenure as a Condition of Employment

Provost and Executive Vice President Douglas Wartzok presented the Tenure as a Condition of Employment Nominations for Committee review, noting that the nominees were new hires that held tenured positions at other institutions, and that their academic qualifications were of high standards.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees approval the Tenure as a Condition of Employment Nominations, as specified in the Board materials.

AP2. Tenure Nominations

Provost Wartzok presented the Tenure Nominations for Committee review, noting that the recommendations consisted of twenty-two (22) faculty members who were qualified for tenure.

A motion was made and passed that the Academic Policy and Student Affairs Committee recommend for Board of Trustees approval the Tenure Nominations, as specified in the Board materials.

AP3. Master of Science in Information Technology New Program Proposal

Provost Wartzok presented the Master of Science in Information Technology for Committee review, noting that the new proposed program would allow the University to be at the forefront of the national trend in information technology (IT) education. He further noted that IT has been identified as one of the ten fastest growing job categories.

A motion was made and passed that the Academic Policy and Student Affairs Committee recommend for Board of Trustees approval the Master of Science in Information Technology New Program Proposal.

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AP4. Master of Arts in Global Governance New Program Proposal
Provost Wartzok presented the Master of Arts in Global Governance for Committee review, noting that the new proposed program would reinforce the University's mission to achieve excellence in global studies and international understanding.

A motion was made and passed that the Academic Policy and Student Affairs Committee recommend for Board of Trustees approval the Master of Arts in Global Governance New Program Proposal.

Trustee Michael M. Adler recommended that new program proposals be presented to the Committee earlier on in the process, noting that he deemed the current time frame between the implementation of the program and admission of students relatively short.

AP5. PhD in Biochemistry New Program Proposal
Provost Wartzok presented the PhD in Biochemistry New Program Proposal for Committee review, noting that Biochemistry has become a fundamental discipline in biology, chemistry and medicine. He further noted that the proposed Ph.D. in Biochemistry would be a shared degree among the Department of Chemistry and Biochemistry, the Department of Biological Sciences, and the Herbert Wertheim College of Medicine. He stated that the proposed Ph.D. program directly supports institutional goals and the Florida SUS's Strategic Planning priorities and accountability measures.

A motion was made and passed that the Academic Policy and Student Affairs Committee recommend for Board of Trustees approval the PhD in Biochemistry New Program Proposal.

The Committee requested a comprehensive report on the progress of new programs highlighting statistics on critical records such as enrollment, graduation rates, and research activity to be provided at the next regularly scheduled meeting. Provost Wartzok noted that the report would also include Carnegie PhD program review results. The Committee stated that moving forward it would also like to receive continuous updates on the progress of any new programs as part of the regularly scheduled Committee meetings.

AP6. Limited Access Designation
Provost Wartzok presented the Limited Access Designation proposal for eight (8) programs for Committee review, noting that based on the nature of the programs they met the criteria established by the Board of Governors as limited access programs.

A motion was made and passed that the Academic Policy and Student Affairs Committee recommend for Board of Trustees approval the designation of the following eight (8) programs as limited access:

1. Bachelor of Accounting (CIP code: 52.0301)
2. Bachelor of Arts in Music, Bachelor of Music (CIP code: 50.0901)
3. Bachelor of Business Administration (CIP code: CIP 52.0201; 52.0801; 52.1101, 52.1201; 52.1401; 52.1501; 52.1001)
4. Bachelor of Health Services Administration (CIP code: 51.0701)

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5. Bachelor of Science in Communication (CIP code: 09.0101)
6. Bachelor of Science in Hospitality Management (CIP code: 52.0901)
7. Bachelor of Science in Nursing (CIP code: 51.1601)
8. Bachelor of Science in Social Work (CIP code: 44.0701)

AP7. 2010 University Work Plan

Provost Wartzok presented the 2010 University Work Plan, providing a detailed summary of the drafted plan for Committee review. He stated that this was a new initiative by the Board of Governors, which requires that all public universities within the State of Florida submit a work plan on an annual basis. He explained that, if approved by the Board of Trustees, President Rosenberg would present the University's Work Plan to the Board of Governors in June 2010.

A motion was made and passed that the Academic Policy and Student Affairs Committee recommend for Board of Trustees approval the 2010 University Work Plan.

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

Committee Chair Kahn requested that the Undergraduate Education, the Graduate Education, and the Enrollment Services Reports provided in the agendas be accepted as written. There were no objections. College of Law Dean R. Alexander Acosta provided a brief overview on the College of Law Pipeline Initiatives Report. For future meetings, Chair Kahn requested to have at least one of the report items provided in person on a rotating basis.

Committee Chair Kahn requested that the Student Affairs and the University Technology Services Reports provided in the agendas be accepted as written. There were no objections.

6.   New Business

Chair Kahn acknowledged that the Board of Trustees recently received two pieces of correspondence: a Focus Group Report from the UFF – FIU Chapter and a letter from a former Honors College employee. He explained that the Focus Group Report, which was forwarded to the entire Board, contained feedback from faculty members at the Modesto A. Maidique and Biscayne Bay campuses, gathered in Spring 2010, as a follow-up to the UFF – FIU Fall 2009 Quality of Life Survey, and was forwarded to the Board at the request of the UFF – FIU Chapter.

Chair Kahn noted that in the communication from the former Honors College employee, numerous claims against the College and its leadership were made.   Provost Wartzok provided the Committee with a brief overview of how honors colleges operate at research universities across the nation, and provided examples on how the University's Honors College has impacted FIU students that participated in various initiatives involving the student body and the community at large. Trustee Thomas Breslin, a faculty member currently involved in the Honors College, stated that in his experience, the Honors College positively impacted students through a challenging curriculum that encourages more interaction with faculty and hands-on experience with community-oriented projects. Trustee Breslin indicated that the

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letter was reviewed by the Faculty Senate Steering Committee, noting that it was its determination that the allegations were unfounded and without merit. Foundation Director Gerald Grant, University alumnus who was also a student in the Honors College described his experience in the Honors College as rich and rewarding.

Chairman Kahn announced that he contributed $5,000 to the First Generation Student Matching Program, adding that this was the only program to receive matching State funds this fiscal year, and he encouraged all meeting participants to consider making their own contributions. The Committee recommended the message also be given to Board members at the upcoming Full Board meeting.

7. Closing Remarks and Adjournment

With no other business, Committee Chair Kahn adjourned the meeting at 1:20 p.m.

Trustee Requests	*Follow-up*	*Completion Date*
1. *The Committee requested a progress report on the newly opened programs, to include critical data such as enrollment, graduation rates, and research produced.*	*Provost and Executive VP Wartzok*	*September 2010*
2. *The Committee would like to receive update reports on new programs at future Committee meetings.*	*Provost and Executive VP Wartzok*	*Ongoing*
3. *Committee Chair Kahn requested that at least one of the reports included in the Information/Discussion section of the Committee agendas be presented in person on a rotating basis at future meetings.*	*Provost and Executive VP Wartzok*	*Ongoing*

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 8, 2010

Subject: Carnegie PhD Program Review Results

Proposed Committee Action:
None. Discussion only.

Background Information:
As was requested by the FIU Board of Trustees Academic Policy and Student Affairs Committee, Committee Chair S. Lawrence Kahn, III will lead the discussion on the progress of new programs, which will include Carnegie PhD program review results.

Supporting Documentation: N/A

Facilitator/Presenter: Committee Chair S. Lawrence Kahn, III

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 8, 2010

Subject: Tenure as Condition of Employment

Proposed Committee Action:
Recommend to the Florida International University Board of Trustees (the BOT) the approval of two (2) candidates for Tenure as a Condition of Employment (TACOE).

Background Information:
Pursuant to the Florida Board of Governors Regulation 1.001(5)(a), each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including but not limited to tenure.

The TACOE nominees had tenure at their previous institutions, and have been selected to receive TACOE based on the caliber of their work.

Supporting Documentation: Tenure as a Condition of Employment Nominees (2)

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

Facilitator/Presenter: Douglas Wartzok

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FLORIDA INTERNATIONAL UNIVERSITY
2010 - 2011 TENURE NOMINATIONS
(as a condition of employment)

NAME	DEPARTMENT	PROPOSED RANK
COLLEGE OF ARTS AND SCIENCES		
Jeffrey D. Wells	Biological Sciences	Associate Professor
COLLEGE OF EDUCATION		
Yoel Camayd-Freixas	Leadership and Professional Studies	Professor

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Jeffrey D. Wells
Department of Biological Sciences, College of Arts and Sciences

Jeffrey D. Wells received his Ph.D. in Biological Sciences from the University of Illinois at Chicago, an M.S. in Entomology from Washington State University, and a B.A. in Zoology from the University of Washington. He was Associate Professor and Director of Undergraduate Advising in the Department of Biology at West Virginia University. Prior to that appointment he held a faculty position (with tenure) in the Department of Justice Sciences at the University of Alabama at Birmingham, and postdoctoral fellowships at U.C. Berkeley, the Japanese National Institute of Health, and Louisiana State University.

Dr. Wells has taught biology and forensic sciences courses ranging from the introductory undergraduate to the graduate level. His research program includes death investigation methods, particularly those focused on insect evidence and estimating time since death, and forensic DNA analysis. This work was supported by awards to Dr. Wells from the National Science Foundation and the National Institute of Justice.

He is a Fellow of the American Academy of Forensic Sciences, and past President of the North American Forensic Entomology Association. He was a member of the National Institute of Justice sponsored Technical Working Group for Education and Training in Forensic Science, which established the guidelines by which forensic science academic programs are now accredited. Wells has published 42 refereed scientific papers and four book chapters. He has testified as an expert witness in civil and criminal trials in Alabama, Arizona, California, and Florida.

Yoel Camayd-Freixas
Department of Leadership & Professional Studies, College of Education

Yoel Camayd-Freixas received his Ph.D. in Social Psychology from Boston College together with a Psi Chi National Honor Society Research Award. He comes to FIU from the School of Community Economic Development at the Southern New Hampshire University where he served as tenured Professor, Chair of the MA and PhD programs, and Founding Director of the Applied Research Center. A trustee of the Nellie Mae Education Foundation, he chairs the Organizational Measurement Committee and serves on the Audit and Executive Finance Committees.

His instructional experience involves teaching courses in research design, survey research methods, evaluation research methods, and advanced dissertation seminars. He has concentrated a significant portion of his efforts on designing effective doctoral programs in order to enhance elements of the doctoral experience for students, and those that contribute to such outcome measures as reducing time to graduation and improving the retention and academic success of students at the university.

Dr. Camayd-Freixas' scholarship exemplifies an agenda as a research methodologist, focusing on the areas of education, community development, health, and with special emphasis on issues impacting minority communities such as Hispanic-Americans. He has published three edited books, one edited book is in-press and one in preparation, over ten refereed articles and book chapters, 18 monographs, and 75 research and evaluation reports. He has presented over 15 refereed papers at professional conferences and has been invited to present over 57 papers and lectures at national and international conferences.

Dr. Camayd-Freixas has been a leader in obtaining sponsored research funding to support his work and research agenda, having secured over $3 million in grants from federal, state, and foundation sources including the U.S. Department of Justice, the U.S. Department of the Treasury, the U.S. Department of Health & Human Services, and the Kellogg Foundation. In addition, has led proposal development initiatives to obtain major research grants from the U.S. Institute of Education Sciences in collaboration with students and faculty.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 8, 2010

Subject: Doctorate of Nursing Practice New Program Proposal

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the Doctorate of Nursing Practice (CIP 51.1601) new program proposal.

Background Information:

The Doctorate of Nursing Practice (DNP) is a program of graduate doctoral study for the registered nurse with specialty preparation in advanced nursing practice. The goal of the DNP program is to prepare nurses for leadership roles in a specialized area of advanced nursing practice with an emphasis on: 1. philosophical, ethical, and scientific principles that provide the foundation for leadership in professional nursing care; 2. continued acquisition of knowledge and clinical skills in an area of advanced practice specialization; and 3. leadership and clinical expertise in health care delivery, evaluation, quality improvement and advanced practice nursing education.

This program is aligned with the University's strategic plan to augment health education, research and doctoral degree production.

The Florida Board of Governors in March 2006 adopted a resolution to allow those universities that already offer a Ph.D. in Nursing to implement a Doctorate of Nursing Practice with approval from their board of trustees and Board of Governors staff.

Supporting Documentation: Doctorate of Nursing Practice New Program Proposal

Facilitator/Presenter: Douglas Wartzok

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Request to Offer New Graduate Degree Program:
The Doctorate of Nursing Practice (DNP)

Executive Summary

The changing demands of our complex health care environment require the highest level of scientific knowledge and practice expertise to assure high quality patient outcomes and evidence-based practices. Profound changes in contemporary health care - including pressures to improve quality of care while reducing costs, improving access, and eliminating disparities - have increased demands for nurses to assume major leadership roles in clinical, educational, and management arenas. To this end, in 2004, the American Association of Colleges of Nursing (AACN) endorsed the Position Statement on the Doctorate in Nursing Practice to move the current level of preparation necessary for advanced nursing practice from the master's degree to the doctorate level by the year 2015. The primary accreditation agency for graduate nursing programs, the Commission on Collegiate Nursing Education (CCNE), also endorsed the Doctorate of Nursing Practice and implemented accreditation standards for the Doctorate in Nursing Practice (DNP) degree. As of 2009, among the 388 AACN graduate programs in nursing, 120 (31%) have implemented the DNP and 161 (42%) are in the final planning and approval process.

The Doctorate of Nursing Practice (DNP) is a program of doctoral study for the registered nurse with graduate specialty preparation in advanced nursing practice. The DNP program of study builds upon the clinical specialization to include the study of: advanced specialty practice; systematic practice and program outcome evaluation; application of health informatics resources; development of safe, equitable, and cost effective health policies; innovation, implementation and evaluation of care delivery models; leadership development in health care delivery and new clinical expertise for advanced nursing practice and education. The goals of the DNP program are to prepare nurses for leadership roles in a specialized area of advanced nursing practice.

The proposed Doctorate of Nursing Practice curriculum consists of 42 credits beyond the Master of Science in Nursing degree, and includes a defined DNP course core of 24 credits, focus concentration electives of 6 credits, a designated DNP Residency of 6 credits, and a Capstone Project of 6 credits. The curriculum is based upon the terminal outcome objectives for DNP graduates as defined by the American Association of Colleges of Nursing (AACN) – 2006 Essentials of Doctoral Education for Advanced Nursing Practice.

The Doctorate of Nursing Practice (DNP) at FIU will be focused on improving healthcare by facilitating a culture of patient safety, evidence-based practice, culturally competent care for diverse patients/populations and by providing the additional skills necessary to develop advanced practice nursing leaders for the future. Graduates of this program will

be able to facilitate the application and integration of research into clinical practice using innovative approaches across multiple settings to improve healthcare outcomes of culturally and linguistically diverse patients, and healthcare systems in South Florida.

Implementation Analysis					
	Total Estimated Costs	Projected Students			
		Full-Time Headcount	Part-Time Headcount	Total Headcount	FTE
First Year of Implementation	$117,563	20	0	20	15.00
Second Year of Implementation	$294,125	40	0	40	26.25
Third Year of Implementation	$294,125	40	0	40	26.25
Fourth Year of Implementation	$353,250	60	0	60	41.24
Fifth Year of Implementation	$536,500	80	0	80	52.50

Costs for Proposed Program - First and Fifth Years

Instruction & Research	First Year				Fifth Year			
	General Revenue		Auxiliary		General Revenue		Auxiliary	
	Current	New	& Grants	Summary	Current	New	& Grants	Summary
Position (FTE)								
Faculty	0.80	0.00	0.00	0.80	1.60	0.00	2.00	3.60
A&P	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
USPS	0.00	0.00	0.25	0.25	0.00	0.00	1.00	1.00
Total	0.80	0.00	0.25	1.05	1.60	0.00	3.00	4.60
Salary Rate								
Faculty	$80,000	$0	$0	$80,000	$160,000	$0	$200,000	$360,000
A&P	$0	$0	$0	$0	$0	$0	$0	$0
USPS	$0	$0	$6,250	$6,250	$0	$0	$25,000	$25,000
Total	$80,000	$0	$6,250	$86,250	$160,000	$0	$225,000	$385,000
I&R								
Salaries & Benefits	$100,000	$0	$7,813	$107,813	$200,000	$0	$281,250	$481,250
OPS Graduate Assistants	$0	$0	$0	$0	$0	$0	$0	$0
Other Personnel Services	$0	$0	$9,000	$9,000	$0	$0	$14,000	$47,000
Expenses	$0	$0	$750	$750	$0	$0	$3,000	$8,250
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
Total I & R	$100,000	$0	$17,563	$117,563	$200,000	$0	$298,250	$536,500

NUMBER OF ANTICIPATED GRADUATES

GRADUATE DEGREE PROGRAM

NAME OF PROGRAM: **Doctorate in Nursing Practice**

CIP CODE: **51.1601**

	YEAR 2 2011-12	YEAR 3 2012-13	YEAR 4 2013-14	YEAR 5 2014-15	YEAR 6 2015-16	YEAR 7 2016-17
NUMBER OF GRADUATES	20	20	20	40	40	40

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 8, 2010

Subject: PhD in Biochemistry New Program Proposal – Follow-up

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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, in accordance with the criteria outlined in BOG Regulation 6C-8011(3).

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, 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.

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

	Total Estimated Costs	Projected Students			
		Full-Time Headcount	Part-Time Headcount	Total Headcount	FTE
First Year of Implementation	$316,185	5	0	5	3.75
Second Year of Implementation		10	0	10	7.50
Third Year of Implementation		15	0	15	11.25
Fourth Year of Implementation		21	0	21	15.75
Fifth Year of Implementation	$1.080,127	27	0	27	20.25

Costs for Proposed Program - First and Fifth Years

Instruction & Research	First Year				Fifth Year			
	General Revenue		Contracts		General Revenue		Contracts	
	Current	New	& Grants	Summary	Current	New	& Grants	Summary
Position (FTE)								
Faculty	0.94	0.00	0.00	0.94	1.50	0.00	0.00	1.50
A&P	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
USPS	0.00	0.50	0.00	0.50	0.00	0.50	0.00	0.50
Total	0.94	0.50	0.00	1.44	1.50	0.50	0.00	2.00
Salary Rate								
Faculty	$104,244	$9,000	$0	$113,244	$173,740	$9,000	$0	$182,740
A&P	$0	$0	$0	$0	$0	$0	$0	$0
USPS	$0	$15,000	$0	$15,000	$0	$15,000	$0	$15,000
Total	$104,244	$24,000	$0	$128,244	$173,740	$24,000	$0	$197,740
I&R								
Salaries & Benefits	$130,305	$30,000	$0	$160,305	$217,175	$30,000	$0	$247,175
OPS Graduate Assistants	$45,200	$67,800	$0	$113,000	$45,200	$248,600	$316,400	$610,200
Other Personnel Services	$0	$0	$0	$0	$0	$0	$0	$0
Expenses	$2,000	$0	$0	$2,000	$2,000	$0	$0	$2,000
Graduate Assistant Waivers	$16,352	$24,528	$0	$40,880	$16,352	$89,936	$114,464	$220,752
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	$193,857	$122,328	$0	$316,185	$280,727	$368,536	$430,864	$1,080,127

Number of Anticipated Graduates						
GRADUATE DEGREE PROGRAM						

NAME OF PROGRAM: Ph.D. in Biochemistry
CIP CODE: 26.0202

	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
NUMBER OF GRADUATES	0	0	1	4	5	5

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 8, 2010

Subject: University Smoke- and Tobacco-Free Campus Regulation

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Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the Smoke- and Tobacco-Free Campus Regulation FIU-113.

Background information:

The proposed regulation bans the use of smoking and tobacco products on all University property in order to create a smoke- and tobacco-free campus as part of a healthy campus initiative.

BOG Regulation 1.001(3)(j) provides that each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.

BOG Regulation 1.001(7)(g) provides that each board of trustees is responsible for the use, maintenance, protection, and control of university-owned or university-controlled buildings and grounds.

Supporting Documentation: Smoke- and Tobacco-Free Campus Regulation FIU-113

Facilitators/Presenters: Rosa Jones

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THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
FLORIDA BOARD OF GOVERNORS

NOTICE OF REGULATION MAKING
PROPOSED REGULATION

REGULATION TITLE: **Smoke and Tobacco-Free Campus**
REGULATION NO.:   **FIU-113**

SUMMARY OF THE REGULATION: This regulation bans the use of smoking and tobacco products on all University property in order to create a smoke and tobacco-free campus as part of a healthy campus initiative.

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

AUTHORITY: Board of Governor's Regulation 1.001(7) (g).

NAME OF PERSON INITIATING PROPOSED REGULATION: Rosa Jones, Vice President, Student Affairs.

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

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

DATE OF PUBLICATION: August 16, 2010.

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

REGULATION OF
FLORIDA INTERNATIONAL UNIVERSITY

FIU- *113* **Smoke and Tobacco-Free Campus**

 (1) Definitions:

 (a) "Smoking" means possession of a lighted cigarette, cigar, pipe, water-pipe or hookah or any product consumed in a similar manner; and the use of an unlit cigarette, cigar, pipe, water-pipe or hookah, or the use of an electronic cigarette, cigar, pipe or any other device intended to simulate smoked tobacco.

 (b) "Tobacco products" means cigarettes, cigars, pipes, smokeless tobacco, snuff, chewing tobacco, smokeless pouches, and any other form of loose-leaf, smokeless tobacco.

 (c) "University campus" or "campus" shall include all those lands occupied or controlled by Florida International University; which includes, but is not limited to the inside of all buildings, parking garages, parking lots, athletic fields, and all stadium seating.

 (2) Smoking and/or use of any tobacco product is prohibited in all areas of the University campus.

 (3) Sale of all tobacco products is prohibited on the University campus.

 (4) Smoking and/or the use of tobacco products may be permitted in specific designated areas as part of a University approved research or education program.

 (5) Effective date for this regulation shall be January 1, 2011.

Specific Authority: Board of Governors Regulation 1.001(7)(g).
History: New.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 8, 2010

Subject: Naming of the Library on the Biscayne Bay Campus as the "Glenn Hubert Library"

Proposed Committee Action:
Recommend to the Florida International University Board of Trustees approval of the naming of the Biscayne Bay Campus Library as the "Glenn Hubert Library".

Background Information:
Mr. Glenn A. Hubert is making a substantial contribution to support the FIU library at the Biscayne Bay Campus to enhance the education of FIU's students at this campus. FIU, in recognition of Mr. Hubert's gift and according to his wishes, will name the facility that houses the library the "Glenn Hubert Library".

This contribution meets the threshold for the naming of a University facility, in accordance with the Florida International University Board of Trustees' past practice concerning minimum amount suggested for facility naming opportunities.

Florida Board of Governors Regulation 9.005, Naming of Buildings and Facilities, provides in pertinent part, as follows:
The naming of any building . . . or other similar facility of a state university for individuals . . . who have made significant contributions to the university . . . is vested in the Board of Governors. The Board of Governors hereby delegates such approval authority to each university board of trustees provided that the board of trustees establishes procedures for the naming of such buildings and facilities to include the following elements:

- The naming of any building or facility must be approved by the board of trustees as a noticed, non-consent agenda item. . . .

- Gift-related naming of buildings or facilities requires a donation which makes a significant contribution to the cost of the building or facility as established by the board of trustees' policy. . . .

Further, Article 2, Section 3 of the Florida International University Foundation By-laws recognizes "that only the Board of Trustees has the ability to recommend that state buildings and facilities be named after donors."

The Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
September 8, 2010
Agenda Item 4 – AP5
Page 2

Supporting Documentation: N/A

Facilitator/Presenter: Douglas Wartzok

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 8, 2010

Subject: Academic Affairs Reports

Proposed Committee Action:
None. Discussion only.

Background Information:
The Strategic Plan Update will be provided as an oral report. The Undergraduate Education Report provides an update on the current status of undergraduate retention rates. The Graduate Education Report details a strategic plan, which is aimed at increasing graduate student enrollment and doctoral degree production. The Enrollment Services Report discusses the University's strategy for enrollment growth from 2010-2015. The Special Report – Architectural Student Projects will be provided as an oral report.

Supporting Documentation: Undergraduate Education Report
                                       Graduate Education Report
                                       Enrollment Services Report

Facilitator/Presenter: Douglas Wartzok
                                       Douglas Robertson
                                       Kevin O'Shea
                                       Marilys Nepomechie

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Undergraduate Education Report

UNDERGRADUATE RETENTION AND GRADUATION RATES

FIU's Current Status

Over the past twelve years, FIU has instituted an arsenal of first-year retention strategies including two-day orientations, mandatory first-year experience courses, learning communities, online and face-to-face tutoring, and targeted efforts to reach out to "at risk" populations. As a result, FIU boasts a high first-year retention rate for FTICs (First-Time-in-College students) when compared to its peer institutions. However, current programs and practices do not sustain successful student progression through to graduation at a satisfactory rate. As shown below, FIU's most recent six-year graduation rate of 46.3% is compared to a national rate for Public PhD universities of 54% and a four-year graduation rate of 15.9% compared to the national benchmark of 29.4%.
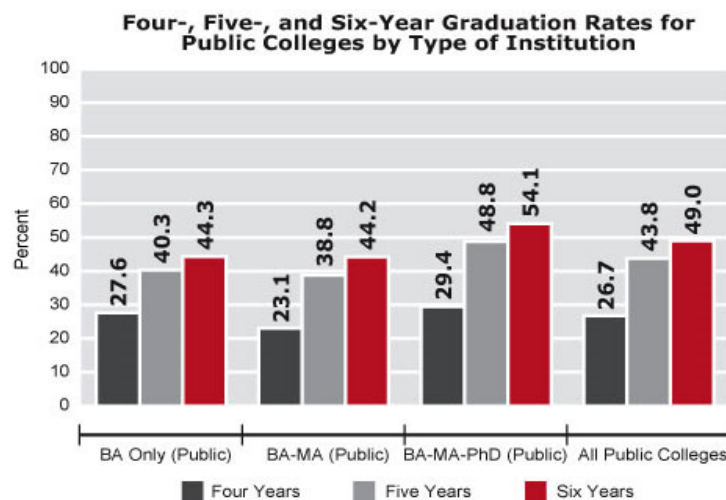
Chart I: ACT Graduation Rates for Public Colleges, 2010,
http://www.act.org/research/policymakers/reports/graduation.html

1

For the past eight months, Undergraduate Education has developed granular, program-based data showing retention/graduation rates for the 2003-2006 cohorts. Students were divided by student type enabling a comparison of progression rates for FTICs, AA Transfers, and Other Transfers. Institutional, College/School, and major-based data were shared in face-to-face meetings and electronic format with Deans and selected leadership in each academic area. Dialogue has been extensive and fruitful and will continue. Additional data will be developed and shared over the coming years as we all measure our progress.

The in-depth analysis of student progression to graduation at FIU reveals two critical long-term patterns:

1. Ninety-one percent (91%) of FIU's FTICs are graduated or still enrolled (retained) beyond the 6th year once they achieve Upper Division status within their major. Unfortunately, approximately 40% of each entering cohort fails to navigate the milestones established for entrance to the upper division. Many linger for two or three years attempting to pass the necessary requirements. Nearly half of those who drop out of FIU leave with GPA's of less than 2.0. Ten percent (10%) of every cohort (which translates to approximately 25% of all drop outs) leave FIU coded as Undecided. They have never officially selected their path to success. Clearly, retention through to graduation is primarily a lower division problem for FTICs. Causes emerge from community, institutional, and student sources. Three principal student-based challenges arise from the analysis:
   a) Insufficient engagement with their career goal and a related lack of motivation and time-on-task during early coursework.
   b) Inability to select a major.
   c) Selection of majors which require gateway skills many students are unable to achieve, for example, calculus for business or STEM-related majors (STEM = Science, Technology, Engineering, and Math).

2. Transfer students, who constitute 2/3 of FIU's Upper Division, are approximately 20 percentage points less likely to be retained than upper division FTICs. Once accepted by the College/School of their major as fully-admitted upper division students, FTICs have a 91% retention rate. Students transferring into FIU after receiving their AA degree have a 72% retention rate and students transferring without their AA Degree have a 74% retention rate once they achieve upper division status. These rates are shown in the Table below based on a snapshot of cohorts at the Board's designated graduation targets (six years for FTICs, five years for Other Transfers, and four years for AA Transfers).

2

Table I: University-Wide Cohort Comparison

COHORT	UD Size	Not Enrolled Fall 09		Graduated		Still Enrolled		Retained	
		#	%	#	%	#	%	#	%
FTIC (03)	1863	168	9.0%	1426	76.5%	269	14.4%	1695	91.0%
AA TRANS (05)	1231	343	27.9%	752	61.1%	136	11.0%	888	72.1%
OTHER TRANS (04)	1359	357	26.3%	884	65%	118	8.7%	1002	73.7%

UD size refers to the number in the cohort that achieves Upper Division Status. The actual size of the FTIC cohort for 2003 was 3047, hence only 61% of the cohort made it to the upper division. All AA Transfer enter FIU as upper division students. The original "Other Transfer" cohort was 2050 with 84% achieving Upper Division status. FTIC graduation/retention after six years (2003 cohort) is compared to AA Transfers after four years (2005 cohort) and Other Transfers after five years (2004 cohort) as per measurement protocols.

The data imply that transfer student preparation through their lower division experience does not provide the basis for success in FIU majors comparable to students completing the lower division requirements at FIU. Other contributing factors could be admissions and orientation policies/practices for transfer students, inappropriate major selection, and numerous personal factors attributed to the non-traditional nature of many transfer students. Recent efforts at FIU to assist in transition and advising services to transfers have been extensive, including the further development of Undergraduate Education's Transfer and Transition Services Office and the addition of nine Undergraduate Education "Bridge Advisors" and eleven Central Advisors specifically charged to identify and assist students (both FTIC and transfers) to progress to the Upper Division. However, these recent interventions do not address a range of additional assistance required. The data reveal continued gaps in FIU's approach to student success.

Major Challenges

Important gaps in FIU's approach to student success must be addressed. In 2009, the University Leadership Council supported by the Education Advisory Board published *Hardwiring Student Success: Building Disciplines for Retention and Timely Graduation*, a collection of research-based best practices clearly highlighting the next wave of vital steps FIU must take to achieve desired improvement in student success rates. Some of the challenges facing the institution include those listed below which, in turn, provide the basis for the institutional strategies and work plans.

Institutional Structure, Culture and Policies

Institutional structure: FIU's bifurcated structure founded on Florida's 2+2 paradigm results in a disjointed pathway to graduation and an unnecessary separation between students and their chosen major. Administrative silos within the institution block effective coordination.

3

A culture of part-time attendance: The more students prolong their education, the less likely they are to graduate. Efforts to accommodate high levels of student employment in a commuter environment have created a part-time culture permeating many institutional policies and practices. While a high percentage of FTICs begin as full-time, enrollment diminishes over the first two years for many. In addition, Transfer Students bring this part-time culture with them from the community college environment. Engagement in their academic program is superseded by the demands of family, bills, and jobs. Full-time enrollment and rapid advancement towards graduation must become the dominant culture if more students are to be successful and the institution is to effectively manage its resources. Four-year graduation, rather than six-year graduation, should be presented as the desired norm for most programs and should be rewarded. Curricular requirements and course offerings should be structured and delivered by departments in a manner that facilitates full-time enrollment and timely progression.

FIU policies: Numerous institutional policies and practices are in effect which impede timely progress. These must be identified across the university at all levels and must be aligned with retention and graduation goals. Students are allowed to enter and drift as "undecided" without essential intervention and guidance. FIU should consider major selection as an admission requirement, a practice now implemented at many institutions. Too often, students move through their first several years without seeking advising despite their struggles to meet academic criteria. Intrusive advising should become standard practice when students are off track in their progression. Policies such as unlimited course drops with no impact on GPA prolong time to graduation and deter students from seeking academic support when challenged by course material. Limiting drops to four or fewer through the entire college program is common practice among PhD-level institutions, even in the SUS.

Student Tracking/Communication

Prescriptive degree paths and audits: Students need to see and understand their path to graduation. All programs need accurate, clearly articulated degree audits that are easily accessible to both current and future students and advisors. To the extent possible, curricula should be prescribed, sequential, and delivered in a manner that enables and encourages rapid degree completion. The courses students must take to progress must be offered in a manner that facilitates completion. The cohort model that moves a group of majors along a prescribed pathway has repeatedly demonstrated success at FIU and other institutions.

Student education regarding the pathway to graduation: Program and course requirements, milestones, and required administrative paperwork should be as transparent as possible to facilitate the student's timely journey from entry to degree completion.

4

Early alert system and intrusive advising: Students need expert, timely guidance. FIU has no early alert system in place to proactively assist students before they drop out or are dismissed. Intrusive advising is needed when milestones are not being met in a timely fashion. When students are failing important pre-requisites in their chosen major, they need to be advised to redirect their career goals or master essential skills. Marker courses (courses that statistically correlate to student success in the major) need to be identified for each program and used to facilitate this process.

Active Learning and Peer Support Systems

Faculty development: Student engagement in the learning process is strengthened when active learning strategies are employed and the boundaries between the classroom and "real life" are less pronounced. Combining online and face-to-face instruction, internships, undergraduate research, study abroad, and service learning are examples.

Peer support: Peer-centered learning and support, both in and outside the classroom, are delivering positive results. Students less likely to seek help through a tutoring center may respond to assistance from other students.

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Most Critical Issues

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The broader issues emerging as the most critical from the analysis include the following:

1. Aligning institutional policies and practices to retention and graduation goals;
2. Admitting students with a selected major and utilizing internal alerts and intrusive advising to guide, strengthen, and in some cases redirect them;
3. Reversing the FIU part-time culture to one based on continued full-time enrollment and rapid advancement with departmental course offerings delivered in a fashion that facilitates students' timely progression.

5

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Graduate Education Report

I. Introduction

The mission of the University Graduate School is to promote excellence in and assure the overall quality of graduate education at FIU. Graduate education and training will play a central role in the success of the "Worlds Ahead Strategic Plan". President Rosenberg set a goal to increase graduate student enrollment from 17.4 to 19.8 percent of undergraduate student enrollment by 2015, which translates to a total enrollment of nearly 10,000 graduate students within 5 years given the increases expected in undergraduate enrollment. An increase of ~ 41% in the annual enrollment of new graduate students by 2015 above the 2009 enrollment levels will be required to achieve this goal. The President has also articulated a goal for doctoral degree production to increase to at least 150 doctoral degrees conferred annually by the year 2013, which represents a 20-25% increase above recent levels. More intense and effective mentoring and monitoring of graduate students will be required to achieve the proposed level of doctoral degree production. Figures 1 and 2 below illustrate actual and projected graduate student applications, admissions and enrollments from AY 2005-06 to 2015-16. The number of applications processed and the services associated with the admission and enrollment of graduate students will nearly double from AY 2005-2006 to 2015-2016 (projected levels).

Fig 1. Projections of Graduate Student Applications, Admissions and Enrollments for "Worlds Ahead Strategic Plan"
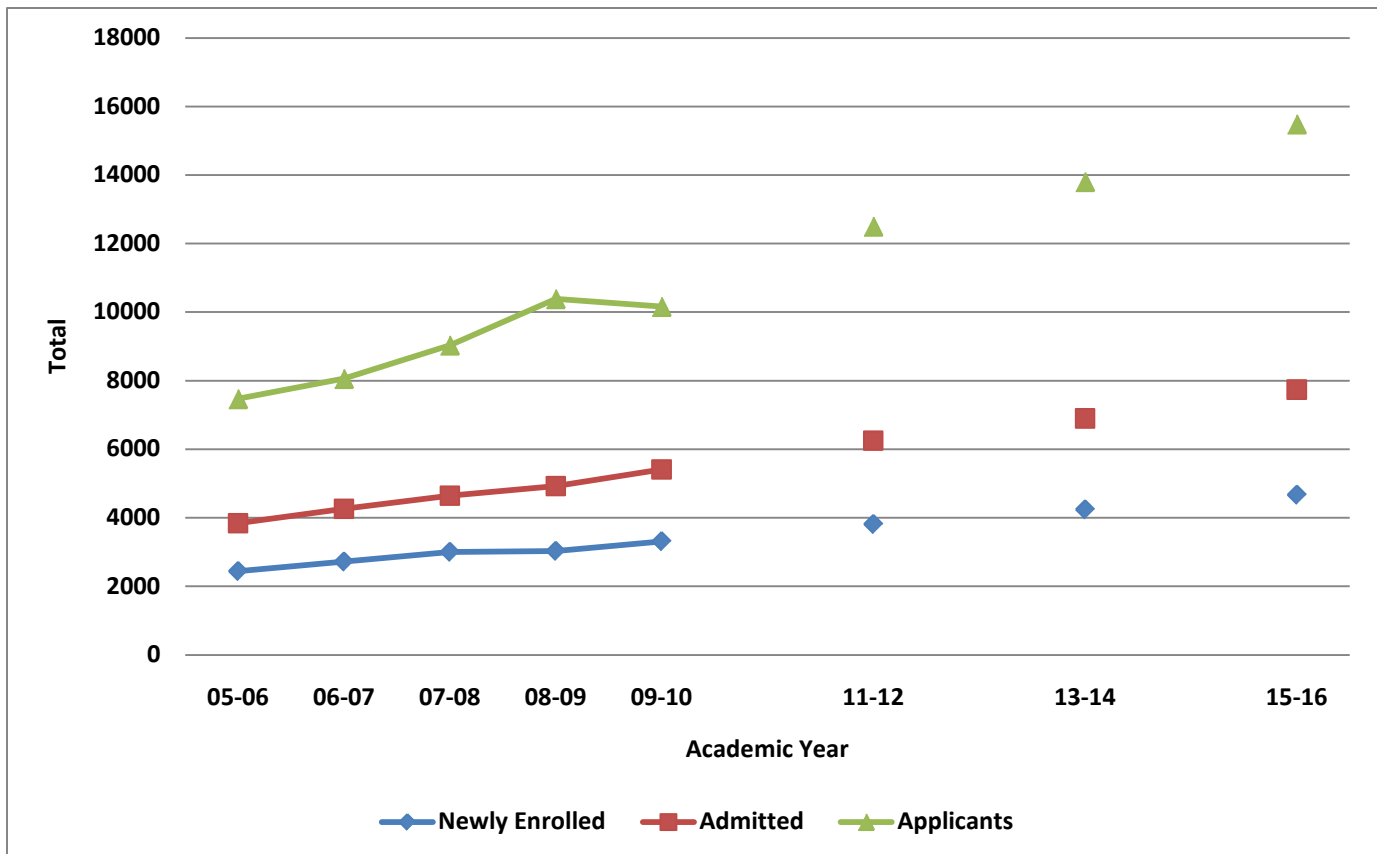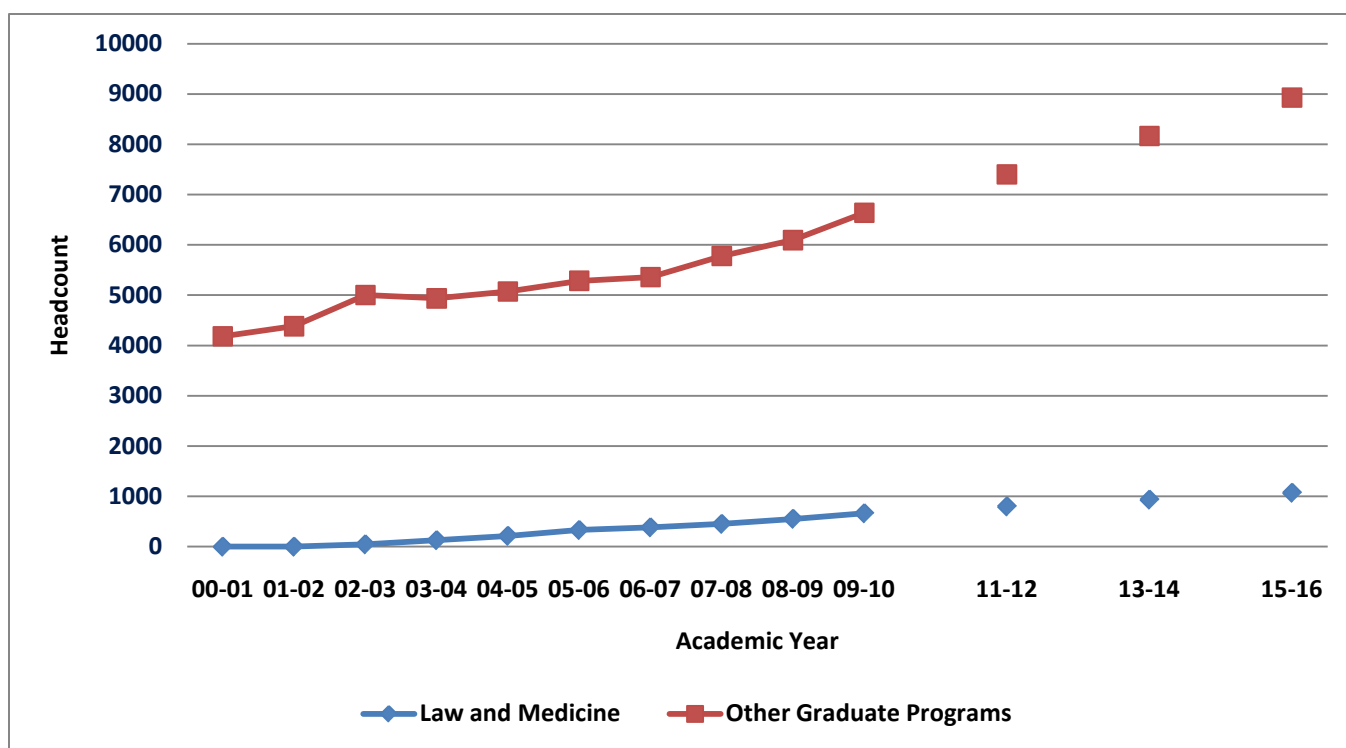
Fig 2. Total Graduate Student Headcount to achieve Graduate Enrollment Goals by 2015

To meet these goals, the UGS will require additional resources for expansion, development of infrastructure, additional UGS personnel, student and academic support. The UGS has an ambitious plan for expanding, hiring personnel and improving infrastructure to facilitate graduate student recruitment, retention, mentoring, and monitoring over the next five years.

II. UGS Goals per Strategic Plan

INFRASTRUCTURE

The University Graduate School will:

- Utilize ongoing and develop new structures and processes to improve the quality and effectiveness of graduate programs including: fellowships to recruit and facilitate the admission and progression of highly qualified graduate students; evaluation processes to ensure qualified graduate faculty and doctoral advisors; and routine program reviews focused on indicators of program quality. Examples of the latter are the Carnegie-style Doctoral Program Reviews. Eight programs have been completed (Psychology, Biology, Social Welfare, Nursing, Chemistry, School of Computing and Information Sciences and History). Four have been completed except for the external reviewer visit. These are: Physics, Education, Civil & Environmental Engineering and Electrical Engineering. In addition, UGS will plan strategic approaches to investment/resource allocation and activities to engage faculty in processes of graduate education.

- Provide efficient services to the FIU community via ongoing training and professional development for UGS staff to improve customer service, routine evaluation of UGS services to improve efficiency and timeliness and a comprehensive communication strategy to inform the University community of all available services.

- Improve data collection systems and communications through departmental checklists, document management via ImageNow, checklists for tracking of graduate student progress via required Master and Doctoral forms, a Graduate Degree Audit System (currently being implemented), Intelliworks (a recruitment content management

system, under implementation). In addition, the UGS will begin providing detailed reports to key stakeholders regarding graduate admissions, time-to-degree completion, retention percentages, etc.

- Establish, enforce and review graduate policies, procedures and educational best practices through routine review and update of graduate policies/procedures; committed quality control with input from key stakeholders, updates of content on UGS website and handbooks (i.e., GPD manual); training activities for and communications with GPDs; routine audits of compliance with UGS policies and communication of appropriate outcomes; and review and adoption of best practices from national meetings and benchmark universities.

- Advocate for research infrastructure for Graduate Education by lobbying for: investment in facilities and equipment for faculty and graduate students with research programs; resources for shared facilities used by graduate students (e.g., computer labs, core labs, dedicated library space) to teach and conduct research; common space for graduate students in all academic units; exposure of all graduate students to research ethics and compliance via appropriate training programs; and faculty efforts to develop infrastructure and training grants.

- Support recruitment of a diverse, highly qualified applicant pool, facilitated by the UGS recruiter that includes meetings with individual GPDs to discuss recruitment plans/goals, strategies for minority recruitment, funding initiatives, program marketing and promotional materials, domestic and international recruitment strategies, and recruitment days. In addition, UGS recruiters will attend graduate fairs at fellow SUS institutions, McNair Research Conferences, Hispanic-Serving Institution fairs, Historically Black College and University fairs and other fairs that have been identified as productive for recruiting highly desirable students.

UGS Infrastructure – Specific needs related to Strategic Plan

- Personnel: To meet the proposed increases in graduate student admissions and enrollment UGS will need to hire additional staff including, two Admissions Evaluators, a Recruiter, an Assistant Director of Budget, an Office Manager, an ETD Manager (Thesis/Dissertations), and 1-2 GA/Fellowship Coordinators

- Space: A single location that will accommodate all UGS staff, Processing Workspace, Conference/Meeting Room; sufficient additional space is necessary for current and new staff to have individual work area (desk).

- A Dynamic Calendar and associated support personnel, policies and IT will be required if significant additional enrollment will come from on-line and off-site programs.

STUDENT SUCCESS

The University Graduate School will:

- Raise the Quality of the Graduate Education Experience at FIU through ongoing enhancement of relevant infrastructure such as the Center for Excellence in Writing (CEW) and Statistical Consulting. The UGS contributes ~ $50,000/year toward the CEW, which goes toward salary of 4-5 writing consultants (including one designated to the Engineering Center). Graduate students accounted for 25% of CEW clients and the CEW was used by 21% of graduate students at FIU during the AY 2009-2010. UGS also supports a full-time faculty level statistical consultant and 1-2 graduate assistant statistical consultants to assist MS and PhD students with their research.

- Enhance graduate student mentoring and promote mentoring as a University value for faculty through clear and consistent articulation of the importance of high quality mentoring of graduate students, link mentorship training to graduate faculty status, provide faculty development opportunities and mentoring training and resources, and implement University-wide events to promote and celebrate the significance of excellence in

graduate student mentoring. For students, UGS plans to create stronger linkages between graduate and undergraduate education at FIU, promote national professional development programs, e.g., Preparing Future Faculty (PFF) and host University-wide events (e.g., graduate research fairs, UGS speaker series, graduate student awards). In addition, UGS plans to develop policies regarding post-doctoral training and scholarship at FIU, e.g. health insurance, courses and/or mentoring in teaching skills, support for grant application development, seminars/workshops/training programs, peer mentoring program for newly appointed post-docs, career mentoring program, and the creation of the FIU Postdoctoral Association.

- Promote student retention and timely degree completion through ongoing audits for time-to-degree, continuous enrollment, and graduation rates of Dissertation Year Fellows, etc.; Graduate Degree Audit (under implementation); and new Annual Progress Reports for each Doctoral Student. UGS is also planning initiatives to improve graduate mentoring as well as improved financial and infrastructural supports (e.g.. proposed policy on sick/maternity leave for graduate assistants).

UGS Student Success - Critical needs related to Strategic Plan

- Personnel: To meet the goals for student success additional staff are required; a Retention Coordinator, a Mentoring Enhancement Coordinator, two Program Assistants to provide additional support and training to Graduate Program Directors, a Data Analyst, and a Student Support Services Coordinator for Programming

- Graduate Grants Center: (personnel needs) a Coordinator, an OPS office assistant; (material needs) physical location for center, start up hardware/software (computers, phone, COS funding platform, etc.)

FINANCE

The University Graduate School will:

- Augment resources/financial support for Graduate Education via enhancement of graduate student stipends to increase national competitiveness in recruitment and expansion of the number of graduate assistantships funded by academic affairs, research grants, and doctoral fellowships. For example, the AY 2007-2008 Strategic Initiative assured that all doctoral students were on 12 month contracts (as opposed to 9 month) and increased stipends to a more competitive level. That represented an increase in stipend support of $3,900 – $4,900 from AY 2007-08 to AY 2009-2010.

- Distribute resources strategically to improve outcomes by encouraging competitive fellowships programs, enhancing GA stipends following successful doctoral program review(s), reallocating assistantships at college or unit level, encouraging competitive fellowship programs, encouraging adequate support for/of Graduate Program Directors and staff and utilization of the Orientation Fee account for Orientation/prospective student activities.

- Increase the ability of graduate students to compete successfully for nationally competitive awards through the delivery of specific resources to students to enhance efforts to write applications (grant-writing workshops, visits by agency officials) and facilitating the efforts of faculty to develop training grants at the University. Planned activities also include a "Graduate Grants Center" for support and training to doctoral students for writing extramural doctoral fellowship applications (UGS, OSRA & Center for Excellence in Writing collaboration); additional technical and writing support; and supplementation of fellowship stipends as appropriate to assure parity with Graduate Assistantships as well as medical care coverage for fellowship recipients.

UGS Finance - Specific needs related to Strategic Plan

- Graduate Assistant Support: Annual 3 % cost of living increase for doctoral students on assistantships to remain competitive
- Increase in funding for medical insurance premiums (FIU pays 75% of premium for GAs and Fellows), incremental increases in seminar and recruitment programs, fellowships and enhancements, additional support of staffing and personnel (administrative support)

III. Doctoral Degree Production

Currently, fifty (45 Ph.D./5 Ed.D.) students have defended their dissertations and are expected to graduate in summer 2010. This represents a significant increase over the number of doctoral degrees conferred in Summer 2009 (38 Ph.D./2 Ed.D.) and Summer 2008 (37 Ph.D./6 Ed.D.).

IV. Graduate I and II FTE Trends By Area of Study

The University continues to realize tremendous growth in GRAD I FTEs as illustrated in Figure 3, fueled mainly by growth in Business, an overall increase of 76% from 2003 to 2010. Other programs showing notable growth are Architecture and the Arts (73% increase from 2009 to 2010), Hospitality Management (49% increase from 2009 to 2010), and Mass Communication (61% increase from 2009 to 2010).

Fig 3. Graduate I FTE growth 2003-2010
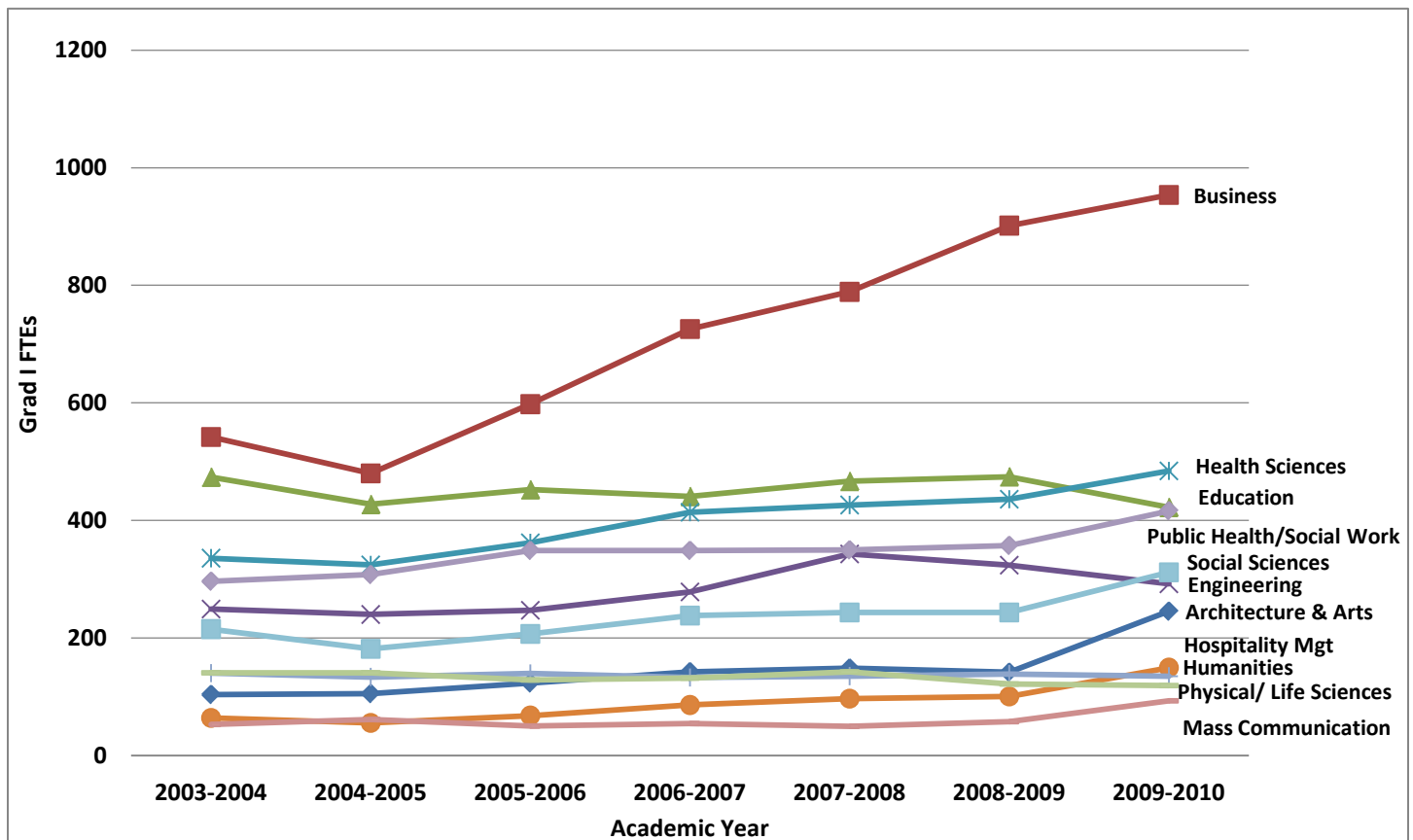
Architecture and the Arts showed the greatest increase in FTE overall at the Grad I level (74.96%). This increase is a result of suspending admission to the undergraduate programs in design (architecture, interior design and landscape architecture) and implementing a five-year professional degree in 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.

Changes in GRAD II FTEs by areas of study from 2004 to 2009 are shown in Figure 4. Health Sciences had the most significant growth (a 423 % increase in GRAD II FTE from 2007-2010) due mainly to the advancement of graduate students in the Doctor of Physical Therapy program. Additional growth in the Health Sciences is expected over the next few years with the implementation of the Doctor of Nursing Practice program next year. All programs experienced modest growth over the past academic year, with the exceptions of Social Sciences which did not change significantly and Education, which has limited admissions over the past few years in a strategic plan to bring the number of students in line with the number of faculty currently available to direct doctoral students.

Fig 4. Graduate II FTE growth 2003-2010
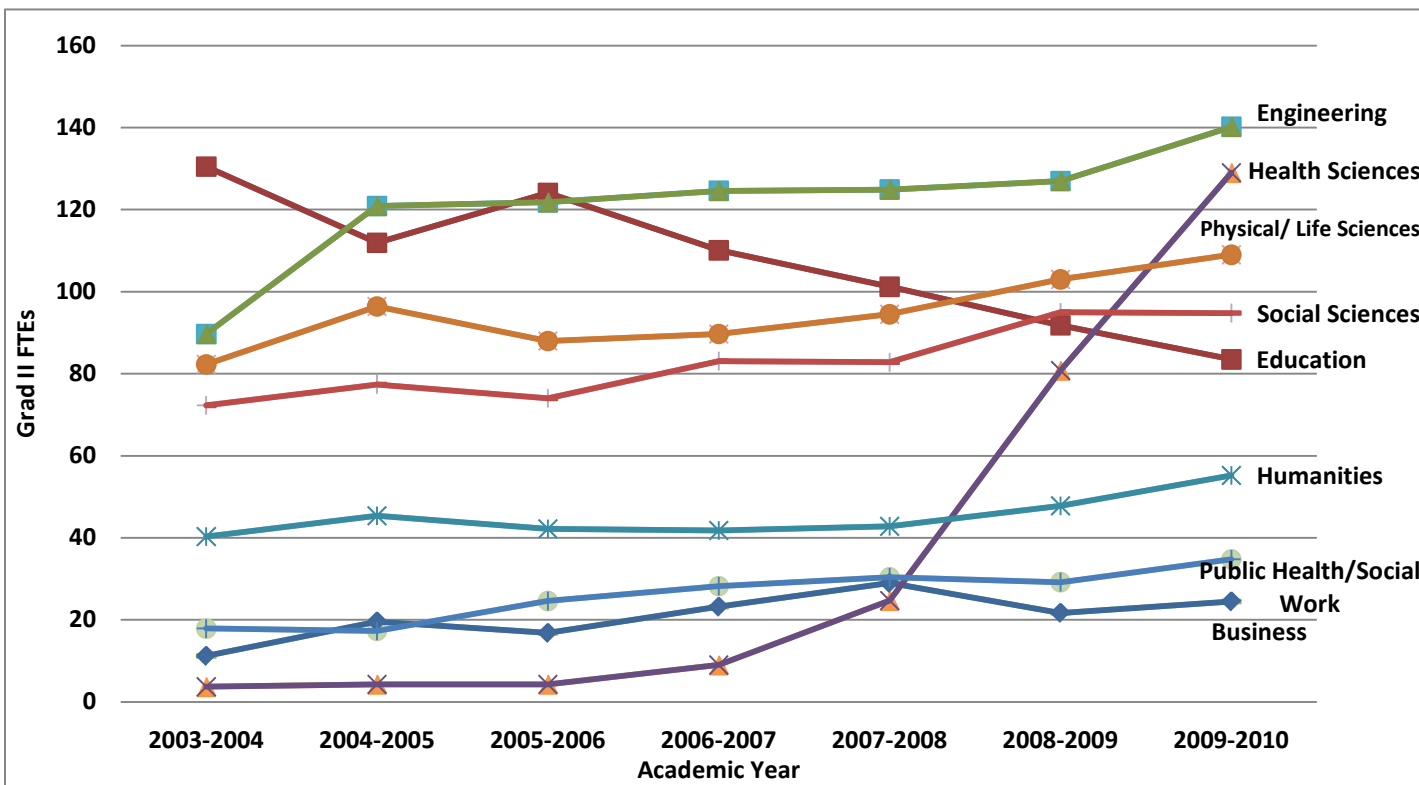
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Enrollment Services Report

I. University Enrollment

As of August 9th, 30,060 students have enrolled in courses for the summer 2010 term. This represents a 9% increase when compared to summer 2009 when 27,346 students had enrolled around the same time. In addition, the FTEs have increased by 11%, from 4,649 FTEs in summer 2009 to 5,168 in summer 2010. For 2010-2011, the university has a planned budget target of 25,994 FTEs.

II. New FTIC and Transfer Enrollment

The university announced plans for enrollment growth this year that extends through the year 2015. Enrollment is expected to increase by 2,000 students each of the next five years. Therefore, admission offers this year were strategically increased to be aligned with the planned enrollment growth.

As of August 9, offers to FTIC (First-Time-in-College) students for the 2010-2011 year have increased from 7,787 to 9,354 or 20.1% over last year around the same time. In addition, offers to transfer students have increased by 2.4% from 8,298 to 8,494.

	Admission Offers (*as of 8/11/2009*)	Admission Offers (*as of 8/9/2010*)	% Change
	2009-10	2010-11	Point-in-Time
FTICs	7,787	9,354	20.1
Transfers	8,298	8,494	2.4

Also, as of August 9, the number of new FITCs enrolled has increased by 31.7% in year 2010-11, from 2,748 new FTICs in academic year 2009-10 to 3,619. Also, the number of new transfer students has grown from 3,459 last year to 3,793 or an increase of 9.7%.

	Headcount (*as of 8/11/2009*)	Headcount (*as of 8/9/2010*)	% Change	Projected
	2009-10	2010-11	Point-in-Time	2010-11*
FTICs	2,748	3,619	31.7	4,100
Transfers	3,459	3,793	9.7	7,815
Total	6,207	7,412	19.4	11,915

Projected enrollment for 2010-2011

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 $56 million. Comparatively, the total number of recipients in year 2008-09 was 10,663 students for $33.8 million.

Transition to the Direct Loan program went very smoothly. As of July 23, 2010, students have borrowed $182.5 million. Comparatively, last year students borrowed $140.7 million.

The awarding and disbursement of all financial aid continues to increase significantly. $310 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.

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
September 8, 2010

Subject: Student Affairs Report

Proposed Committee Action:
None. Discussion only.

Background Information:
The Student Affairs Report provides an assessment on the 2009-2010 academic year, including student participation in Summer 2010 orientations sessions and the outcome of Career Services events held during Spring and Summer 2010.

Supporting Documentation: Student Affairs Report

Facilitator/Presenter: Rosa Jones

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Division of Student Affairs – Summary Report

INTRODUCTION

The summer term has provided an opportunity to assess the 2009-2010 academic year as well as a time to plan for the new academic year. Many new students and their parents have gone through orientation programs specifically designed for freshmen and transfer students. The number of students participating in orientation for summer "B" increased significantly, this year. Summer "B" Orientations 2009, had 1159 freshman participants compared to 1648 (42% increase) this summer. To date, we have had 1591 freshmen students participate in fall orientations. Orientation for transfer students has been ongoing since June with 733 summer transfer students and 899 transfers for fall, thus far.

The Office of Orientation and Commuter Student Services has been sponsoring Panther Camp for the last four years to assist students in their successful transition to college. It is also designed to encourage student participation in University activities and service. The first camp session is scheduled for August 11-13 with 148 students registered to attend. The second session will be held August 18-20 with 154 students signed up to participate.

Career Services

- **Fifth Annual Federal Government Statewide Conference**

   Career Services hosted the Fifth Annual Federal Government Statewide Conference on June 25, 2010 at the Modesto A. Maidique Campus. The Conference included information sessions, resource fair and federal panels. Also included was a South Florida State Department Diversity Career Networking Event which gave students and alumni the opportunity to learn about career options from: Foreign Service Officers, Foreign Service Specialists, Civil Service Professionals, US Department of State Officials, and Agency for International Development Officials and Foreign Agricultural Service Officials. Twenty Federal Agencies participated and over two hundred students and alumni attended.

- **Career Development Workshops**

   Students on the Modesto A. Maidique Campus, the Biscayne Bay Campus and Engineering Center participated in several summer workshops that began May 5, 2010. 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 dealing with dress codes, behavior and communication skills of the student. 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 insights to the students as to how to write a winning resume that focuses on their skills using different resume formats.

For the period May to July 31, 2010, a total of thirty-eight workshops were conducted at all office locations and approximately fifty students participated.

- **Florida Power and Light Information Sessions**

  Employers conduct information sessions on campus to inform students about their organizations and the opportunities for employment. Florida Power and Light launched a new student internship program initiative on the Modesto A. Maidique Campus with the following goals:
  - o To develop a FLP talent pipeline by training interns as part-time staff in the FPL Care Center with the potential for future recruitment and development of students as full-time employees.
  - o To gain operational efficiencies by having students work with flexible schedules that support customer service volume patterns.

  As a result, FPL hosted information sessions on July 14 and 15, 2010 that gave students the opportunity to meet the FPL management team and learn about future career opportunities. Over one hundred and twenty-nine students attended.

- **Florida Career Professionals Association's Annual Conference (FCPA)**

  Career Services Staff from the Biscayne Bay Campus, Engineering Center and Modesto A. Maidique Campus attended the FCPA Annual Conference in Sunny Isles, Florida on June 17, 2010. **Five employees** submitted proposals and were accepted to make presentations at the state conference. The conference allowed Career Services colleagues to discuss successful student programs, many of which included student leaders in the planning and implementation stages. Attendees left the discussions with an appreciation for each others' work and new ideas for engaging students, faculty and employers.

- **On Campus Recruiting**

  Job opportunities for students were provided by Bank of America when they hosted hiring events at the Biscayne Bay Campus on June 3 and July 15, 2010 for full time and part time positions for First Mortgage Loss Mitigation Specialist/Collector.

University Housing

- As a result of the increase in the number of students enrolled in summer B, there was an increase in the number of students living in Housing. During summer "B" 2009, 578 students resided in residence halls and in summer "B" 2010, 719 were housed in residence halls on campus. This represents a 24% increase.

- **Lakeview Village** was featured on the cover of the July/August (2010) edition of *Talking Stick: The Authoritative Source of Campus Housing.* The magazine selects state-of-the–art residential facilities to showcase to housing professionals around the world. This is a national publication of the Association of College and University Housing Officers-International.

Leadership and Service

- **Dr. Beverly Dalrymple** received a special invitation to attend and participate in a Forum on Global Engagement, sponsored by Semester at Sea. The Forum's theme "*Exploring Insights and Challenges in the New Decade*", examined today's most pressing global challenges including education, human rights, social justice, health, and sustainability.

- **Angel Garcia**, Assistant Director for the Center for Leadership & Service, was selected as one of the 2010 national LeaderShape facilitators. The LeaderShape Institute is an intensive, energizing, six-day educational experience designed to equip young adults to become extraordinary leaders. The Institute's curriculum is presented by a group of facilitators who are all highly respected in their own professions and serve as excellent role models for the students.

- **AmeriCorps VISTA**

  The Center for Leadership & Service was selected by Florida Campus Compact to host one AmeriCorps VISTA member during the 2010-2011 academic year as part of their AmeriCorps VISTA Initiative program. The mission "The *FL*|CC AmeriCorps*VISTA Initiative contributes to the missions of *FL*|CC and the Corporation for National and Community Service by placing VISTA members with colleges, universities and community-based organizations. The *FL*|CC AmeriCorps*VISTA Initiative provides resources, networking opportunities, and training for VISTA members. *FL*|CC VISTA members work to combat poverty through the promotion of service-learning and civic engagement. *FL*|CC VISTA members are successfully building bridges between the classrooms and communities by connecting educators, students, and community partners to improve education and address societal needs through service-learning, applied civic education, and engaged citizenship. Students are learning from being engaged in meaningful service opportunities that create positive change in communities."

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 8, 2010

Subject: University Technology Services Report

Proposed Committee Action:
None. Discussion only.

Background Information:
The University Technology Services Report discusses the results of the Division of Information Technology survey disseminated to the University community in March 2010. The Report also provides project updates by the Network Engineering and Telecommunications Teams.

Supporting Documentation:　　　　University Technology Services Report

Facilitator/Presenter:　　　　Min Yao

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Division of Information Technology Report

Summary Results of Division of IT Annual Survey

Over a two-week period beginning in the last week of March 2010 and the first week of April 2010, faculty and staff were asked to complete the annual survey on their satisfaction with the services provided by the Division of Information Technology. Four hundred and eleven (411) members of the FIU community of faculty and staff completed the survey during this period. The survey was administered online using the Flashlight Online survey tool. FIU has access to this tool through its membership in the TLT Group, a national organization supporting technology in higher education. The survey focused on key IT service areas, including the Call Center and Field Team, enterprise IT services (email and telephone systems, network services, and PantherSoft), and academic technology and student support services (instructional technology equipment in classrooms and web-assisted courses). The survey was anonymous. Below are the summary results of the survey.

<u>Call Center and Field Team Support Services</u>

The survey asked faculty and staff members to rate their satisfaction with the support services provided by the Call Center (7-2284) and Field Team (on-site) assistance. For both areas, respondents were asked to indicate their satisfaction with the courtesy and professionalism of the staff, as well as their satisfaction with the average wait time of calls and the time it took to complete their requested work. Overall, the overwhelming majority of the respondents were either very satisfied or satisfied with our IT Call Center and Field Team support services. In general, the respondents were satisfied with the knowledge and service quality of the Call Center and Field Team staff. On the other hand, the responses also reflected that there was room for improvement regarding the waiting time for the Call Center and the turnaround time of the Field Team. Based on the feedback of the respondents, we have taken a number of actions to re-adjust the lunch and vacation schedule of both the Call Center staff and Field Team members, so that more staff members are available during lunch hours. Additionally, we have hired student workers to help us. We have also assigned other staff to assist the Call Center during peak service time such as the first two weeks of the semester and the week before final exams. Tables 1 and 2 below show a summary of the rates of satisfaction.

Table 1: Call Center Support Service

	Strongly Agree	Agree	Disagree	Strongly Disagree	N=
Call center staff are courteous and professional.	**51.07%** (191)	47.06% (176)	1.34% (5)	0.54% (2)	374
Call center staff are knowledgeable.	38.21% (141)	**52.85%** (195)	7.59% (28)	1.36% (5)	369
Call center staff are able to answer my questions satisfactorily.	37.03% (137)	**51.35%** (190)	10.27% (38)	1.35% (5)	370
The average wait time to speak to a call center representative is acceptable.	27.27% (99)	**57.58%** (209)	12.12% (44)	3.03% (11)	363

Table 2: Field Team (on-site assistance)

	Strongly Agree	Agree	Disagree	Strongly Disagree	N=
Field team representatives are courteous and professional.	**54.21%** (161)	43.43% (129)	1.68% (5)	0.67% (2)	297
Field team representatives are able to answer my questions satisfactorily.	43.67% (131)	**50.00%** (150)	5.67% (17)	0.67% (2)	300
The requested work is completed in a timely manner.	33.45% (98)	**45.39%** (133)	16.04% (47)	5.12% (15)	293
Field team representatives are knowledgeable.	45.05% (132)	**49.49%** (145)	4.44% (13)	1.02% (3)	293

Enterprise IT Services

The survey asked faculty and staff to indicate their level of satisfaction with administrative information systems and services covering our email and network uptime as well as the PantherSoft administrative information systems. Table 3 below shows that 97.60% (n=366) of the respondents were satisfied with email uptime and 94.89% (n=353) respondents were satisfied with our network uptime. On the other hand, the responses suggested that that more training for using PatherSoft is needed. This reflects the loss of our PeopleSoft trainer last September. Our experienced PantherSoft trainer did an excellent job in the previous year training FIU faculty and staff to use the new version of PeopleSoft. We have since assigned another staff member to be trained to provide PeopleSoft training, however, it takes time to develop a good trainer who knows all aspects of PeopleSoft well. We will step up and provide more PeopleSoft training sessions, particularly, when we roll out the new PeopleSoft human resources module.

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Table 3: Administrative Enterprise Support Systems

	Strongly Agree	Agree	Disagree	Strongly Disagree	N=
I am satisfied with the availability (uptime) of the e-mail system.	**52.00%** (195)	45.60% (171)	2.13% (8)	0.27% (1)	375
I am satisfied with the availability (uptime) of the computer network.	46.77% (174)	**48.12%** (179)	4.84% (18)	0.27% (1)	372
My department's administrative staff has been trained to use the required features of PantherSoft effectively.	32.44% (97)	**47.16%** (141)	15.72% (47)	4.68% (14)	299
The Financials PantherSoft system has helped me in accomplishing my job duties.	24.11% (54)	51.34% (115)	14.73% (33)	9.82% (22)	224
The Student Administration PantherSoft system (Campus Solutions) has helped me in accomplishing my job duties.	32.14% (72)	50.89% (114)	11.16% (25)	5.80% (13)	224
I have adequate technical support for using the PantherSoft systems.	23.84% (72)	**55.63%** (168)	13.91% (42)	6.62% (20)	302

Academic/Student Support Services

The survey also asked faculty and staff to indicate their satisfaction with the support services for academic technology. Table 4 summarizes the results. Overall, respondents were satisfied with our technology equipment in classrooms. On the other hand, the responses also indicated that a small but significant number of faculty and staff members were not happy with Blackboard, the learning management system and the maintenance of the classroom equipment. We are replacing Blackboard with an open source learning management system Moodle, which will address the issues raised by the respondents, such as flexibility to change the format of individual courses and single sign-on with the same login ID and password. Additionally, we are upgrading classroom equipment with the funds provided by the student technology fee.

Table 4: Academic/Student Support Services

	Strongly Agree	Agree	Disagree	Strongly Disagree	N=
The available technology (projector, sound system, Internet access, etc.) in the classrooms meets my needs.	24.64% (51)	44.93% (93)	18.36% (38)	12.08% (25)	207
The technology-equipped classrooms are maintained in good working order.	23.90% (49)	52.20% (107)	18.54% (38)	5.37% (11)	205
Blackboard CE6 training has enhanced my ability to use the online course management system tools effectively for developing and teaching web-assisted or online courses.	33.05% (39)	48.31% (57)	11.86% (14)	6.78% (8)	118
The Blackboard CE6 support team resolves issues in a timely manner.	31.62% (37)	55.56% (65)	8.55% (10)	4.27% (5)	117
Consulting with an instructional designer has helped me implement instructional technologies effectively in my classroom and web-based courses.	35.90% (28)	47.44% (37)	11.54% (9)	5.13% (4)	78

Summary Comments from the Survey

On the survey, faculty and staff were provided the opportunity to comment on IT services. Once again, the overall comments from the respondents were positive and appreciative of the IT services they received. Below are the highlights of the comments:

- The Call Center staff is very courteous and provide quick solutions.
- The Call Center has improved tremendously over the past 2 years. Keep up the good work!
- UTS purchase of Office 2007 licenses for students was an outstanding use of tech fees! It is gratifying to see the university taking actions that really support the students and help reduce software piracy.
- My problem was resolved quickly. I really appreciate it.
- They are very helpful; they will find out the answer for you and call you back with the answer.
- Field team has been extremely helpful and installed our computers with ease.
- The amount of junk mail to my inbox has reduced a great deal. Thanks!
- I have not had any problem with the network or downtime; that never was an issue.
- Very happy with PantherSoft Systems as well as the training received when upgraded.

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Project Update by Network Engineering and Telecommunications Team

Upgrade of Network Infrastructure
Obsolete and non-supported network hardware is in the process of being replaced. The new hardware ensures that the University continues to have a highly reliable and resilient converged network of data, voice and video, which serves critical applications like the Voice over IP (VoIP) telephone system, PantherSoft, Email and Web presence as well as research projects such as CHEPREO (Center for High-Energy Physics Research and Educational Outreach).

Upgrade of Network Connection Speed
The two core and the two border network switches/routers have been upgraded to support 10Gig throughput (10 gigabyte per second data transfer rate). As a result of the upgrade, FIU buildings that have high bandwidth requirements for research projects such as CHEPREO are now connected at a higher data transfer speed. In addition to upgrade connection speed between FIU buildings, as part of the upgrade to higher bandwidth capacity, the uplink gateway has been upgraded to 10Gig which links to our Internet2 and Florida Lambda research networks. This upgrade made it possible for FIU to connect to many research universities in the nation and around the globe at a fast data transfer speed.

Replacement of Rogue Wireless Network Access Points
In an effort to ensure the security of FIU's network infrastructure, an initiative has been launched to replace wireless network access points in faculty and staff offices that do not meet the University's security requirements of participating in the Network Admission Control (NAC) system. The NAC system ensures that faculty, staff, and students authenticate, have the latest operating system patches and the latest antivirus signatures in order to gain access to FIU network.

Expending Wireless Network
As part of a three-year project to cover the entire University with wireless network access, funded by the technology fee, Phase I of the project has been completed. A total of 315 high-speed (802.11.n) wireless network access points have been installed in various parts of the University. Phase II of the project is currently underway.

Technology Infrastructure of the College of Nursing
The infrastructure design, cabling, and the network and telephony hardware installation for the College of Nursing and Health Sciences have been completed. With the completion of this project, we have achieved an important milestone: This is the first building on campus with a full 10GB backbone and all Ethernet ports capable of 1GB throughput.

Technology Infrastructure for Kirk Landon Football Stadium Field House
The infrastructure design, cabling, and the network and telephony hardware installation for the Kirk Landon Football Stadium Field House have been completed.

Emergency Communications

Two years ago, the Informacast system was installed to allow Public Safety to send emergency audio and text messages to over 6,000 VoIP phones deployed throughout FIU. With funding provided by the University Financial Planning, we have extended the scope of the system with the installation of more telephones in 219 general purpose classrooms, 134 class labs, 85 open labs and 132 conference rooms. In addition, 25 external speakers have been installed in the Student Housing and 55 loud speakers have been installed throughout the University. We have also installed telephones in several locations that house hazardous materials. For this fiscal year, more speakers will be installed in areas where students congregate (i.e., food courts) to expand the range of the emergency broadcast.

Brief Updates of Other Network and Telephone Service Projects

- A total of 1,680 1GB Ethernet ports were installed in the College of Nursing and Health Sciences Building

- A total of 74 Cisco Catalyst 4000 network switches were replaced with Cisco Catalyst 4500 network switches, upgrading 7,104 network ports to 10GB connection speed.

- The dark fiber contract with AT&T was extended for another 5 years, which saves a significant amount of money for the University

- A two-factor authentication system was installed to enhance the security of FIU network

- Cisco Clean Access was upgraded to Cisco Network Access Control system

- FIU domain name system (DNS) servers and dynamic host configuration protocol (DHCP) servers were upgraded with new hardware

- The load balancing and firewall servers were reconfigured for Terminal Services (thin client) environment

- Aramark Dining Services servers were moved to the University Data Center

- Panther Card servers were moved to the University Data Center

- The University Data Center was upgraded with two new data center routers and redundant connections

- Two tests were conducted to assess the recovery ability of IT services

- IT project dashboard was posted on the website

- IT service disaster recovery plan was updated

- Training sessions and workshops were offered to faculty and staff for using telephones and conferencing calls

Enterprise Systems Projects

Single Sign-on Solution
In May of 2010, PantherSoft Financials information system was successfully integrated into our single sign-on solution. After the integration, faculty and staff can use the same login ID and password to log into PantherSoft Financials system. This integration simplified the login process for faculty and staff and reduced the number of calls to our Call Center for re-setting passwords. We plan to bring PantherSoft student information system into the single sign-on solution before the end of the 2010 calendar year. In addition to PantherSoft financial system, our single sign-on solution (MyAccounts) now works on FIU email systems, FIU wireless network, FIU virtual private network (VPN), University computer labs, the new learning management system Moodle, eTraining (Atomic learning), faculty and staff desktop computers, classroom computers, and FIU computer registry. Our goal is to use one set of login ID and password for all FIU enterprise information systems. Furthermore, we are applying to become a member of the InCommon, the national consortium of education and research institutions working towards a common framework for trustworthy shared management of access to on-line resources, in which the key component is the management of user ID and passwords at the national level. Member institutions of InCommon can exchange and share information without requiring new login ID and passwords. Currently, about 135 national research universities are members of InCommon.

Upgrade of Faculty and Staff Email and Voice Mail
We are upgrading our faculty and staff email to the latest Microsoft Exchange Mail 2010. Among other new features, the new email system processes and integrates voice mail into email system without additional license cost. This new feature comes at the right time when our voice mail vendor will discontinue the support and service for our current voice mail system in September. In September, we will cut over to the new voice mail system which is part of the new Microsoft Exchange Mail system and begin to offer unified mail features to all FIU faculty and staff (e.g., checking and listening to voice mail in email on computers and mobile phones). Because we have unlimited access rights from the software site license with Microsoft Exchange email, the new Exchange voice mail system will allow us to extend our phone service and provide virtual phone numbers to all adjunct professors without incurring additional license cost.

Collaborative Work with FIU Department of Physics

Leveraging the high-speed research network provided by the Division of IT to AmLight (a bridge that links existing networks within the U.S. and Latin America) and FIU's membership in SARA (the Southern Association for Research in Astronomy), astronomers at FIU were recently able to capture a photo of two galaxies colliding remotely from the telescope. The photo was made possible by accessing images viewed through a telescope located at the Cerro Tololo Inter-American Observatory on a remote peak in the Andes Mountains in Chile. The Miami Herald published an article on May 14 about the event. FIU's astronomy faculty and students are able to conduct observations on campus by leveraging the high-speed network and technology infrastructure built by the Division of IT between the U.S. and Latin America, specifically with projects such as AmLight.

Update of Technology Fee Projects

In the fall of 2009, the Business Services Office within the Division of IT undertook the responsibility of managing the technology fee. The revenue from this fee is used to enhance instructional and academic technology for students and faculty. During the first year of the technology fee implementation, a total of 73 proposals requesting over $11 million were submitted and evaluated by the Technology Fee Advisory Council. Out of the 73 proposals, 48 were approved, ranging from small one time projects to large recurring initiatives. The total awarded amount was $4.4 million. The financial aspect and budget for all approved projects/initiatives are closely monitored and managed in the Business Services Office. Most of the funded projects have been completed or are near completion. Students and faculty are beginning to see the benefits of the technology fee funded projects. Some of the projects funded by the technology fee are:

- Enhanced wireless network
- Free Microsoft Office Suite for students
- Course capturing programs and classroom technology
- Replacement of learning management system
- Virtual student lab
- Upgrade of the College of Engineering and Computer Science labs
- Upgrade of Graham Center student computer lab
- Upgrade of College of Business Administration computer labs
- Upgrade of College of Business Administration classroom technology equipment

Fore more information about the technology fee, please visit http://it.fiu.edu/techfee.

PantherSoft Project

Implementing PeopleSoft Degree-audit Function

To help students track and monitor their academic progress and provide better advising services, the University began to implement PeopleSoft degree audit program within PantherSoft. The project is progressing on schedule. At present, 76 undergraduate majors have been configured in the degree audit program, of which 74 have been reviewed and signed off by the project team, and 3 have been signed off by instructional departments. Additionally, 101 graduate majors have been configured, of which 76 majors have been reviewed and signed off by the project team, and 27 have been signed off by instructional departments. In September 2010, the College of Law students and their advisors will begin to pilot-use the new degree audit function in PantherSoft. The PantherSoft support team will complete the technical work for all degree programs by the end of 2010. In January of 2011, undergraduate advisors will begin to access and use the degree audit functions. In May of 2011, undergraduate students will begin to access and use the degree audit functions. In July 2011, graduate students and their advisors will begin to access and use the degree audit functions.

Statistics of Network Services

From July 1 of 2009 through June 30, the University telephone operators received and processed 67,151 calls for telephone related services.   In addition, the telephone service management staff resolved 2,016 service requests.

Statistics of Network Connection
Commodity (non-research) Internet usage (August 25, 2009 through August 27, 2010):
In: Average usage: 138Mbps   MAX: 255Mbps
Out: Average usage: 33Mbps   MAX: 152Mbps

High power computing network usage (August 25, 2009 through August 27, 2010):
In: Average usage: 24Mbps   MAX: 69Mbps
Out: Average: usage: 4Mbps   MAX: 15Mbps

Florida Lambda network usage (August 25, 2009 through August 27, 2010):
In: Average usage: 27Mbps   MAX: 66Mbps
Out: Average usage: 21Mbps   MAX: 35Mbps

Statistics of Wireless Network Connection
Average daily wireless network usage: 710 simultaneous connections
        Daily usage at the Student Housing: 116 simultaneous connections
        Daily guest usage: 520 simultaneous connections
Unique users of wireless network in April: 15,095
Unique users of wireless network in May: 9,393

Unique users of wireless network in June: 9,917
Unique users of wireless network in July: 7,135

As of July 25, the total number of registered computers on FIU network is 22,824

Call Center and Field Team Service Statistics
(January 1, 2010 to July 25, 2010)

The number of calls that the Call Center received:	43,950
The number of requests that the Call Center processed:	34,814
The average time to answer a phone call:	197 seconds

The number of service requests the Field Team received:	1,913
The average time to resolve a service request:	45 hours
The average number of monthly service requests received:	235

The number of user account related requests received:	2,044
The average time to resolve a user account issue:	36 hours

The number of computer hardware service requests received:	1,825
The average time to resolve a hardware issue:	12 days
(Including waiting time for repair parts shipped from vendors)	

Statistics of IT Security Breaches
(April 1 of 2010 through June 30 of 2010)

Copyright infringement	35
Compromised emails accounts	25
Compromised Websites	2
Compromised computers	31

Statistics of Sanitation of Disposed Old Computers
(April 1, 2009 through June 30, 2010)

Hard Drives	4,966
Other Media	568

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