



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

Tuesday, June 7, 2011
11:30 am
Florida International University
Modesto A. Maidique Campus
MARC International Pavilion

Committee Membership:

S. Lawrence Kahn, III, *Chair*; Cesar L. Alvarez, *Vice Chair*; Jose J. Armas; Thomas A. Breslin;
Mayi de la Vega; Patrick O'Keefe; Claudia Puig

AGENDA

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|---|-----------------------|
| 1. Call to Order and Chair's Remarks | S. Lawrence Kahn, III |
| 2. Approval of Minutes | S. Lawrence Kahn, III |
| 3. Action Items | |
| AP1. Tenure as a Condition of Employment Nominations | Douglas Wartzok |
| AP2. Tenure Nominations | Douglas Wartzok |
| AP3. B.A. in Communication Arts New Program Proposal | Douglas Wartzok |
| AP4. Educational Plant Survey | Douglas Wartzok |
| AP5. Approval of the Amendments to the Articles of
Incorporation and Bylaws of the Florida International
University College of Medicine Health Care Network
Faculty Group Practice, Inc. | Douglas Wartzok |
| AP6. 2011 University Work Plan | Douglas Wartzok |

4. Information/Discussion Items (No Action Required)

4.1 Foundation Report Gerald C. Grant, Jr.

4.2 Academic Affairs Reports

Undergraduate Education Report Douglas L. Robertson

Graduate Education Report Kevin O'Shea

Research Report Andres G. Gil

Enrollment Services Report Douglas Wartzok

4.3 Student Affairs Report Rosa L. Jones

4.4 Division of Information Technology Report Robert Grillo

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

6. Closing Remarks and Adjournment S. Lawrence Kahn, III

*Next Academic Policy and Student Affairs Committee Meeting
is scheduled for August 17, 2011.*

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 7, 2011

Subject: Approval of Minutes of Meeting held on March 15, 2011

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Tuesday, March 15, 2011 at the Modesto A. Maidique Campus, Graham Center Ballrooms.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee Meeting held on Tuesday, March 15, 2011 at the Modesto A. Maidique Campus, Graham Center Ballrooms.

Supporting Documentation: Academic Policy and Student Affairs Committee meeting minutes: March 15, 2011

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
March 15, 2011**

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 11:13 a.m. on Tuesday, March 15, 2011, at the Modesto A. Maidique Campus, Graham Center Ballrooms.

The following attendance was recorded:

Present

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

Gerald C. Grant, Jr., FIU Foundation, Inc. Board of Directors

Trustee Sukrit Agrawal and President Mark B. Rosenberg were also in attendance.

Committee Chair Kahn welcomed all Trustees, University faculty, and staff. He thanked everyone in attendance for making themselves available for the meeting.

Committee Chair Kahn announced that Dr. Irma Becerra-Fernandez, professor of Management Information Systems, and the director and fellow of the Pino Global Entrepreneurship Center within the College of Business Administration, was appointed Vice Provost for Academic Affairs.

Committee Chair Kahn also announced that Brian Schriener has been named Dean of the College of Architecture + The Arts. Committee Chair Kahn noted that Dean Schriener served as Interim Dean of the College for the past two years with great success and was selected to serve as Dean after an extensive search and review process.

Committee Chair Kahn also announced that Dr. Min Yao, Vice President for Information Technology and Chief Information Officer, concluded his service with the University in January. Committee Chair Kahn noted that Mr. Robert Grillo is serving as Interim Vice President of Information Technology and Chief Information Officer until a replacement for Dr. Yao is named. Committee Chair Kahn noted

that Mr. Grillo, who most recently served as Assistant Vice President of Information Technology, has been with the division for eight years.

2. Approval of Minutes

Committee Chair Kahn asked if there were any additions or corrections to the minutes of the December 2, 2010, Academic Policy and Student Affairs Committee meeting. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on December 2, 2010.

3. Follow-up to Items from Previous Meetings

Committee Chair Kahn addressed Foundation Board of Directors liaison Gerald C. Grant, Jr.'s recommendation that the University administration consider increasing the involvement and outreach of professional alumni by inviting them to share their expertise and leadership skills in the classrooms as guest speakers.

Committee Chair Kahn noted that the University's administration conducted an assessment and identified over 270 such instances throughout the past year where alumni from across the disciplines had shared their expertise with FIU students in various capacities, adding that FIU alumni have served as guest lecturers and mentors, moot court judges, participated in evaluating senior design projects, and led student teams at the renowned South Beach Wine and Food Festival. Vice President for Engagement Divina Grossman also shared with the Committee three illustrative examples of how alumni have been involved with University students.

4. Action Items

AP1. Tenure as a Condition of Employment Nominations

Provost and Executive Vice President Douglas Wartzok presented the Tenure as a Condition of Employment Nominations for Committee review, noting that the two nominees were new hires who held tenured positions at other institutions, and were selected to receive tenure based on the caliber of their work.

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. M.S. in Health Informatics and Management Systems New Program Proposal

Provost and Exec. VP Wartzok presented the M.S. in Health Informatics and Management Systems New Program Proposal for Committee review, noting that the overall purpose of this program is to meet the growing needs of health care organizations to provide evidence-based care that is delivered with equity, efficiency, quality and cost-effectiveness. He added that the program is designed for information systems professionals, physicians, nurses, other clinical personnel and healthcare managers

who want to increase their knowledge of health information and management systems. He further noted that the Program is consistent with the University's strategic planning goals that are submitted to and approved by the Florida Board of Governors.

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 M.S. in Health Informatics and Management Systems New Program Proposal.

5. Information/Discussion Items (No Action Required)

5.1 Foundation Report

FIU Foundation Director Grant reported on the activities of the Foundation Board since the last meeting of the Academic Policy and Student Affairs Committee. He noted that the First Generation Matching Grant Program brings a university education within reach to many talented students and encouraged all those present to attend the Student Government Association 2nd Annual Fundraising Benefit in support of this innovative program. He provided an update on the Foundation's Outreach Initiative, reporting that several speaking events have resulted and that these have helped to further the University's community engagement efforts. Finally, Director Grant reported on fundraising efforts and investment returns year-to-date.

5.2 Academic Affairs Reports

Committee Chair Kahn requested that the Undergraduate Education, Graduate Education, Research, Enrollment Services, Student Affairs, Division of Information Technology and Engagement Awards Reports provided in the agendas be accepted as written. There were no objections.

Trustee Thomas A. Breslin requested an update on research awards. Associate Vice President for Research Administration Joseph Barabino reported that while budget negotiations in Washington D.C. were creating uncertainty about future funding, the University is on track to meet its goals for the year.

Special Report: QBIC Class

Professors Enrique Villamor, Samuel Shapiro, Martin Tracey, four students and one administrator introduced the innovative Quantifying Biology in the Classroom (QBIC) program. Professor Tracey discussed the many unique facets of the program, noting that the program was intended for students interested in taking a more quantitative approach to their Bachelors of Science in Biology degree. He added that the four-year program is an intensive, integrated experience in biology aimed at creating a critically-minded, holistic student who can excel in any biology professional or graduate research programs. He further noted that QBIC courses integrate the biological and physical sciences with statistics, mathematics, English, and other required electives. Students discussed their respective experiences with the QBIC Program, stating that the rigorous curriculum is both interdisciplinary and quantitative.

Trustee Cesar L. Alvarez commended the QBIC program and encouraged the University to continue on the path to increased interdisciplinary approaches.

6. New Business

No new business was raised.

7. Closing Remarks and Adjournment

With no other business, Committee Chair Kahn adjourned the meeting at 11:59 am.

MG
4.13.11

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 7, 2011

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of five (5) candidates for Tenure as a Condition of Employment (TACOE) as specified in the Board materials.

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 (5) Attachment 1 – Tenure as a Condition of Employment Nominees' Bios
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Facilitator/Presenter:	Douglas Wartzok
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Florida International University
2010 - 2011 Tenure (as a Condition of Employment) Nominations

NAME	DEPARTMENT	PROPOSED RANK
College of Arts and Sciences		
Mohamad G. Alkadry	Public Administration	Associate Professor
Stacy L. Frazier	Psychology	Associate Professor
College of Engineering and Computing		
Lakshmi N. Reddi	Civil and Environmental Engineering	Professor
College of Nursing and Health Sciences		
Kinsuk Maitra	Occupational Therapy	Professor
Ora Strickland	n/a	Professor

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Mohamad G. Alkadry, Associate Professor
Department of Public Administration
College of Arts and Sciences

Dr. Mohamad G. Alkadry received his Ph.D. from Florida Atlantic University (2000) and his Masters of Public Policy and Public Administration from Concordia University in Quebec (1996). His undergraduate work was done at Carlton University in Canada (2002, 2004) and the American University of Beirut in Lebanon. He was Associate Professor of Urban Studies and Public Administration at Old Dominion University. He previously held the position of Master of Public Administration Director and Associate Professor of Public Administration at West Virginia University. Dr. Alkadry has over 30 peer-reviewed publications and one co-edited book. He is currently writing a book with Leslie E. Tower entitled: *Women in Public Service: Barriers, Challenges and Opportunities*.

Dr. Alkadry's practitioner experience includes service as a senior research associate at the Center for Urban Redevelopment and Empowerment at Florida Atlantic University and as a Value-for-Money (performance) Auditor with the Office of the Auditor General of Canada, Ottawa. Dr. Alkadry has authored in excess of forty community and professional studies in areas of governance and public management. His latest practitioner accomplishments include the establishment of an outcome measurement, benchmarking and tracking system for the State of West Virginia behavioral health services. He also provided research support for the Equal Pay Commission. He served on the West Virginia Stroke Taskforce, the West Virginia University Council on Women's Concerns and the West Virginia Behavioral Health Commission Regulatory Workgroup. He led the effort to conduct the homeless census for the Mon Valley Homeless Coalition, the Mid-Central Homeless Coalition in West Virginia and Martin County Homeless Coalition in Florida. Dr. Alkadry is also a Distinguished Research Fellow with the Public Procurement Research Center. He serves on the Commission on Peer Review and Accreditation – part of the National Association of Schools of Public Affairs and Administration, and on the governing board of the Universal Public Procurement Certification Council.

Stacy L. Frazier, Associate Professor
Department of Psychology
College of Arts and Sciences

Dr. Stacy L. Frazier received her Ph.D. in Clinical Psychology from Indiana University in 2000. She also holds a Master's Degree in Public Policy from the University of Chicago. She has been a postdoctoral fellow in the National Institute of Mental Health Prevention Research Training Program in Urban Children's Mental Health at the University of Illinois at Chicago and she is currently a research assistant professor in the Department of Psychiatry at that institution.

Dr. Frazier has been Co-Principal Investigator on a number of grants focused on the mental health of urban children, totaling almost \$7,000,000. She has also developed an original line of research on models of prevention and intervention in the context of after school programs, receiving \$2,000,000 in funding as Principal Investigator, including a current \$1,424,661 Research Project (R01) grant from the National Institute for Mental Health. Dr. Frazier has published numerous peer-reviewed articles and chapters and has presented at many national conferences.

Dr. Frazier will be a key member of a team of clinical science researchers, headed by Dr. William Pelham, recruited as part of FIU's strategic initiative to develop strength in health-related areas. She will also play a significant role in the implementation of the new clinical science major in the Department of Psychology.

Lakshmi N. Reddi, Professor

Department of Civil and Environmental Engineering
College of Engineering and Computing

Dr. Lakshmi N. Reddi received his MS in 1984 and his PhD in 1988 in Civil Engineering from the Ohio State University. Dr. Reddi's prior academic appointments were at the University of Central Florida (2007-2011) where he served as the Department Chair of Civil, Environmental, and Construction Engineering. Dr. Reddi was also Department Chair at Kansas State University (1992-2007) and as the Director of Civil Infrastructure Systems Laboratory – an off-campus laboratory involving large-scale and accelerated testing of infrastructure systems, and as the Outreach Director for the Midwest Hazardous Substance Research Center. Prior to this appointment, Dr. Reddi was a faculty member at Stevens Institute of Technology (1989-1992).

Dr. Reddi's academic career during the past twenty two years has involved interdisciplinary collaborations with researchers from several colleges - Education, Medicine, Architecture, Arts & Sciences, Agriculture, and Humanities. He secured funding of about 8 million dollars from sponsors at all levels – federal (NSF, NASA, FHWA, EPA), state agencies and regional centers, and local industries. He authored/co-authored two textbooks on the interdisciplinary themes of geoenvironmental engineering and seepage in soils, edited/co-edited six books on other themes, and authored/co-authored numerous technical articles in journals and periodicals representing various interdisciplinary themes in engineering. Winner of the Engineering Research Excellence Award and two-time recipient of the Central District James Robbins Teaching Award, Dr. Reddi is also a chapter honor member of Chi Epsilon and Eminent Engineer of Tau Beta Pi. A Fellow of the American Society of Civil Engineers, Dr. Reddi was conferred the title, "Distinguished Alumnus," by the Ohio State University's College of Engineering. Engineering Societies of Central Orlando honored him with the Engineering Leadership Excellence Award in 2010.

Kinsuk Maitra, Professor
Department of Occupational Therapy
College of Nursing and Health Sciences

Dr. Kinsuk Maitra earned a PhD in Neuroscience/Motor Control in 1992 from Jadavpur University, Calcutta, India; a Master of Science degree in Occupational Therapy in 2002 from Ithaca College, NYU; and a Master of Science degree in Human Physiology at the Calcutta University in 1985. He is a certified Occupational Therapist from the National Board of Certification in Occupational Therapy since 2002. Among many honors he was the recipient of the Research Scholar Initiative Award from the American Journal of Occupational Therapy (April 2011), Dean's Merit Awards for excellence in interdisciplinary teaching and research, Phi Beta Delta International Scholar, post doctoral fellowship at the University of Western Ontario (Canada) and both the Uvnaes Prize and Parmar Foundation Prize for best papers presented at two conferences. Many of the graduate students he has mentored were awarded research support awards and graduate research awards demonstrating his excellence in mentorship.

During Dr. Maitra's academic career of 26 years, he has been the Principal Investigator (PI), Co-PI, Clinical Team Leader of 12 funded research studies from agencies such as the National Institute of Health and the National Science Foundation. He is the author or co-author of 2 book chapters and over 32 peer-reviewed journal articles with three selected as top 10 publications or noted for generating evidence-based practice, and over 100 presentations and 20 invited lectures nationally and internationally. He is on four Journal Editorial/Editorial Review Boards, serves as reviewer of grants for National Institute of Health, Musculoskeletal Rehabilitation Sciences Study Section and for the Parkinson Disease Society in the UK. As an associate assistant Chair of Occupational Therapy, he led the development of two doctoral programs, a driver rehabilitation, and a low vision program.

Ora Strickland, Professor
College of Nursing and Health Sciences

Dr. Ora Strickland earned her PhD in child development and family relations from the University of North Carolina, Greensboro; a master's degree in maternal and child health nursing from Boston University, Massachusetts, and a bachelor's degree in nursing from North Carolina Agricultural and Technical State University, Greensboro. She has also received two Honorary Doctorate of Science degrees. Among her many honors are her selection as an Endowment for the Humanities Fellow in Bioethics, an American Nurses' Association Minority Doctoral Fellow, and as a Ford Foundation Fellow. Dr. Strickland received the "Trailblazer Award" from the National Black Nurses Association, the Mary Elizabeth Carnegie Award from the Southern Council on Collegiate Nursing for her outstanding contributions to health and nursing, and was inducted into the National Black Nurses Association Institute of Excellence.

During Dr. Strickland's nursing career of 34 years, she has been the Principal Director or Co-Principal Investigator of 30 research studies, is the author, co-author or editor of 12 books, 21 book chapters and over 90 journal articles, and has been awarded nine "American Journal of Nursing Book of the Year" Awards. She was a member of 13 editorial boards for professional journals, and is the Founding and Senior Editor of the Journal of Nursing Measurement. She initiated the Nursing Citation Index, a leading nursing search engine and was one of the founders of the National Institutes of Health, National Institute for Nursing Research. She was recognized for these outstanding achievements in nursing by being the youngest ever nurse inducted into the American Academy of Nursing. Her research has been featured in over 80 newspapers and on over 1,200 radio stations internationally.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 7, 2011

Subject: Tenure Nominations

Proposed Committee Action:

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

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 University President is recommending the granting of Tenure for nine (9) nominees as specified in the Board materials.

Supporting Documentation:	Tenure Nominations
	Attachment 2 - Tenure Process
	Attachment 3 - Tenure Nominees' Bios

Facilitator/Presenter:	Douglas Wartzok
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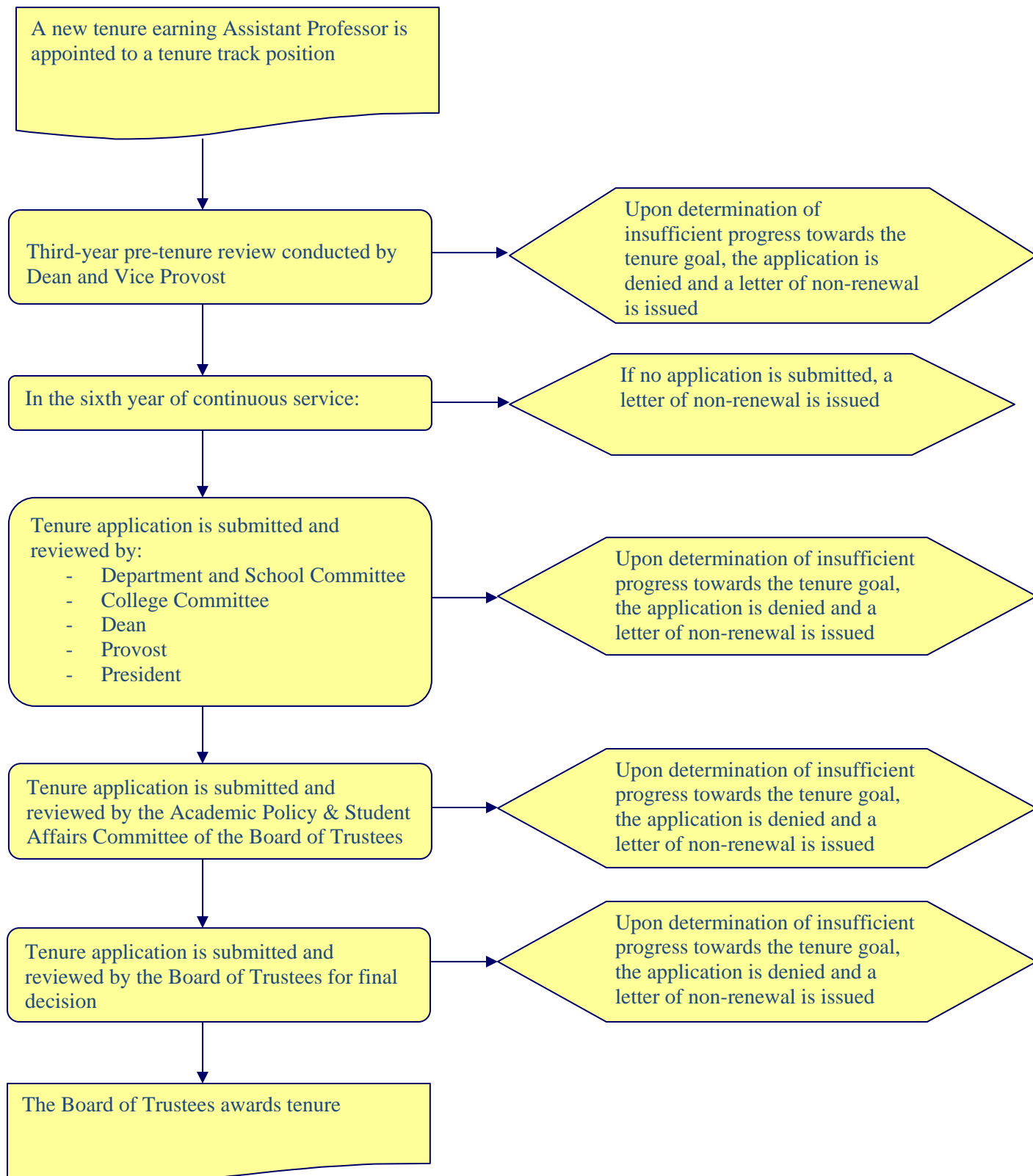
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**Florida International University
2010 - 2011 Tenure Nominations**

Name	Department	Proposed Rank
College of Architecture and the Arts		
Jacek J. Kolasinski	Art and Art History	Associate Professor
Roberto J. Rovira	Landscape Architecture	Associate Professor
College of Arts and Sciences		
Ana Maria Bidegain	Religious Studies	Professor
Harry D. Gould	Politics & International Relations	Associate Professor
Mihaela Pintea	Economics	Associate Professor
Michael S. Ross	Earth & Environment	Associate Professor
College of Education		
Angela K. Salmon	Teaching and Learning	Associate Professor
College of Engineering and Computing		
Jason X. Liu	Computing and Information Sciences	Associate Professor
Robert Stempel College of Public Health and Social Work		
Quentin Felty	Environmental & Occupational Health	Associate Professor

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Tenure Process



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Jacek J. Kolasinski
Department of Art and Art History
College of Architecture and The Arts

Jacek J. Kolasinski is a New-Media artist and Associate Professor of Visual Arts in the Department of Art and Art History. He came to the United States from Poland where he studied history and philosophy at the Jagiellonian University in Krakow, and holds a Bachelor of Arts degree in International Relations, a Master in Fine Arts and Bachelor of Fine Arts from Florida International University.

Through his creative work, Kolasinski has tested complex video installations, single and multiple channel projections, as well as site-specific projects in the context of public architecture. His artwork has reached large international audiences through presentations and exhibitions in numerous venues including: the Teatro Colon, Buenos Aires, Argentina; Festival Internacional Cervantino, Guanajuato, Mexico; 61 Festival de Cannes - Short Film Corner; Cinema Politic, Barcelona, Spain; and Digital Fringe, Melbourne, Australia, to name only a few. Kolasinski's work is rooted in an international dialogue between two worlds: the "Old World" of Europe in Krakow, and the "New World" of the United States in multicultural Miami. These convergent worlds create a running theme that surfaces in many of his works: the search for identity in the vortex of cultural displacement. Prof. Kolasinski has been awarded a Florida Cultural Consortium Fellowship in the media and visual arts and the prestigious Kosciuszko Foundation Fellowship.

Roberto J. Rovira

Department of Landscape Architecture
College of Architecture and The Arts

Roberto Rovira is an Associate Professor in the College of Architecture and the Arts. He obtained a Masters in Landscape Architecture from the Rhode Island School of Design in 1998, and a Bachelor of Science from Cornell University in 1990. He is a registered landscape architect and has taught at FIU's Landscape Architecture Department since 2005. Roberto is the recipient of numerous awards including 1st Place in the 2005 Miami Monument Design Competition, the 2006 Kauffman Professors Prize sponsored by the Ewing Marion Kauffman Foundation, and an Award of Distinction at the international San Francisco Botanical Garden Circle competition in 2009.

Roberto's teaching, research and creative work explore the shifting relationship among cities, communities and ecologies, and he has been invited to lecture and present his work both nationally and internationally in conferences, exhibits and lecture series in the United States, Europe, and Latin America. Through landscape architecture, environmental installations, public art commissions, and competitions, his teaching and projects test the concepts of time and transformation and the potential of landscape to play a pivotal role in envisioning large scale urban change. His research and teaching have ranged from studies involving Miami's urban-ecological edge along the Everglades boundary to infrastructure-related and community development grants in several cities in Florida. Recognition for projects he has led in his design studio and for the Miami-based landscape and planning firm GEO includes Bronze and Silver medals at the 2007 Miami+Beach Bienal, a nomination in the 2009 Cooper-Hewitt National Design Awards for Excellence in Landscape Design, and Finalist in the 2009 ASLA National Design Awards in the Analysis & Planning category. Roberto was named one of FIU's Top Scholars in 2009, and recently won the 2011 Excellence in Design Studio Teaching Award from the Council for Educators in Landscape Architecture, the premier international organization for academics in landscape architecture.

Ana Maria Bidegain
Department of Religious Studies
College of Arts and Sciences

Dr. Ana Maria Bidegain is Associate Professor in FIU's Religious Studies Department and is concurrently the Program Director for Research and Director of the Colombian Studies Institute at FIU's Latin American and Caribbean Center. She studied History in Belgium, where she earned her Ph.D. with great distinction at the Catholic University of Louvain. She developed her academic career in Colombia where she lived and taught for more than 20 years. Dr. Bidegain founded the History Department at the University of Los Andes in Bogotá, Colombia and opened the field of Religious Studies in the National University of Colombia. From 2003-2004, she directed the Social Sciences Research Center of the National University of Colombia. Prior to joining Florida International University, Dr. Bidegain was a Visiting Professor at Harvard's Women's Studies in Religion Program (2004). She has been a Visiting Professor at the Ecole des Hautes Etudes en Science Sociales, Paris (2000), Duke University (1987-1989) and Notre Dame (1985) among others.

Dr. Bidegain's main research focuses on Religion, Society and Politics in Latin American History in a gender perspective. She has published extensively (authored and edited 16 books, 24 articles, 27 book chapters) in Spanish, English, French, Portuguese, German and Italian. She has participated in several international academic research teams in South America, Europe and the U.S. Dr. Bidegain teaches several courses at FIU related to her research, focusing on religion and migration and Latin American women and religion. She serves on multiple thesis and dissertation committees in the Religious Studies, History, Sociology, Modern Languages and Latin American and Caribbean Studies departments. She is also a frequent lecturer in academic forums in the U.S., Europe, and Latin America.

Harry D. Gould
Politics and International Relations
College of Arts and Sciences

Dr. Harry D. Gould is an Associate Professor in the in the Department of Politics and International Relations. He received his B.A. in International Relations and Economics in 1993 from New College of Florida, and received his first M.A. in 1997 from the Department of International Relations at Florida International University. He received his second M.A. (2000), and his Ph.D. (2004) from the Department of Political Science at The Johns Hopkins University. He has been employed as an Assistant Professor at Florida International University since 2005.

Dr. Gould teaches a wide range of courses at the graduate and undergraduate level, primarily focusing on International Relations Theory and International Law. He is actively involved in the Department's graduate program, having served on a great many doctoral comprehensive exam committees and several doctoral dissertation committees. His work on the idea of international punishment in its classical and contemporary manifestations led to the drafting of his 2010 book, *The Legacy of Punishment in International Law*. His current research undertakes a conceptual history of the idea of prudence in politics, and analyzes a series of cognate issues about prudence as practice. Dr. Gould is a member of the International Studies Association, the American Society of International Law, the American Political Science Association and the British International Studies Association.

Mihaela Pinte
Department of Economics
College of Arts and Sciences

Dr. Mihaela Pinte is an Associate Professor in the Department of Economics. She received her Ph.D. in Economics from the University of Washington (Seattle) in 2004 and a Bachelor's degree in International Economics and Trade from the Babes-Bolyai University of Cluj-Napoca, Romania.

Dr. Pinte's research focuses on identifying the determinants of long-run economic growth and on studying the behavior of economies in transition. In this context, she has been examining the importance of fiscal policy as well as the way governments affect welfare and growth through taxation and the provision of public goods (such as infrastructure). She typically uses dynamic general equilibrium macroeconomic models combined with a variety of numerical techniques in order to discover which factors are important in explaining different growth episodes in both the United States and Europe.

Most recently, Dr. Pinte has been exploring how social-standing concerns can explain individual behavior. An example of such research has been to apply these concepts to gain new insights into the evolution of female labor force participation and welfare in recent decades. She has published papers in leading economic journals such as *Journal of Economic Dynamics and Control*, *Review of Economic Dynamics*, *Journal of Macroeconomics*, *Computational Economics* and *Review of Industrial Organization*. Dr. Pinte currently teaches a variety of Macroeconomics and International Macroeconomics courses at both Undergraduate and Master/Doctoral level.

Michael S. Ross
Department of Earth and Environment
College of Arts and Sciences

Dr. Michael S. Ross is an Associate Professor in the Department of Earth and Environment. Educated in ecology and the natural sciences at Muhlenberg College, Utah State University, and Virginia Tech, he subsequently received a Master's degree in Environmental Law from Vermont Law School. In South Florida, he supervised the National Audubon Society's terrestrial ecosystems research program in the Florida Keys, and then moved his program to FIU when the Southeast Environmental Research Program was established in 1993. He is a plant ecologist whose research most often involves large-scale (community and landscape-scale) processes in forest and wetland ecosystems.

Dr. Ross' research has focused on the spatial and temporal dynamics of plant communities, especially in response to disturbance, several aspects of global change, and/or management activities. With recent funding from the National Science Foundation, the interdisciplinary nature of his research has expanded to include urban ecosystems, whose study requires the integration of social and natural sciences. Since coming to FIU, he has been an investigator on contracts totaling \$9,815,375 (\$6,081,272 as Principal Investigator). He has published 44 journal articles and 3 book chapters during his career (24 since 2006), many in high impact journals. His South Florida Terrestrial Ecosystems Lab (<http://softel.fiu.edu>) has become a center of intellectual activity at FIU, with many superb technicians, graduate students, and undergrads finding a home there. Three students have already completed theses under his tutelage, and three of his students are currently in the middle or late stages of Master's or Doctoral programs.

In 2010 he and two other FIU faculty developed a new course, Wetlands Ecology and Management, which was offered in graduate and undergraduate forms. He is an important scientific voice in inter-agency considerations of Everglades restoration issues, and has also leveraged his ecological expertise through service on Miami-Dade County's Land Acquisition Selection Committee (LASC), which oversees M-DC's nationally known Environmentally Endangered Lands program.

Angela K. Salmon
Teaching and Learning Department
College of Education

Dr. Angela K. Salmon is Associate Professor in the Department of Teaching and Learning at the College of Education. She holds a doctoral degree in Education with emphasis in Early Childhood and Literacy from the University of Cincinnati. Dr. Salmon's research focuses on understanding how children's language and thinking develop and evolve over time through nurturing and sustaining thoughtful learning environments. Her interest in the interplay among cognition, language and literacy development has led her to conduct research in such areas as children's theory of mind, metacognition, language and literacy development, teacher's discourse in the classroom, music and thinking, and the development of communities of practice. Dr. Salmon's research is classroom-based, involving teachers in action-research projects. Her long-standing partnership with Project Zero at the Harvard Graduate School of Education has evolved into numerous research opportunities for herself, colleagues and students at FIU. Dr. Salmon's scholarly efforts are contributing in meaningful, measurable ways to bringing distinction and recognition to the FIU Early Childhood Education programs through her refereed publications, as well as through presentations at local, national and international professional conferences.

Dr. Salmon founded the Visible Thinking South Florida initiative and serves as its president. She is well known for pioneering Harvard's Visible Thinking approach in early childhood.

Prior to joining FIU, Dr. Salmon was a professor and program leader at the College of Education at San Francisco University in Ecuador, one of the most prestigious universities in that country. She was widely recognized in Latin America as a leader in the field of early literacy through her contribution of her two books about emergent literacy in Spanish and her lectures. Further, she is at the forefront of constructivist approaches to language and literacy development in Latin America. Dr. Salmon also was the Vice President of the South Florida Chapter of the National Association for the Education of Young Children.

Jason X. Liu

School of Computing and Information Sciences
College of Engineering and Computing

Dr. Jason X. Liu is an Associate Professor in the School of Computing and Information Sciences. He received his B.A. degree in Computer Science from Beijing University of Technology in China in 1993, an M.S. degree in Computer Science from College of William and Mary in 2000, and a Ph.D. degree in Computer Science from Dartmouth College in 2003. Before joining FIU in August 2007, he had been a postdoctoral student at University of Illinois, Urbana-Champaign in 2003-2004, and subsequently a tenure-track Assistant Professor of Computer Science at Colorado School of Mines in 2004-2007. Dr. Liu's main research areas include parallel and distributed simulation, large-scale network modeling, simulation and emulation, computer networks, and high-performance computing.

Dr. Liu is a recipient of the NSF CAREER award (2006-2011, \$436K), supporting his research in developing fundamental technologies for real-time immersive large-scale network simulations. He is also the PI of an NSF-sponsored project (through BBN/GENI Project Office) for developing the next-generation network testbed (2009-2012, \$442K). He is a co-PI of another NSF award (2010-2013, \$712K) in collaboration with two FIU colleagues for research and development of software persistent memory for high-end computing applications. He has published 2 book chapters, 9 journal articles, and 31 conference papers in major journals and conference/workshop proceedings in parallel computing, computer systems, and simulation areas. Dr. Liu is currently an Associate Editor for the Transactions of the Society for Modeling and Simulation International, and a Steering Committee Member for the PADS conference. He served as the General Chair for SIMUTools'11 and MASCOTS'10, the Program Chair for SIMUTools'10 and PADS'08, and the Proceedings Co-Editor for WSC'06, all highly reputable conferences.

Quentin Felty

Department of Environmental and Occupational Health
Robert Stempel College of Public Health and Social Work

Dr. Quentin Felty is an Associate Professor in the Department of Environmental and Occupational Health. He graduated with a Master's of Science in Public Health in Environmental Health Sciences in 1998 from the University of Alabama at Birmingham. In 2000, Dr. Felty was awarded a prestigious NCI Cancer Prevention and Control Training Program Fellowship. He defended his Doctoral Thesis Research in Environmental Health Sciences in May 2004. Dr. Felty moved to FIU as a post-doctoral research fellow in the Fall 2004. The Stempel School of Public Health soon recognized Dr. Felty to be an exceptionally talented young scientist with a vision, and offered him an independent tenure earning faculty position.

In a short amount of time at FIU, the success of his independent research program is evident by publications from his laboratory in peer-reviewed journals, such as, BMC Cardiovascular Disorders (Impact factor: 1.59), Atherosclerosis (Impact factor: 4.52), Cell Biology and Toxicology (Impact factor: 1.75), and Life Sciences (Impact factor: 2.56). Currently, Dr. Felty's article entitled: "Estrogen, mitochondria, and growth of cancer and noncancer cells" is one of the most cited articles of all time for the Journal of Carcinogenesis. This article was called an "epoch-making paper" by an unsolicited scientist in the field.

Since his start as an Assistant Professor at FIU in 2005, he has submitted over 20 grant proposals to agencies such as the National Institute of Health (NIH), and the Department of Defense (DoD), just to name a few. Recently, Dr. Felty, as Principal Investigator, was awarded the Bankhead-Coley New Investigator Award (\$375,000) and the NIH SC3 Award (\$760,500). Additionally, Dr. Felty was awarded the FIU Foundation Faculty Research Award (\$25,000) as the Principal Investigator. He is a Co-Principal Investigator on two grants from the DoD which include the Breast Cancer Research Program HBCU/MI Partnership Training Award (\$1,309,999) and the Breast Cancer Research Program Idea Award (\$300,000).

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 7, 2011

Subject: B.A. in Communication Arts New Program Proposal

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the Bachelor of Arts in Communication Arts (CIP 09.0101) degree program.

Background Information:

Florida International University's students live in a dynamic intercultural and multinational city that is focused on the arts, design, and communication. They are constantly exposed to the interplay of design, arts, and culture that exists in a city that serves as a gateway to the Caribbean and Latin America. This degree is for students who have a strong and enduring interest in design, communication, and the arts, but do not necessarily want to become a professional designer, performer, or artist. It is a flexible, multidisciplinary program that prepares students to work in a variety of jobs, including positions in public or private organizations, non-profit organizations, and professions that require extensive public contact, communication skills, and a working knowledge of design and the arts.

The proposed Bachelor of Arts in Communication Arts (CIP 09.0101) is listed in the BOT-approved 2010 University Work Plan under "New Academic Program Proposals – Next Three Years" with a proposed implementation date of fall 2011.

Pursuant to Florida Board of Governors Regulation 8.011, New Academic Program Authorization (4)(b) *Bachelor's, Master's, Advanced Master's, and Specialist and other Non-Doctoral Degree Programs* - Each university board of trustees has the responsibility and authority to approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist level in accordance with BOG Regulation 8.011(3) and (5).

Supporting Documentation:	Executive Summary: B.A. in Communication Arts New Program Proposal
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Facilitator/Presenter:	Douglas Wartzok
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Executive Summary

Bachelor of Arts in Communication Arts Program Proposal

The Bachelor of Arts in Communication Arts (CIP 09.0101) degree is for students who have a strong and enduring interest in design, communication, and the arts, but do not necessarily want to be dependent on becoming a professional designer, performer, or artist to earn a living. It is a flexible, multidisciplinary program that prepares students to work in a variety of jobs, including positions in public or private organizations, non-profit organizations, and professions that require extensive public contact, communication skills, and a working knowledge of design and the arts. This degree will also prepare students who wish to pursue a graduate degree such as a Master in Organizational Communication or Art Administration. The diversity, the growing artistic and design industry, and the ever-growing global business connections of South Florida are all factors that contribute to the reasons as to why this degree is needed at Florida International University.

This proposal is for a Bachelor of Arts degree in Communication Arts with three distinctive tracks – Organizational Communication Studies, Art & Performance Studies, and Design Studies. This three-track approach incorporates all the disciplines within The College of Architecture + The Arts, similar to the way a Liberal Studies degree incorporates courses from Arts and Sciences. For each track, students are required to complete the same core. The core is comprised of 36 credits of communication courses.

Following Florida International University's goal of being a leading student-centered urban public research university that is locally and globally engaged, this proposed program of study invites students to engage in the theoretically-informed practice of communication, art & performance, or design in their personal, professional, and public lives. The goals of the proposed program are closely aligned with the goals of the University: Create knowledge and respect for the role of culture and diversity, as well as the ability to effectively interact within and across cultures through communication, art & performance, and design; emphasis on research and competency in systematic inquiry, including the process of asking questions, systematically attempting to answer them, and understanding the limitations of the conclusions reached; and the dissemination of knowledge in order to foster improvement in the manner in which communication creates, maintains, and transforms relationships.

The proposed program is also in alignment with the current State University System Strategic Planning Goals and provides greater access to students interested in design a way to earn a bachelor's degree, not in design but rather Communication Arts. With the implementation of the Accelerated Master's degree in Design, students who find this program of study too challenging have a degree to which their design credits are applicable. The degree program also meets statewide professional and workforce needs as it responds to a survey conducted by the National Association of Colleges and Employers (NACE), which found that communication skills ranked as the number one skill sought by employers. Additionally, business leaders consistently rank oral communication skills as the number one determining factor in the assessment of job applicants.¹ This corresponds with the highest-ranked factor for successful employment:

¹*Job Outlook 2010*, National Association of Colleges and Employers.

interpersonal communication skills. Additionally, the United States Department of Education reported that the number of communication degrees conferred has tripled since 1972.² However, FIU does not offer a degree in Communication at this time – other than the specialized degrees of Journalism, Broadcasting, Advertising, and Public relations that are associated with the College of Journalism and Mass Communication at the Biscayne Bay Campus. Finally, the proposed program meets community needs and fulfills unique institutional responsibilities by serving a diverse population, and the multitude of artistic and cultural organizations in South Florida.

Implementation
Timeframe

Projected Student
Enrollment

Projected Program Costs

	Head Count	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	67	46.89	83,234	0	1,775
Year 2	155	108.39			
Year 3	243	169.89			
Year 4	323	227.64			
Year 5	376	264.39	332,787	0	1,259

² <http://nces.ed.gov/pubs2008/2008031.pdf>

PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university**	16	11.63	33	23.63	56	39.75	83	59.25	99	70.88
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	30	20.63	67	45.75	108	74.25	151	105.38	177	124.50
Florida community college transfers to the upper level***	19	13.50	48	34.88	68	49.13	77	55.13	85	60.00
Transfers to the upper level from other Florida colleges and universities***	2	1.13	5	3.00	8	4.88	10	6.00	12	7.13
Transfers from out of state colleges and universities***	0	0.00	2	1.13	3	1.88	2	1.88	3	1.88
Other (Explain)***	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Totals	67	46.89	155	108.39	243	169.89	323	227.64	376	264.39

* List projected annual headcount of enrolled students majoring in the program.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5				
	Funding Source					Subtotal E&G and C&G	Funding Source				Subtotal E&G and C&G
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non- Recurring (E&G)	Contracts & Grants (C&G)		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	
Faculty Salaries and Benefits	47,234	0	0	0	0	\$47,234	186,381	93,906	0	0	\$280,287
A & P Salaries and Benefits	0	0	0	0	0	\$0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	\$0	0	0	0	0	\$0
Other Personnel Services	35,000	0	0	0	0	\$35,000	50,000	0	0	0	\$50,000
Assistantships & Fellowships	0	0	0	0	0	\$0	0	0	0	0	\$0
Library	0	0	0	0	0	\$0	0	0	0	0	\$0
Expenses	1,000	0	0	0	0	\$1,000	2,500	0	0	0	\$2,500
Operating Capital Outlay	0	0	0	0	0	\$0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	\$0	0	0	0	0	\$0
Total Costs	\$83,234	\$0	\$0	\$0	\$0	\$83,234	\$238,881	\$93,906	\$0	\$0	\$332,787

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions (person-years)	Year 1	Year 5
Faculty	0.6	3.5
A & P	0	0
USPS	0.25	1.25

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$83,234	\$332,787
Annual Student FTE	46.89	264.39
E&G Cost per FTE	\$1,775	\$1,259

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 7, 2011

Subject: Educational Plant Survey 2010

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the Educational Plant Survey 2010.

Background Information:

An Educational Plant Survey is defined in s. 1013.01(8), Florida Statutes, as a systematic study of present educational and ancillary plants and the determination of future needs to provide an appropriate educational program and services for each student based on projected capital outlay FTE's approved by Board of Governors.

The purpose of the survey is to aid in the formulation of five-year plans to house the educational program and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, includes the capital improvement element of the master plan for the long-term physical development of the university, the shorter-term five-year capital improvement program, and the development of specific building programs before submitting a request for funding.

The Educational Plant Survey process is required by Florida Statutes of all public educational entities. For the State University System it is a requirement that at a minimum of every five (5) years, each university report on the use of its existing facilities and project its future facility needs five (5) years out. This projection must be based on an examination of data on its existing facilities and a projection of future needs based on anticipated university growth.

Supporting Documentation: Educational Plant Survey 2010

Facilitator/Presenter: Douglas Wartzok

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Educational Plant Survey 2010



The Patricia & Phillip Frost Museum



Academic Health Center 3



Art Studio



College of Business Complex



Rafael Diaz-Balart Hall



Central Utilities Expansion

FIU | FLORIDA
INTERNATIONAL
UNIVERSITY

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EDUCATIONAL PLANT SURVEY TEAM

Survey team members participating in the Educational Plant Survey for Florida International University are as follows:

FACILITIES INVENTORY VALIDATION:

November 1-4, 2010

TEAM LEADER:

Dave W. Heather
Facilities Planning & Construction
University of Florida

TEAM MEMBERS:

Jose Castrillo
Academic Affairs
University of Central Florida

Adrian Castillo
Facilities Management
New College

Samuel J. Houston
Facilities Planning
Florida Agriculture and
Mechanical University

Teira Farley
Office of Finance & Facilities
Florida Board of Governors

Kenneth Ogletree
Office of Finance & Facilities
Florida Board of Governors

SPACE NEEDS ASSESSMENT:

April 12 - 14, 2011

TEAM LEADER:

Dave W. Heather
Facilities Planning & Construction
University of Florida

TEAM MEMBERS:

Jose Castrillo
Academic Affairs
University of North Florida

Adrian Castillo
Facilities Management
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SURVEY FACILITATOR:

Gloria Jacomino
Director
Academic Space Management
Florida International University

EDUCATIONAL PLANT SURVEY 2010

I - INTRODUCTION

The Educational Plant Survey process is required by Florida Statutes of all public educational entities. For the State University System it is a requirement that at a minimum of every five (5) years, each university report on the use of its existing facilities and project its future facility needs five (5) years out. This projection must be based on an examination of data on its existing facilities and a projection of future needs based on anticipated university growth¹ (The procedures, as approved by the Board of Governors, are included as Appendix A).

Definitions and Requirements for The Educational Plant Survey

An Educational Plant Survey is defined in s. 1013.01(8), Florida Statutes, as a systematic study of present educational and ancillary plants and the determination of future needs to provide an appropriate educational program and services for each student based on projected capital outlay FTE's approved by Board of Governors. The term "Educational plant" is defined in s. 1013.01(7), F. S., as those areas comprised of the educational facilities, site, and site improvements necessary to accommodate students, faculty, administrators, staff, and the activities of the educational program of each plant. The term "Ancillary plant" is defined in s. 1013.01(1), F. S., as an area comprised of the building, site, and site improvements necessary to provide such facilities as vehicle maintenance, warehouses, maintenance, or administrative buildings necessary to provide support services to an educational program. A Survey is required at least every five years pursuant to s. 1013.31(1) F.S. In addition, s. 1013.64(4)(a), F.S., requires that each remodeling and renovation project included in the Board of Governor's 3-year PECO Project Priority List (s.1013.65 (1), (2)(a) F.S.) be recommended in a Survey and, that the educational specifications for new construction be approved by the Board of Governors before appearing in the first year of this list. PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and support facilities. By definition, as found in Section 1013.01(16), Florida Statutes, "Public education capital outlay (PECO) funded projects" means site acquisition, renovation, remodeling, construction projects, and site improvements necessary to accommodate buildings, equipment, other structures, and special educational use areas that are built, installed, or established to serve primarily the educational instructional program of the district school board, community college board of trustees, or university board of trustees".

Surveys may be amended if conditions warrant a change in the construction program. Each revised Educational Plant Survey and each new Educational Plant Survey supersedes previous Surveys. This report may be amended, if conditions warrant, at the request of the board or commissioner (s. 1013.31(1)(a), F. S. Recommendations contained in a Survey Report are null and void when a new Survey is completed.

II - OVERVIEW OF SURVEY PROCESS

The Purpose of The Educational Plant Survey

The purpose of a survey is to aid in the formulation of five-year plans to house the educational program and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, includes the capital improvement element of the master plan for the long-term physical development of the university, the shorter-term five-year capital improvement program, and the development of specific building programs before submitting a request for funding. An Executive Summary of the Master Plan is attached for reference under Appendix C.

Types of Facilities Addressed in The Survey

The following ten categories of space have been identified as those needed to meet educational program requirements: Classroom, Teaching Laboratory, Research Laboratory, Study, Instructional Media, Auditorium/Exhibit, Teaching Gymnasium, Student Academic Support, Office/Computer and Campus Support Services. These categories are included within the nationally recognized space classification, as identified within the Postsecondary Educational Facilities Inventory and Classification Manual, dated May 2006. The need for merchandising facilities, residential facilities, and special-purpose non-credit facilities such as demonstration schools, continuing education centers, or dedicated intercollegiate athletic facilities are not addressed in this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measures and program requirements.

The Survey Process

The survey process is comprised of two main components: the facilities inventory validation component and the needs assessment component. The fieldwork portion of the processes is carried out by a survey team, which is directed by the Survey Leader from one of the University's Sister Institutions. Other survey team members include a professional architect from the Florida Board of Governors and professional staff from other universities. A Survey Facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the survey team, ordination of university activities, and final preparation and publication of this document. Significant preparation is necessary before each of the two survey components are carried out. Table 1 identifies the main Survey activities and lead responsible for each activity.

Table 1
EDUCATIONAL PLANT SURVEY ACTIVITIES

ACTIVITY	RESPONSIBILITY		
	UNIVERSITY	DEPARTMENT OF EDUCATION	SURVEY TEAM
Establish Schedule	X	X	
Letter to President		X	
Dates, Procedures, Responsibilities, Designation of Univ. Rep. Determine Inventory Sample for Validation	X		
Identification of Existing Proposed "Ineligible" Space	X	X	
Prepare Facilities Inventory Reports (Site/Building/Room Reports)	X		
Coordinate Logistics for Validation Field Work	X	X	
Perform Validation (on-site field work)	X	X	X
Update Inventory Based on Validation	X		
Provide Established Enrollment Projections		X	
Prepare Formula Space Needs Analysis	X		
Develop Proposed Projects & Justification	X		
Develop Survey Workbook (schedule, mission statement, site data, academic programs, enrollment, space needs, inventory data, project summaries & justifications).	X		
Develop Comments regarding Degree Program Facility Needs		X	
Develop Comments Regarding Proposed Projects (CIP & Master Plan)		X	
Coordinate Logistics for Needs Assessment Field Work	X	X	
Perform Needs Assessment (on-site field work) Review proposed projects in relation to programs, space needs, data, current inventory, and any special justification)		X	X
Exit Meeting with University Administration		X	X
Prepare Initial Summary of Survey Recommendations		X	X
Prepare Final Letter of Survey Recommendations	X		
Prepare Written Report	X		

III - FACILITIES INVENTORY VALIDATION

Purpose of Validation

The main purpose of the validation component is to ensure that the facilities inventory data used in the subsequent space needs assessment component fairly presents the existing facilities available to support educational programs.

Sampling Technique

The validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms is selected from the Physical Facilities Space File, a mainframe-based inventory system that contains data for sites, buildings, and rooms. Annually, changes in the Physical Facilities Space File are reconciled to specific project activity. The buildings selected for validation include all buildings constructed since the last Survey, all buildings affected by major renovation, remodeling, or expansion, all buildings the University desires to change the designated condition to a satisfactory or unsatisfactory status, and additional buildings necessary to achieve a reasonable representation of all space categories. An analysis of past legislative appropriations is conducted to ensure that all new buildings and buildings affected by major remodeling are included. Table 2 identifies the buildings included in the sample for validation. Facilities inventory reports with room detail and schematic floor plans are prepared to aid the Survey Team as they inspect rooms within the selected buildings.

Function of Survey Team During Validation

The main function of the Team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes, and proper room use or space category classification are the objectives of the Team. A list of variances is prepared and used to update the facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. All variances identified during this validation process were corrected prior to the needs assessment portion of the survey process.

Resulting Adjusted Inventory Data

The resulting inventory file, with any required adjustments, enables preparation of reports used in the needs assessment portion of the Survey. Summary reports of building and net assignable space information are included in this report.

**Table 2
BUILDINGS INCLUDED IN THE INVENTORY VALIDATION**

NEW CONSTRUCTION						
SITE #	ABBR	BUILDING #	BUILDING NAME	ABBR	OCCUPANCY YR	GSF
1	MMC	27	RAFAEL DIAZ-BALART HALL	RDB	2006	153,768
1	MMC	29	THE PATRICIA & PHILLIP FROST MUSEUM	PPFAM	2007	46,874
1	MMC	30	COLLEGE OF BUSINESS COMPLEX	CBC	2007	80,765
1	MMC	31	CENTRAL UTILITIES EXPANSION	CU	2007	14,500
1	MMC	39	ACADEMIC HEALTH CENTER 3	AHC3	2009	114,929
1	MMC	47	ART STUDIO	AS	2007	3,834
					TOTAL:	414,670
RENOVATIONS						
SITE #	ABBR	BUILDING #	BUILDING NAME	ABBR	RENOVATION YR	NSF
1	MMC	1	CHARLES E. PERRY PRIMERA CASA - OLD FROST RENOVATIONS	PC	2009	4,558
1	MMC	21	ACADEMIC HEALTH CENTER 1 - CENTER FOR CHILDREN AND FAMILIES	AHC1	2009	11,672
1	MMC	22	CSCS PANTHERSOFT RENOVATIONS	CSCS	2010	3,888
2	BBC	N02	ACADEMIC ONE - NEIGHBORHOOD HELP SUITE 234 RENOVATIONS	AC1	2010	2,920
2	BBC	N02	ACADEMIC ONE - SCHOOL OF ENVIRONMENT AND SOCIETY SUITE 300 RENOVATIONS	AC1	2010	3,760
1	MMC	W06	W06 PANTHERSOFT RENOVATIONS	W06	2010	2,137
					TOTAL:	28,935
BUILDING SYSTEMS ASSESSMENT						
SITE #	ABBR	BUILDING #	BUILDING NAME	ABBR	OCCUPANCY YR	GSF
8	MB03	MB03	MIAMI BEACH WOMEN'S CLUB	MBWC	2009	6,586
3	EC	101	ENGINEERING CENTER	EC	1996	479,212
3	EC	102	OPERATIONS/UTILITY	OU	1996	32,582
1	MMC	C05	DUPLICATING CENTER	DC	1981	6,972
1	MMC	W06A	DUGOUT 3	W06A	1982	224
1	MMC	W06B	DUGOUT 4	W06B	1982	224
1	MMC	W01B	WEST 1 B	W01B	1985	600
2	BBC	S01	CENTRAL RECEIVING	S01	1982	6,419
2	BBC	S02	PUBLIC SAFETY	S02	1982	2,560
2	BBC	S03	PHYSICAL PLANT	S03	1982	15,407
2	BBC	N04	ACADEMIC TWO	AC2	1983	101,800
2	BBC	N01A	AQUATIC CENTER	AQ/RC	1985	1,607
					TOTAL:	654,193

IV - SPACE NEEDS ASSESSMENT

Objective

The objective of the Survey Team during the space needs assessment component is to develop specific project recommendations consistent with approved programs and/or the Capital Improvement Program (CIP) 5-Year Legislative Project Request and with the University's Campus Master Plan. The space needs assessment activity includes an evaluation of the following elements: projects proposed by the University, the results of applying a quantitative space needs model, and any special justification presented by the University. The Team Facilitator provides University supporting information for the proposed projects to the Survey Team in the form of a Survey Workbook and University administrators and officials give presentation the projects.

Types of Recommendations

The projects proposed by the University include site acquisition, site improvements, renovation, remodeling, expansion, and new construction. The projects are presented as part of an overall development plan that includes identification of proposed uses of spaces to be vacated as a result of occupying new buildings and remodeling and/or expansion of existing buildings.

Space Needs Formula

The space needs model applied is the State University System Space Needs Generation Formula (Formula). The Formula was designed to recognize space requirements for a site based on academic program offerings, student enrollment by level, and research programs. The most important measure in the Formula is student full-time-equivalent enrollment. Other important measures include positions, research activity, and library materials. The following space categories are included in the Formula:

<u>Instructional</u>	<u>Academic Support</u>	<u>Institutional Support</u>
Classroom	Study	Student Academic Supports
Teaching Laboratory	Instructional Media	Office/Computer
Research Laboratory	Auditorium/Exhibition	Campus Support
	Teaching Gymnasium	

Application of the Formula results in unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the Formula does not support a proposed project, the justification provided by the University is considered. Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the Formula. An example of such a case is a large wind tunnel facility or linear accelerator facility that far exceeds the space allowances provided for in the Formula. This type of space is regarded as ineligible to meet the space needs generated by the Formula. Similar treatment is given to unique facilities within the existing facilities inventory to ensure that Formula space needs are compared to facilities designed to meet those needs. The results of applying the Formula for the subject Survey are identified within this report.

V - OVERVIEW OF THE UNIVERSITY

1. Introduction

Florida International University is a multi-campus public research university offering a broad array of undergraduate, graduate, and professional programs. The university has two main campuses, the 344-acre Modesto Maidique Campus (Site 1) in western Miami-Dade County, and the 200-acre Biscayne Bay Campus (Site 2) in northeast Miami-Dade County. Through eleven colleges and schools, FIU offers more than 175 bachelor's, master's, and doctoral degree programs and conducts basic and applied research. Interdisciplinary centers and institutes conduct collaborative research to seek innovative solutions to economic, technological, and social problems. With more than 42,000 students, 814 full-time instructional faculty, and over 8,000 degrees awarded annually, FIU is the largest university in South Florida.

Chartered by the Florida Legislature in 1965, Florida International University opened its doors in 1972 to the largest opening-day enrollment in the history of American higher education. Initially a two-year, upper-division school with limited graduate programs; FIU added lower-division classes in 1981 and received authority to begin offering degree programs at the doctoral level in 1984. Ninety-seven percent of our full-time tenured or tenure-track instructional faculty holds doctorates or the highest degree attainable in their fields. FIU is the only urban public university in the state to be a member of Phi Beta Kappa, the nation's oldest scholarly honorary society. The Carnegie Foundation for the Advancement of Teaching classifies FIU as a Research University/High Research Activity. Our annual research expenditures exceed \$100 million.

Committed to both high quality and access, FIU meets the educational needs of full-time and part-time undergraduate and graduate students, and lifelong learners. Reflecting the vibrant ethnic diversity of South Florida, 77 percent of FIU students are Hispanic, black, or other minorities. We take pride in the impact our graduates make upon the nation and the world.

2. University mission

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

3. University vision

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

4. University values

Florida International University is committed to the following core values:

- Truth—in the pursuit, generation, dissemination, and application of knowledge
- Freedom—of thought and expression
- Respect—for diversity and the dignity of the individual
- Responsibility—as stewards of the environment and as citizens of the world
- Excellence—in intellectual, personal, and operational endeavor.

5. University goals

Our goals are:

1. To educate undergraduate students
 - who become critical thinkers empowered to learn and to integrate their understanding in a variety of areas of knowledge, creativity, entrepreneurship, and accomplishment;
 - who possess the intellectual and personal competencies needed to excel in their fields throughout the world;
 - who understand their culture and the cultures of others and appreciate the complexities and diversity of our global society;
 - who understand and commit to their civic responsibilities.
2. To educate graduate and professional students
 - who demonstrate an ability to synthesize knowledge and practice in ways that produce new insights;
 - who add to the existing body of knowledge in their disciplines;
 - who understand the obligation of the holders of advanced degrees to apply their knowledge and critical intellectual abilities in an ethical manner.
3. To build a distinguished faculty and staff
 - who create a learning environment for students and each other;
 - who give students a foundation of knowledge and understanding that will lead to success in their chosen fields and their lives;
 - who give students the habits of mind of life-long learning and responsible global citizenship;
 - who generate research results and creative contributions recognized both nationally and internationally;
 - who collaborate with each other and with community leaders to explore creative solutions to local, regional, national, and global problems;
 - who pursue research activities and provide additional federal and corporate research funding to the university.
4. To build an excellent student support system
 - that provides academic, personal, and financial support;
 - that adopts best practices across all services;
 - that creates a culture of clear and consistent communication across all internal constituencies.
5. To build an excellent financial base
 - that maximizes impact by carefully stewarding and enhancing resources;
 - that applies information technology to enhance and streamline operations;
 - that encourages external contracts and grants funding;
 - that benefits from alumni and community support;
 - that increases the university endowment.
6. To build an excellent physical and technological infrastructure
 - that is student-centered and conducive to learning;
 - that is appropriate to FIU's size and aspirations to research excellence;
 - that is accessible and sustainable;
 - that applies technology efficiently to conserve resources.
7. To build collaborative university/community relationships
 - that employ the intellectual capital of the university to solve community problems;
 - that encourage alumni to continue their association with and contribution to the university;
 - that create university affinity and social well-being through cultural programming and athletic events;
 - that enhance the intellectual development of the community through life-long learning opportunities

6. Strategic plan for 2010-2015 – *Worlds Ahead*

The second decade of the twenty-first century ushers in major challenges for institutions of higher education in the United States. In the midst of significant levels of unemployment, political debate over the appropriate role for government, and a growing concern for educational competitiveness at all levels, public universities are being called upon to foster greater levels of innovation, job creation, and economic development. Florida International University is poised to make a substantive contribution to address the challenges ahead. Our leadership, research and creative expertise, and sense of urgency give us the opportunity and responsibility to engage locally and globally in the development of high-quality education, ethical and well-prepared global citizens, healthy living environments, and enhanced economic and social well-being. FIU embraces our role as an anchor institution in Greater Miami and the Caribbean Basin.

As Florida International University launches our 2010-2015 ***Worlds Ahead*** strategic plan, we have much to build on, and much to build. As South Florida's only public research university, we are proud of our record of service to the South Florida community and to our students. In the next five years, we will continue to graduate more Hispanic students than any other university in the nation. We will build on our faculty's research and creative energies to form a strong foundation for competitiveness in the twenty-first century knowledge economy, and will engage with local and global communities in collaborative problem solving.

In the past decade FIU has added two major professional schools—a law school and a medical school—and expanded enrollment by 28 percent. In the next five years we will continue to provide a full range of degree programs for regional, national, and international students. During this period, we plan to increase enrollment by 25 percent and research expenditures by 36 percent. These striking increases will require us to rethink every aspect of our academic enterprise: our approaches to teaching, learning, and research; our student support services; and the size and configuration of our physical and technological infrastructure.

To solidify our position as worlds ahead, in the next five years FIU will mobilize our strengths in key collaborative content areas. Our arts facilities and programs enrich campus life, enhance community involvement, and support our quest for excellence. Our cross-disciplinary strength in environmental fields positions our faculty to propose innovative solutions to local and global environmental problems. Our founding commitment to foster international understanding takes on new meaning as global networks of communication and trade create unprecedented integration of economies, societies, and cultures. The Robert Stempel College of Public Health and Social Work, the College of Nursing and Health Sciences, and the new Herbert Wertheim College of Medicine form the core of an academic health center that will facilitate interdisciplinary approaches to solving health care problems in the region and the nation.

As we launch our strategic plan, we must respond to new realities. The financial crisis that began in 2007 had its strongest impact on regions—including South Florida—that had been experiencing the most explosive growth. As a public institution, FIU has not been immune from the forces of change, but we must be a leader in our regional recovery. In the next five years, as we transition from a state-supported to a state-assisted institution, we will have an even greater imperative to seek efficiencies and diversify funding beyond traditional state sources. Our strategic plan will provide us with guidelines to make the difficult choices that lie ahead.

Five academic themes focus the development of our educational and research programs, while two basic management philosophies focus the University's operation. Strategic themes are areas of activity (academic programs, research, and service) that offer opportunities for development and the potential to achieve strategic advantages in higher education. Given rapid globalization in the 21st century, FIU's strategic themes necessarily involve engagement at both the local and global level.

7. The strategic planning process

The current cycle of strategic planning at Florida International University began with the installation of FIU's fifth president, Mark B. Rosenberg, in August 2009. His initial statement of guiding principles, *Hit the Ground Running*, laid the foundation for a series of conversations on the strategic direction of the university, followed by a formal strategic planning process.

The provost commissioned four committees charged with identifying major issues and beginning a dialogue with the university community. The committees examined the three components of FIU's mission (teaching, research, and engagement), and our operational and financial base.

Each committee produced a white paper that defined FIU's current position and described the opportunities that lay ahead. During fall 2009 the president took those white papers to university town halls, and held conversations with members of the local community and community leaders.

In late fall 2009 the president charged the provost with the formal implementation of the strategic planning process. The provost formed seven committees with representation from faculty, staff, students and community members. Three committees focused on foundations for success at FIU: Finance, Infrastructure, and Student Success. Four committees focused on collaborative content areas in which FIU has strategic strengths: Arts, Environment, Globalization, and Health.

In the late summer 2010, each of these committees submitted a draft report to the provost, who was then charged with creating an institutional strategic plan based on the work of the seven committees.

8. 2010 - 2015 Strategic Plan - a five-year plan to pursue FIU's mission and goals

During the next five years, Florida International University will pursue specific initiatives to achieve our mission and goals.

1. Achieve enhanced student learning and academic excellence.

- Expand minority pre-college programs to ensure readiness for FIU.
- Improve access by increasing enrollment by 2,000 academically qualified students per year.
- Define and communicate expectations for students at each level of their academic progress.
- Encourage interdisciplinary teaching, advanced pedagogical approaches in the classroom, and expanded state-of-the-art online learning.
- Develop the curriculum and curricular offerings to produce degree programs that reflect the strategic direction of the university and prepare graduates for success in the twenty-first century.
- Enhance learning opportunities through undergraduate research, study abroad, service learning, and student internships.
- Raise the six-year graduation rate with special emphasis on sustained enrollment and early identification of appropriate major.
- Develop and expand student-support services, programs, and activities that enhance student achievement.
-

2. Enhance the quality, quantity and impact of research and creative initiatives.

- Retain and recruit a world-class faculty.
- Increase and expand research funding in fields where FIU has strategic assets and competitive advantages.
- Establish and enhance multidisciplinary and multi-college research centers focused on emerging issues.
- Facilitate commercialization of FIU-initiated research.
- Link research to local economic development and problem-solving.

3. Engage with the community in collaborative problem solving.

- Tie instructional and creative initiatives to local needs and community priorities.
- Collaborate with major educational, environmental, arts, health, and community organizations.

- Partner in the creation of a public-private high-tech corridor focused on biomedical advances and sustainability.
- Facilitate life-long learning and professional development opportunities.

4. Revitalize and expand FIU's infrastructure and financial base

- Build and improve the physical and technological infrastructure.
Improve efficiency, accountability, and compliance and take advantage of shared services.
- Launch a four-front funding offensive: private, state, federal, and local.
- Energize, grow, and focus the alumni network around fund-raising and student placement.
- Expand need-based financial aid to ensure affordability, access, and graduation.
- Recruit and retain outstanding staff.
- Enhance student spirit and alumni affinity through cultural programming and athletics.

9. **Applying the plan to collaborative content areas**

In pursuit of our mission and goals, Florida International University will leverage our strengths in four collaborative content areas. Each of these areas has a relation to our mission, has the potential for significant and sustained growth, and involves engagement at the local and global levels.

THE ARTS

The Arts are essential to Florida International University's life of the mind. They inform the way we think, create, discern, solve problems, and adapt to a rapidly changing world. The creative and academic activities of FIU's faculty, curatorial staff, and students in our colleges, schools, and museums support our quest for excellence and are an important strategic asset.

FIU's location in the vibrant, cosmopolitan South Florida region creates opportunities for the FIU community to explore and appreciate different artistic and cultural traditions and modes of artistic expression, recognize the interplay of culture and artistic expression, and celebrate diversity. Concerts, exhibitions, performances, and public lectures enrich the cultural life of FIU's students, faculty, staff, and the South Florida community. FIU's two museums, the Frost Art Museum and The Wolfsonian-FIU, and our outstanding academic programs in music, art, and theater offer unique academic and professional experiences.

To leverage FIU's strength in the arts, in the next five years FIU will make strategic investments in the following initiatives:

1. Maximize local, national, and international opportunities to showcase FIU through the arts.
2. Develop and strengthen partnerships with local theaters and musical organizations, national venues, and international organizations for the performing arts.
3. Develop partnerships to strengthen the role of the arts in the Miami-Dade public schools.
4. Encourage research in the arts and creative work produced across the disciplines.
5. Create new degree programs to attract new students and ensure competitiveness of graduates in arts fields.
6. Provide financial resources for the arts through the Capital Campaign and continuing Annual Campaigns funding.
7. Strengthen the synergy of the arts and allied disciplines across the university by establishing a humanities center.

ENVIRONMENT

Florida International University has a history of excellence in research, education, and engagement in environmental fields. FIU's location in Miami, one of the largest cities in the country, positions us to take a leadership position in urban environmental research. Miami's location between the ocean and the Everglades provides opportunities for further development of our research strengths in wetlands, estuarine, and coastal ecology. Our location at the gateway to Latin America has led to our prominence in new world tropical ecological research.

Our faculty and staff expertise is a strategic asset that enhances our reputation and generates substantial research funding. Development of our strength in environmental studies will ensure that our students are trained for jobs in the new green economy, and will establish FIU as a leader in explaining the dynamics of environmental systems and in developing solutions to environmental challenges locally, nationally, and around the world.

Environmental knowledge is intrinsically interdisciplinary. It relies on basic and applied sciences and engineering to explain the dynamics of environmental processes; technology, planning, and management disciplines to develop and implement effective and efficient improvement strategies; and the humanities to clarify values and attitudes toward the environment. FIU is committed to providing the intellectual leadership needed to create a sustainable future for the South Florida region, and to make significant contributions in the environmental arena globally.

To leverage FIU's strength in environmental fields, in the next five years FIU will make strategic investments in the following initiatives:

1. Consolidate and expand environmental research and teaching and infrastructure at our Biscayne Bay Campus Site 2 to serve as a focus for the School of Environment, Arts and Society and for interdisciplinary environmental research.
2. Enhance interactions with management agencies, K-12 institutions, and the public.
3. Modify the First Year Experience course to ensure that undergraduate students have a basic understanding of local and global environmental issues.
4. Create new undergraduate degree programs to ensure competitiveness of graduates in environmental fields.
5. Develop new interdisciplinary graduate degrees in environmental science, policy, and management to enhance interdisciplinary graduate training and research in environmental fields.
6. Enhance FIU's environmental stewardship and develop plans to adapt to the impacts of climate change on our campuses and throughout our local and global communities.

GLOBALIZATION

Florida International University's founding mission to foster international understanding takes on new meaning in the twenty-first century age of globalization, as networks of communication and trade foster unprecedented integration of economies, societies, and cultures. FIU's efforts in the international sphere are supported by our geographic location; the cultural and ethnic diversity of the South Florida community; the continued globalization of regional and national economies; and Florida's desire to be a global leader in economic development in the twenty-first century. Our commitment to fostering an interdisciplinary, global perspective is a strategic asset that will ensure that our students will be prepared for jobs in the global economy.

FIU's focus on global awareness prompted the choice of Global Learning for Global Citizenship as the topic of our 2010 quality enhancement plan (QEP), which was prepared as a condition of reaffirmation of accreditation by the Southern Association of Colleges and Schools. Beginning in fall 2011, global learning courses will be a graduation requirement for every FIU undergraduate.

To leverage FIU's strength in interdisciplinary global study and research, in the next five years FIU will make strategic investments in the following initiatives:

1. Enhance and create interdisciplinary and regional areas studies programs with a global focus.
2. Support and strengthen the QEP, Global Learning for Global Citizenship.
3. Enroll more international students.

4. Encourage interdisciplinary research on global issues such as disaster mitigation, security, and governance.
5. Hire faculty with a global focus.
6. Expand collaborative research with universities around the globe.
7. Seek global partnerships to expand the financial base.

HEALTH

As Miami's only public research university, Florida International University is committed to addressing the health challenges that face the South Florida region. FIU has a distinguished record of research on health disparities, drug and alcohol use, abuse and dependency and HIV/AIDS. The Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work serve the community by educating health professionals and conducting applied research in health fields. By embedding engagement activities with teaching and research, FIU provides students with unique learning opportunities and improves health care in the South Florida region.

FIU's strength in health fields is a strategic asset that provides invaluable service to the South Florida region, and makes us a national and international model in integrated health care education. Health research is a fertile area for federally funded research and clinical trials which will bolster FIU's financial standing and increase our national visibility.

To leverage FIU's strength in health care instruction and research, FIU will make strategic investments in the following initiatives:

1. Develop an Academic Health Center to encourage interdisciplinary approaches to teaching and research.
2. Invest in faculty hires in health fields in which FIU has existing strengths such as HIV/AIDS; child-adolescent and family behavioral health; and substance use, abuse, and dependence.
3. Modify undergraduate, graduate, and professional curricula to enhance interdisciplinary teaching, research, and engagement opportunities for students, creating a new approach to health-related education.
4. Create new degree programs to attract new students and ensure competitiveness of graduates in health fields.
5. Enhance both the amount and visibility of health-related research.
6. Increase involvement of students, faculty and staff in community engagement focused on health needs.
7. Strengthen partnerships with local and global community and governmental agencies, public entities, hospitals, and health care and social service agencies/providers.
8. Develop training opportunities in health for local and international professionals.

10. Applying the plan to FIU's infrastructure

Florida International University's infrastructure includes physical facilities; a technological infrastructure; and a diverse set of programs, services, and activities that support teaching and learning, student life, and interactions between the university and the South Florida community.

As of 2010, FIU operates and maintains 120 permanent buildings encompassing over 7 million gross square feet on five sites in Miami-Dade County. Projects to be completed within the next five years will add 0.4 million gross square feet. The growth of our physical infrastructure is guided by the BOT-approved FIU master plan, which is updated every five years through a process that includes input from the diverse constituents of the university. Most of FIU's facility expansions are approved and funded by the state's Public Education Capital Outlay program. The university also solicits private donations and is allowed to issue bonds to finance the construction of new buildings.

FIU's infrastructure promotes campus life by supporting student housing facilities, dining facilities, retail outlets, two student health and wellness centers, a learning center, two student unions, two recreation centers, outdoor recreation facilities, athletic facilities (including an indoor arena and a football stadium), an aquatics center (BBC), and parking garages with over 4,800 spaces.

Despite limited financial resources, FIU's infrastructure must grow to provide services for FIU's changing and growing student population, especially in regard to residential life, public safety, disability resources, and international student services, health care, counseling, and childcare. To accomplish this, we must streamline internal processes to increase efficiency, and remove obstacles that impede operations—especially in areas that directly impact faculty research productivity and creative activity and student learning.

To ensure that the quality of learning and the student experience are maintained as FIU grows, over the next five years we will revitalize, revamp, and strategically expand our physical and technological infrastructure and enhance our student-support services by making strategic investments in the following initiatives:

1. Expand housing and student-service facilities to accommodate enrollment growth and foster student success.
2. Design and develop an adaptable classroom infrastructure aligned with teaching methods.
3. Design and develop flexible spaces for students to congregate, study, practice, exhibit, and perform.
4. Increase library space.
5. Increase flexible research space through redesign and new construction.
6. Develop a central communication strategy to deliver key messages and announce events to the campus community and beyond.
7. Promote a user-driven service approach for all administrative processes.
8. Integrate technology into every facet of FIU's operational structure.
9. Establish a comprehensive approach to risk mitigation.
10. Develop parking, transportation, and sustainable access solutions.
11. Encourage pedestrian traffic by building protected walkways, installing benches, and improving signage.
12. Adopt flexible and sustainable design criteria to minimize capital improvements and maintenance.
13. Support campus expansion efforts through the exploration of land acquisition opportunities.

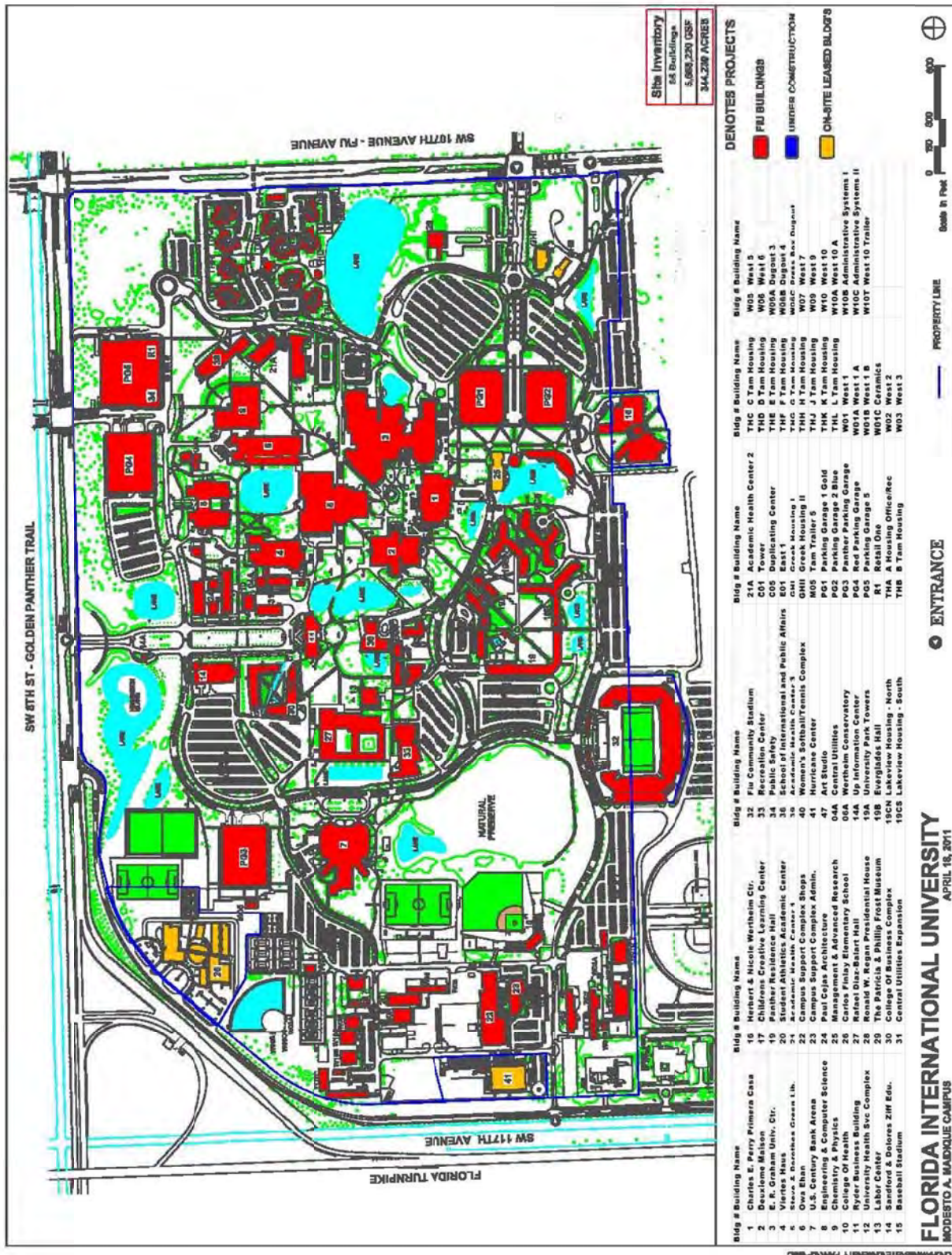




Table 3
INSTITUTIONAL (CAMPUS) SITES

SITE	NAME	ADDRESS	CITY	ZIPCODE	COUNTY	AREA	ACQUISITION	OWNERSHIP	TOTAL # BLDG	TOTAL GSF
1	MAIDIQUE CAMPUS	11200 SW 8TH STREET	MIAMI	33199	MIAMI-DADE	342.2	1968	State Owned	93	6,350,512
2	BISCAYNE BAY	3000 NE 151ST STREET	NORTH MIAMI	33181	MIAMI-DADE	195	1973	State Owned	26	923,061
3	ENGINEERING CTR	10555 WEST FLAGLER STREET	MIAMI	33175	MIAMI-DADE	36	1997	State Owned	6	520,774
4	THE PINES CENTER	17195 SHERIDAN ST	FORT LAUDERDALE	33331	BROWARD	0	1998	Leased	1	0
5	FL MEMORIAL COL	15800 N.W. LEJEUNE	MIAMI	33054	MIAMI-DADE	1	1999	Title Vested in State	1	43,371
6	FIU WOLFSONIAN	1001 WASHINGTON AVE	MIAMI BEACH	33139	MIAMI-DADE	0.4	1998	State Owned	1	64,654
7	FIU ANNEX	1538 LENOX AVE	MIAMI BEACH	33139	MIAMI-DADE	0.3	1998	State Owned	1	38,139
8	MB WOMEN'S CLUB	2401 PINETREE DRIVE	MIAMI BEACH	33139	MIAMI-DADE	0.8	2009	State Owned	1	6,586

VI - ACADEMIC PROGRAMS OF THE UNIVERSITY

The academic degree programs of the University and student enrollment within the programs generate the primary demand for facilities. The approved programs for the University are identified within Tables 4a and 4b.

**Table 4a
ACADEMIC DEGREE PROGRAMS**

CIP	Title	Bachelor's	Master's	Specialist	Research Doctorates	Professional Doctorates
'52.0301	Accounting	B	M			
'13.1201	Adult and Continuing Education and Teaching		M		R	
'05.0201	African-American/Black Studies		M			
'27.0301	Applied Mathematics		M			
'04.0201	Architecture (BArch, BA/BS, MArch, MA/MS, PhD)	B	M			
'50.0703	Art History, Criticism and Conservation	B				
'13.1302	Art Teacher Education	B	M			
'50.0701	Art/Art Studies, General	B				
'05.0103	Asian Studies/Civilization	B	M			
'51.0913	Athletic Training/Trainer		M			
'51.0204	Audiology/Audiologist Speech-Language Pathology/Pathologist		M			
'26.0202	Biochemistry				R	
'26.0101	Biology/Biological Sciences, General	B	M		R	
'14.0501	Biomedical/Medical Engineering	B	M		R	
'52.0201	Business Administration and Management, General	B	M		R	
'40.0501	Chemistry, General	B	M		R	
'14.0801	Civil Engineering, General	B	M		R	
'11.0101	Computer and Information Sciences, General	B	M		R	
'14.0901	Computer Engineering, General	B	M			
'15.1001	Construction Engineering Technology/Technician	B	M			
'13.1101	Counselor Education/School Counseling and Guidance Services		M			
'23.1302	Creative Writing		M			
'43.0104	Criminal Justice/Safety Studies	B	M			
'13.0301	Curriculum and Instruction		M	S	R	
'51.3101	Dietetics/Dietitian (RD)	B	M		R	
'50.0501	Drama and Dramatics/Theatre Arts, General	B				
'13.1210	Early Childhood Education and Teaching	B	M			
'45.0601	Economics, General	B	M		R	
'13.0401	Educational Leadership and Administration, General		M	S	R	

CIP	Title	Bachelor's	Master's	Specialist	Research Doctorates	Professional Doctorates
'14.1001	Electrical, Electronics and Communications Engineering	B	M		R	
'13.1202	Elementary Education and Teaching	B				
'14.3502	Engineering Management		M			
'14.9999	Engineering, Other		M			
'23.0101	English Language and Literature, General	B	M			
'03.0103	Environmental Studies	B	M			
'14.1401	Environmental/Environmental Health Engineering	B	M			
'52.0801	Finance, General	B	M			
'50.0702	Fine/Studio Arts, General	B	M			
'13.1306	Foreign Language Teacher Education		M			
'43.0106	Forensic Science and Technology		M			
'16.0901	French Language and Literature	B				
'45.0701	Geography	B				
'40.0601	Geology/Earth Science, General	B	M		R	
'51.0701	Health/Health Care Administration/Management	B	M			
'13.0406	Higher Education/Higher Education Administration		M		R	
'54.0101	History, General	B	M		R	
'52.0901	Hospitality Administration/Management, General	B	M			
'52.1001	Human Resources Management/Personnel Administration	B	M			
'11.0103	Information Technology	B	M			
'50.0408	Interior Design	B	M			
'13.0701	International and Comparative Education		M			
'52.1101	International Business/Trade/Commerce	B	M			
'52.1502	International Real Estate		M			
'45.0901	International Relations and Affairs	B	M		R	
'30.2001	International/Global Studies		M			
'16.0902	Italian Language and Literature	B				
'04.0601	Landscape Architecture (BS, BSLA, BLA, MSLA, MLA, PhD)	B	M			
'05.0107	Latin American Studies		M			
'22.0101	Law (LL)					P
'24.0101	Liberal Arts and Sciences/Liberal Studies	B	M			
'16.0102	Linguistics		M			
'52.1201	Management Information Systems, General	B	M			
'26.1302	Marine Biology and Biological Oceanography	B				
'52.1401	Marketing/Marketing Management, General	B				
'09.0102	Mass Communication/Media Studies	B	M			
'14.1801	Materials Engineering		M		R	
'27.0101	Mathematics, General	B				
'14.1901	Mechanical Engineering	B	M		R	

CIP	Title	Bachelor's	Master's	Specialist	Research Doctorates	Professional Doctorates
'51.1201	Medicine (MD)					P
'13.1312	Music Teacher Education		M			
'50.0901	Music, General	B	M			
'51.3818	Nursing Practice					P
'51.3808	Nursing Science (MS, PhD)				R	
'51.3801	Nursing/Registered Nurse (RN, ASN, BSN, MSN)	B	M			
'51.2306	Occupational Therapy/Therapist		M			
'31.0301	Parks, Recreation and Leisure Facilities Management	B	M			
'38.0101	Philosophy	B				
'13.1314	Physical Education Teaching and Coaching	B	M			
'51.2308	Physical Therapy/Therapist					P
'40.0801	Physics, General	B	M		R	
'45.1001	Political Science and Government, General	B	M		R	
'16.0904	Portuguese Language and Literature	B				
'42.0101	Psychology, General	B	M		R	
'44.0401	Public Administration	B	M		R	
'51.2201	Public Health, General (MPH, DPH)		M		R	
'13.1315	Reading Teacher Education		M			
'52.1501	Real Estate	B	M			
'38.0201	Religion/Religious Studies	B	M			
'42.2805	School Psychology			S		
'44.0701	Social Work	B	M		R	
'45.1101	Sociology	B	M		R	
'16.0905	Spanish Language and Literature	B	M		R	
'13.1001	Special Education and Teaching, General	B	M		R	
'27.0501	Statistics, General	B	M			
'52.1601	Taxation		M			
'13.0410	Urban Education and Leadership		M			
'05.0207	Women's Studies	B				

Table 4b CERTIFICATE PROGRAMS

CERTIFICATE PROGRAM	ACADEMIC	PROFESSIONAL	GRADUATE
Accounting			x
Actuarial Studies	x		
Additions			x
African & African Diaspora Studies	x		
African and African Diaspora Studies			x
Agroecology	x		
American Studies	x		
Ancient Mediterranean Civilization	x		
Asian Globalization			x
Asian Globalization and Latin America	x		
Asian Studies	x		
Asian Studies			x
Athletic Training		x	
Banking	x		x
Business Intelligence	x		
Child Welfare Services		x	
Chinese Studies	x		
Coastal and Marine Affairs	x		
Community Development			x
Comparative Immunology	x		
Conflict Resolution and Consensus Building			x
Construction Engineering and Management			x
Cuban and Cuban American Studies	x		
Culturally Competent Nursing Education			x
Educational Leadership			x
Electric Power Engineering and Management			x
Entrepreneurship	x		
Entrepreneurship			x
Environmental Health			x
Environmental Studies	x		
Environmental Studies			x
Epidemiology			x
Ethnic Studies	x		
Event and Meeting Planning		x	
Exile Studies	x		

CERTIFICATE PROGRAM	ACADEMIC	PROFESSIONAL	GRADUATE
Export-Import Management	x		
Export-Import Marketing Management			x
Family-Focused Health Care Across Cultures		x	
Film Studies	x		
Financial Risk Management			x
Forensic Science	x		
Foundations of Accounting and Auditing			x
Furniture Design			x
Geographic Information Systems			x
Gerontological Studies	x		
Gerontology			x
Health Promotions			x
Heating, Ventilating and Air Conditioning Design		x	
History and Theory of Architecture	x		
History and Theory of Architecture			x
Homeland Security and Emergency Management			x
Hospitality Administration		x	
Hospitality Management			x
Hospitality Studies		x	
Hotel/Lodging Management		x	
Human Resource Decision Making			x
Human Resource Management			x
Human Resources Policy and Management			x
Information Technology in Civil Engineering			x
Integrated Communications: Advertising and Public Relations			x
Integrated Marketing Communications: Latin American Certificate			x
Integrated Marketing Communications: Latin American Certification			x
International Bank Management	x		x
International Business			x
International Real Estate			x
Investments			x
Japanese Studies	x		
Judaic Studies	x		
Labor Studies	x		
Landscape Architecture	x		
Landscape Architecture			x

CERTIFICATE PROGRAM	ACADEMIC	PROFESSIONAL	GRADUATE
Latin American and Caribbean Studies	x		
Latin American and Caribbean Studies			x
Law, Ethics and Society	x		
Legal Translation and Court Interpreting		x	
Linguistics Studies	x		
Management in Social Work			x
Management Information Systems			x
Mass Communication		x	
Materials Engineering		x	
Mechanical Engineering			x
Media Management		x	
Middle East and Central Asian Studies	x		
Museum Studies			x
National Security Studies	x		x
Nurse Executive			x
Occupational -Based Injuries			x
Occupational Therapy Prerequisite		x	
Physical Therapy		x	
Portuguese Interpretation Studies		x	
Portuguese Language and Brazilian Culture Studies		x	
Portuguese Translation Studies		x	
Post Master's Certificate in Nursing Education			x
Post-baccalaureate Undergraduate Premedical	x		
Post-Master's Nurse Practitioner			x
Post-MSW Certificate in Clinical			x
Pre-Modern Cultures	x		
Professional Language		x	
Professional Leadership Studies		x	
Project Management	x		
Public Health Foundations			x
Public Management			x
Public Policy Studies	x		
Recreation Management		x	
Religious Studies			x
Restaurant/Foodservice Management		x	
Retail Management	x		

CERTIFICATE PROGRAM	ACADEMIC	PROFESSIONAL	GRADUATE
Retail Management	x		
Retail Marketing and Management	x		
Robotics Engineering		x	
Sales and Customer Relationship Management	x		
Sales and Customer Relationship Management			x
European Studies	x		
Social Work Practice with the Elderly			x
South and Southeast Asia Area Studies	x		
Spanish Language Journalism			x
Speech-Language Pathology		x	
Student Media Advising			x
Study of Sephardic and Oriental Jewry	x		
Study of Spirituality	x		
Sustainable Communities			x
Sustainable Construction		x	
Sustainable Construction		x	
Taxation			x
TESOL (Teaching English to Speakers of Other Languages)			x
Tourism Marketing Communications		x	
Tourism Marketing Communications		x	
Translation Studies		x	
Transnational and Regional Studies			x
Travel and Tourism Administration		x	
Travel and Tourism Management		x	
Urban Affairs		x	
Water, Environment and Development Studies			x
Wine and Beverage Management		x	
Women's Studies	x		
Women's Studies			x

VII - ANALYSIS OF STUDENT ENROLLMENT

Student enrollment is the single most important measure used to develop facility requirements for a university. Enrollment is measured using full-time-equivalent (FTE) enrollment. Each FTE is equivalent to 40 credit hours per academic year for undergraduates and 32 credit hours for graduates. First, FTE enrollment is reported by site and then all enrollments not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for Survey purposes is the level for the fifth year beyond the year the Survey is conducted. For this Survey, the projected enrollment used is for academic year 2010-11. Table 5 identifies the BOG approved current five-year planned enrollments for the university. Table 6 provides the approved current five year enrollment by sites, at the time of the survey. COFTE by projected enrollment by level and discipline category within level of student for the survey out year 2015 is available through our Office of Planning Institutional Research. The 2010 University Work Plan/Proposal is attached for reference in Appendix D.

Table 5
BOG APPROVED CURRENT FIVE YEAR PLAN ENROLLMENT

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

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

Table 6
BOG APPROVED CURRENT FIVE YEAR PLAN ENROLLMENT BY SITE

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

SITE: MODESTO MAIDIQUE CAMPUS

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

SITE: BISCAYNE BAY CAMPUS

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

SITE: PINES CENTER								
		Estimated		Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2009-10		2010-11	2011-12	2013-14	2015-16	
Lower		51		53	55	61	69	5%
Upper		304		313	319	332	352	2%
Grad I		212		223	234	260	295	6%
Grad II		57		59	61	66	73	4%
Total		624		648	669	719	789	4%
SITE: OTHER SITES (Online, Macy's Building, Government Center, Largo Medical Center, Miami Ad School, Tianjin (China), Santo Domingo (Dominican Republic), Kingston (Jamaica), Mexico City (Mexico), Panama City (Panama)).								
		Estimated		Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2009-10		2010-11	2011-12	2013-14	2015-16	
Lower		942		979	1,019	1,123	1,262	5%
Upper		1,688		1,739	1,774	1,845	1,958	2%
Grad I		344		362	380	423	479	6%
Grad II		10		10	10	11	12	4%
Total		2,984		3,090	3,183	3,402	3,711	4%

VIII - INVENTORY OF EXISTING SITES AND BUILDINGS

The Overview of the University includes a general description of the sites where the University carries out educational program activity. This section provides information about buildings located at the sites.

The building information provided in Table 6 includes Status, Condition, Net Square Feet (NSF) and Gross Square Feet (GSF). Status identifies a building as permanent or temporary based on structural materials and life expectancy. A permanent building is a facility of either non-combustible or fire resistive construction designed for a fixed location with a life expectancy of more than 20 years. A temporary building is usually of wood frame type construction with a life expectancy of less than 20 years.

Building condition identifies whether a building is satisfactory or unsatisfactory for its intended use. Determination of condition is based on the last survey validation and any changes proposed by the University and concurred with by the Survey Team. Buildings considered satisfactory are classified as either satisfactory or in need of remodeling. Buildings considered unsatisfactory are classified as those to be terminated for use or scheduled for demolition.

The size of building spaces is provided as NSF or GSF. Building NSF refers to the sum of all areas on all floors assigned to or available to be assigned to and functionally usable by an occupant or equipment to directly support the program activities of the occupant, and the sum of all areas on all floors that are not available for program activities, such as circulation areas, custodial space, and mechanical areas. GSF is the sum of all floor areas included within the outside faces of exterior walls and other areas, which have floor surfaces.

The assignable space within educational buildings accommodates instructional, academic support, and institutional support functions of the University. As indicated within the Space Needs Assessment section, the following types of assignable spaces accommodate these functions:

Instructional

Classroom
Teaching Laboratory
Research Laboratory

Academic Support

Study
Instructional Media
Auditorium/Exhibition
Teaching Gymnasium

Institutional Support

Student Academic Supports
Office/Computer
Campus Support

Table 7 identifies the amount of satisfactory eligible (net assignable square feet – NASF) space, by space type, for each building which supports the above stated functions. As stated within the Space Needs Assessment section, eligible space refers to whether the space meets a need identified as a Formula generated space need. The buildings included within these tables are only those owned buildings located on land the University leases from the State of Florida or land leased for a long term to the University on which the University has constructed buildings. Title to State land is vested in the Internal Improvement Trust Fund for the State of Florida.

**TABLE 7
INVENTORY OF ALL OWNED BUILDINGS**

MODESTO MAIDIQUE SITE							
SITE #	BUILDING	NAME	CONDITION	STATUS	NASF	NON-ASF	GSF
1	THA	A UNIVERSITY APARTMENTS	SATISFACTORY	PERMANENT	1,908	90	2,500
1	21	ACADEMIC HEALTH CENTER 1	SATISFACTORY	PERMANENT	54,263	33,238	117,682
1	21A	ACADEMIC HEALTH CENTER 2	SATISFACTORY	PERMANENT	65,018	31,829	119,899
1	39	ACADEMIC HEALTH CENTER 3	SATISFACTORY	PERMANENT	59,581	47,352	114,929
1	W10B	ADMINISTRATIVE SYSTEMS I	SATISFACTORY	TEMPORARY RELOCATABLE	4,575	1,219	6,232
1	W10C	ADMINISTRATIVE SYSTEMS II	SATISFACTORY	TEMPORARY RELOCATABLE	3,777	1,251	5,467
1	47	ART STUDIO	SATISFACTORY	PERMANENT	2,146	1,651	3,834
1	THB	B UNIVERSITY APARTMENTS	SATISFACTORY	PERMANENT	10,052	46	10,855
1	15	BASEBALL STADIUM	SATISFACTORY	PERMANENT	22,815	6,731	34,125
1	10	BUILDING TEN	SATISFACTORY	PERMANENT	5,562	2,574	9,398
1	THC	C UNIVERSITY APARTMENTS	SATISFACTORY	PERMANENT	12,800	46	13,655
1	23	CAMPUS SUPPORT COMPLEX ADMIN	SATISFACTORY	PERMANENT	27,236	16,535	45,400
1	22	CAMPUS SUPPORT COMPLEX SHOPS	SATISFACTORY	PERMANENT	34,964	16,205	53,500
1	04A	CENTRAL UTILITIES ONE	SATISFACTORY	PERMANENT	0	17,586	23,100
1	31	CENTRAL UTILITIES TWO	SATISFACTORY	PERMANENT	204	14,003	14,500
1	W01C	CERAMICS	SATISFACTORY	PERMANENT	3,306	399	4,532
1	1	CHARLES E. PERRY PRIMERA CASA	SATISFACTORY	PERMANENT	118,938	92,077	224,229
1	9	CHEMISTRY & PHYSICS	SATISFACTORY	PERMANENT	65,342	50,415	130,857
1	17	CHILDREN'S CREATIVE LEARNING	SATISFACTORY	PERMANENT	5,161	1,100	6,228
1	30	COLLEGE OF BUSINESS COMPLEX	SATISFACTORY	PERMANENT	50,293	38,281	80,765
1	THD	D UNIVERSITY APARTMENTS	SATISFACTORY	PERMANENT	13,135	46	14,218
1	2	DEUXIEME MAISON	SATISFACTORY	PERMANENT	62,950	65,392	140,807
1	CW2	DM/GL COVERED WALKWAY	SATISFACTORY	COVERED WALKWAY	0	1,925	1,925

SITE #	BUILDING	NAME	CONDITION	STATUS	NASF	NON-ASF	GSF
1	W06A	DUGOUT 3	SATISFACTORY	PERMANENT	174	0	224
1	W06B	DUGOUT 4	SATISFACTORY	PERMANENT	174	0	224
1	C05	DUPLICATING CENTER	SATISFACTORY	PERMANENT	4,931	1,141	6,972
1	THE	E UNIVERSITY APARTMENTS	SATISFACTORY	PERMANENT	10,052	46	10,855
1	E01	EAST 1	SATISFACTORY	TEMPORARY NON-RELOCATABLE	2,948	0	3,100
1	8	ENGINEERING & COMPUTER SCIENCE	SATISFACTORY	PERMANENT	63,035	40,749	112,754
1	3	ERNEST R. GRAHAM UNIV. CTR.	SATISFACTORY	PERMANENT	156,796	83,887	303,840
1	19B	EVERGLADES HALL	SATISFACTORY	PERMANENT	95,247	30,615	147,475
1	THF	F UNIVERSITY APARTMENTS	SATISFACTORY	PERMANENT	13,095	46	14,132
1	32	FIU COMMUNITY STADIUM	SATISFACTORY	PERMANENT	51,527	34,662	92,305
1	THG	G UNIVERSITY APARTMENTS	SATISFACTORY	PERMANENT	12,109	1,194	13,650
1	GZ1	GAZEBO #1	SATISFACTORY	TEMPORARY NON-RELOCATABLE	0	72	80
1	GZ2	GAZEBO #2	SATISFACTORY	TEMPORARY NON-RELOCATABLE	0	72	80
1	GZ3	GAZEBO #3	SATISFACTORY	TEMPORARY NON-RELOCATABLE	0	72	80
1	GZ4	GAZEBO #4	SATISFACTORY	TEMPORARY NON-RELOCATABLE	0	72	80
1	GZ5	GAZEBO #5	SATISFACTORY	TEMPORARY NON-RELOCATABLE	0	72	80
1	GZ6	GAZEBO #6	SATISFACTORY	TEMPORARY NON-RELOCATABLE	0	72	80
1	CW4	GL/GC COVERED WALKWAY	SATISFACTORY	COVERED WALKWAY	0	1,290	1,290
1	THH	H UNIVERSITY APARTMENTS	SATISFACTORY	PERMANENT	13,366	96	14,418
1	16	HERBERT & NICOLE WERTHEIM CTR.	SATISFACTORY	PERMANENT	39,849	27,915	74,052
1	THJ	J UNIVERSITY APARTMENTS	SATISFACTORY	PERMANENT	13,100	46	14,132
1	THK	K UNIVERSITY APARTMENTS	SATISFACTORY	PERMANENT	13,100	46	14,132
1	THL	L UNIVERSITY APARTMENTS	SATISFACTORY	PERMANENT	13,100	46	14,132

SITE #	BUILDING	NAME	CONDITION	STATUS	NASF	NON-ASF	GSF
1	13	LABOR CENTER	SATISFACTORY	PERMANENT	13,352	9,158	25,059
1	19CN	LAKEVIEW HOUSING - NORTH	SATISFACTORY	PERMANENT	77,542	26,174	126,162
1	19CS	LAKEVIEW HOUSING - SOUTH	SATISFACTORY	PERMANENT	92,782	29,458	126,162
1	14A	MMC INFORMATION CENTER	SATISFACTORY	PERMANENT	552	0	600
1	CW5	OE/CP COVERED WALKWAY	SATISFACTORY	COVERED WALKWAY	0	350	350
1	6	OWA EHAN	SATISFACTORY	PERMANENT	58,319	42,101	117,306
1	PG3	PANTHER PARKING GARAGE	SATISFACTORY	PERMANENT	444,210	12,035	470,441
1	19	PANTHER RESIDENCE HALL	SATISFACTORY	PERMANENT	69,485	25,066	111,266
1	PG1	PARKING GARAGE 1 GOLD	SATISFACTORY	PERMANENT	315,753	18,162	360,220
1	PG2	PARKING GARAGE 2 BLUE	SATISFACTORY	PERMANENT	324,169	17,332	360,220
1	29	PATRICIA&PHILLIP FROST MUSEUM	SATISFACTORY	PERMANENT	25,820	20,738	46,874
1	24	PAUL CEJAS ARCHITECTURE	SATISFACTORY	PERMANENT	60,822	35,589	124,870
1	CW1	PC/DM COVERED WALKWAY	SATISFACTORY	COVERED WALKWAY	0	2,860	2,860
1	CW3	PCA COVERED WALKWAY	SATISFACTORY	COVERED WALKWAY	0	1,635	1,635
1	CW7	PG1/PC COVERED WALKWAY	SATISFACTORY	COVERED WALKWAY	0	3,569	3,569
1	PG5	PG5 MARKET STATION	NOT SURVEYED	PERMANENT	735,069	38,490	689,350
1	W06C	PRESS BOX & DUGOUT	SATISFACTORY	PERMANENT	122	0	152
1	27	RAFAEL DIAZ-BALART HALL	SATISFACTORY	PERMANENT	88,451	64,414	153,768
1	33	RECREATION CENTER	SATISFACTORY	PERMANENT	36,726	12,815	50,765
1	M05	RECREATION TRAILER 5	SATISFACTORY	TEMPORARY RELOCATABLE	1,312	0	1,350
1	PG4	RED PARKING GARAGE	SATISFACTORY	PERMANENT	442,055	12,051	470,441
1	28	RONALD W. REGAN PRES. HOUSE	SATISFACTORY	PERMANENT	16,091	10,554	35,200
1	11	RYDER BUSINESS BUILDING	SATISFACTORY	PERMANENT	31,062	22,483	58,782
1	14	SANDFORD & DOLORES ZIFF EDU.	SATISFACTORY	PERMANENT	32,242	21,042	57,456
1	36	SCHOOL INTER. & PUBLIC AFFAIRS	NOT SURVEYED	PERMANENT	30,343	21,140	58,238
1	5	STEVEN & DOROTHEA GREEN LIB.	SATISFACTORY	PERMANENT	209,174	118,934	357,181

SITE #	BUILDING	NAME	CONDITION	STATUS	NASF	NON-ASF	GSF
1	20	STUDENT ATHLETIC ACADEMIC CTR.	SATISFACTORY	PERMANENT	7,710	1,976	10,818
1	C01	TOWER	SATISFACTORY	PERMANENT	2,241	1,330	3,820
1	7	U.S. CENTURY BANK ARENA	SATISFACTORY	PERMANENT	68,838	45,597	121,158
1	12	UNIVERSITY HEALTH SVC. COMPLEX	SATISFACTORY	PERMANENT	14,778	8,034	27,167
1	19A	UNIVERSITY PARK TOWERS	SATISFACTORY	PERMANENT	136,436	47,698	218,157
1	4	VIERTES HAUS	SATISFACTORY	PERMANENT	42,505	21,687	69,567
1	06A	WERTHEIM CONSERVATORY	SATISFACTORY	PERMANENT	5,605	665	6,770
1	W01	WEST 1	SATISFACTORY	PERMANENT	10,129	1,397	12,100
1	W01A	WEST 1 A	SATISFACTORY	TEMPORARY NON-RELOCATABLE	550	0	600
1	W01B	WEST 1 B	SATISFACTORY	PERMANENT	440	0	500
1	W10	WEST 10	SATISFACTORY	PERMANENT	6,039	179	6,808
1	W10T	WEST 10 TRAILER	SATISFACTORY	TEMPORARY NON-RELOCATABLE	1,239	73	1,500
1	W10A	WEST 10A	SATISFACTORY	PERMANENT	4,202	228	5,900
1	W02	WEST 2	SATISFACTORY	PERMANENT	6,135	605	7,975
1	W03	WEST 3	SATISFACTORY	PERMANENT	5,421	475	6,555
1	W05	WEST 5	SATISFACTORY	PERMANENT	352	0	400
1	W06	WEST 6	SATISFACTORY	PERMANENT	5,284	944	6,825
1	W07	WEST 7	SATISFACTORY	PERMANENT	7,641	0	8,350
1	W09	WEST 9	SATISFACTORY	PERMANENT	4,255	645	5,311
1	40	WOMEN'S SOFTBALL/TENNIS CX	SATISFACTORY	PERMANENT	2,042	544	3,150
BISCAYNE BAY SITE							
SITE #	BUILDING	NAME	CONDITION	STATUS	NASF	NON-ASF	GSF
2	N02	ACADEMIC ONE	SATISFACTORY	PERMANENT	63,173	56,199	145,911
2	N04	ACADEMIC TWO	SATISFACTORY	PERMANENT	48,029	35,859	101,800
2	N01A	AQUATIC RECREATION CENTER	SATISFACTORY	PERMANENT	35,746	1,547	1,607
2	BH1	BAY VISTA HOUSING	SATISFACTORY	PERMANENT	81,471	0	146,353

SITE #	BUILDING	NAME	CONDITION	STATUS	NASF	NON-ASF	GSF
2	N02A	BBC CENTRAL UTILITIES	SATISFACTORY	PERMANENT	693	12,546	16,733
2	P10	BBC INFORMATION CENTER	SATISFACTORY	TEMPORARY NON-RELOCATABLE	26	0	46
2	P09	BBC WELLNESS CENTER	SATISFACTORY	TEMPORARY NON-RELOCATABLE	1,402	1,187	3,774
2	S01	CENTRAL RECEIVING	SATISFACTORY	PERMANENT	5,666	437	6,419
2	N08	ECOLOGY LABORATORY	SATISFACTORY	PERMANENT	2,248	1,393	3,872
2	N05	GLENN HUBERT LIBRARY	SATISFACTORY	PERMANENT	52,923	40,969	100,087
2	N03	GREGORY B. WOLFE UNIV. CTR	SATISFACTORY	PERMANENT	63,598	57,592	145,012
2	S04	GROUNDS	SATISFACTORY	PERMANENT	2,981	0	3,250
2	N06	HEALTH CARE CENTER	SATISFACTORY	PERMANENT	2,310	1,432	4,203
2	CW3N	HL/WUC COVERED WALKWAY	SATISFACTORY	COVERED WALKWAY	0	1,725	1,725
2	CW1N	HM/HL COVERED WALKWAY	SATISFACTORY	COVERED WALKWAY	0	3,860	3,860
2	N01	HOSPITALITY MANAGEMENT	SATISFACTORY	PERMANENT	45,021	32,700	96,863
2	N13	MARINE SCIENCES	SATISFACTORY	PERMANENT	35,539	22,559	57,475
2	R01	OUTDOOR RECREATION	SATISFACTORY	PERMANENT	1,222	202	1,803
2	S03	PHYSICAL PLANT	SATISFACTORY	PERMANENT	8,801	3,593	15,407
2	S03A	PLANT SUPPORT	SATISFACTORY	PERMANENT	269	0	320
2	S02	PUBLIC SAFETY	SATISFACTORY	PERMANENT	1,858	405	2,560
2	N07	ROZ&CAL KOVENS CONFERENCE CTR.	SATISFACTORY	PERMANENT	25,747	28,688	57,604
2	CW2N	WUC/HL COVERED WALKWAY	SATISFACTORY	COVERED WALKWAY	0	3,550	3,550
ENGINEERING CENTER SITE							
SITE #	BUILDING	NAME	CONDITION	STATUS	NASF	NON-ASF	GSF
3	101	ENGINEERING CENTER	SATISFACTORY	PERMANENT	165,397	105,529	479,212
3	103	INFORMATION BOOTH 1	SATISFACTORY	TEMPORARY NON-RELOCATABLE	46	28	73
3	103A	INFORMATION BOOTH 2	SATISFACTORY	TEMPORARY NON-RELOCATABLE	44	0	73

SITE #	BUILDING	NAME	CONDITION	STATUS	NASF	NON-ASF	GSF
3	102	OPERATIONS/UTILITY	SATISFACTORY	PERMANENT	17,652	12,555	32,582
3	104	SOLAR DECATHLON HOUSE	SATISFACTORY	TEMPORARY NON-RELOCATABLE	487	169	785
3	105	WALL OF WIND RESEARCH FACILITY	SATISFACTORY	PERMANENT - PERMAN	7,919	0	8,049
FIU WOLFSONIAN SITE							
SITE #	BUILDING	NAME	CONDITION	STATUS	NASF	NON-ASF	GSF
6	MB01	WOLFSONIAN MUSEUM	SATISFACTORY	PERMANENT	31,800	15,244	64,654
FIU ANNEX SITE							
SITE #	BUILDING	NAME	CONDITION	STATUS	NASF	NON-ASF	GSF
7	MB02	WOLFSONIAN ANNEX	SATISFACTORY	PERMANENT	25,640	6,708	38,139
MB WOMEN'S CLUB SITE							
SITE #	BUILDING	NAME	CONDITION	STATUS	NASF	NON-ASF	GSF
8	MB03	MIAMI BEACH WOMEN'S CLUB	REMODELING	PERMANENT	4,640	2,481	6,586

Table 8
ELIGIBLE ASSIGNABLE SQUARE FOOTAGE OF SATISFACTORY SPACE BY CATEGORY BY BUILDING
 SITE 1: MODESTO MAIDIQUE CAMPUS

BUILDING NUMBER	BLDG NAME	CLASSROOM	TEACHING LABORATORY	STUDY	RESEARCH LABORATORY	OFFICE	AUD EXHIB	INSTRUCTIONAL MEDIA	STUDENT ACADEMIC SUPPORT	GYM	CAMPUS SUPPORT SERVICE
THA	A UNIVERSITY APARTMENTS	0	0	0	0	0	0	0	0	0	0
21	ACADEMIC HEALTH CENTER 1	0	0	0	30,627	18,707	0	0	0	0	0
21A	ACADEMIC HEALTH CENTER 2	2,098	29,630	3,217	1,909	27,792	0	0	0	0	0
39	ACADEMIC HEALTH CENTER 3	8,659	18,460	0	8,666	20,159	0	237	2,797	0	0
W10B	ADMINISTRATIVE SYSTEMS I	0	0	0	0	0	0	0	0	0	0
W10C	ADMINISTRATIVE SYSTEMS II	0	0	0	0	0	0	0	0	0	0
47	ART STUDIO	0	2,008	0	0	138	0	0	0	0	0
THB	B UNIVERSITY APARTMENTS	0	0	0	0	0	0	0	0	0	0
15	BASEBALL STADIUM	0	0	0	0	0	0	0	0	0	0
10	BUILDING TEN	0	0	0	0	5,562	0	0	0	0	0
THC	C UNIVERSITY APARTMENTS	0	0	0	0	0	0	0	0	0	0
23	CAMPUS SUPPORT COMPLEX ADMIN	0	0	0	0	27,442	0	0	0	0	0
22	CAMPUS SUPPORT COMPLEX SHOPS	0	1,322	0	0	15,924	0	0	0	0	17,718
04A	CENTRAL UTILITIES ONE	0	0	0	0	0	0	0	0	0	0
31	CENTRAL UTILITIES TWO	0	0	0	0	204	0	0	0	0	0
W01C	CERAMICS	0	3,051	0	255	0	0	0	0	0	0
1	CHARLES E. PERRY PRIMERA CASA	14,232	14,200	807	8,022	81,226	0	0	0	0	198
9	CHEMISTRY & PHYSICS	9,226	20,722	0	24,734	10,303	0	193	0	0	118
17	CHILDREN'S CREATIVE LEARNING	0	0	0	0	0	0	0	0	0	0
30	COLLEGE OF BUSINESS COMPLEX	12,063	3,764	3,384	0	20,470	0	534	561	0	734
THD	D UNIVERSITY APARTMENTS	0	0	0	0	0	0	0	0	0	0
2	DEUXIEME MAISON	6,409	6,048	0	7,215	42,321	0	97	0	0	783
CW2	DM/GL COVERED WALKWAY	0	0	0	0	0	0	0	0	0	0
W06A	DUGOUT 3	0	0	0	0	0	0	0	0	0	0
W06B	DUGOUT 4	0	0	0	0	0	0	0	0	0	0
C05	DUPLICATING CENTER	0	0	0	0	4,227	0	0	0	0	704
THE	E UNIVERSITY APARTMENTS	0	0	0	0	0	0	0	0	0	0
E01	EAST 1	0	0	0	0	0	0	0	0	0	0
8	ENGINEERING & COMPUTER SCIENCE	4,495	7,853	0	29,255	21,313	0	0	0	0	81
3	ERNEST R. GRAHAM UNIV. CTR.	13,397	0	0	0	814	0	287	0	0	615
19B	EVERGLADES HALL	0	0	0	0	0	0	0	0	0	0
THF	F UNIVERSITY APARTMENTS	0	0	0	0	0	0	0	0	0	0
32	FIU COMMUNITY STADIUM	0	16,999	0	0	0	0	0	0	0	0
THG	G UNIVERSITY APARTMENTS	0	0	0	0	0	0	0	0	0	0

BUILDING NUMBER	BLDG NAME	CLASSROOM	TEACHING LABORATORY	STUDY	RESEARCH LABORATORY	OFFICE	AUD EXHIB	INSTRUCTIONAL MEDIA	STUDENT ACADEMIC SUPPORT	GYM	CAMPUS SUPPORT SERVICE
GZ1	GAZEBO #1	0	0	0	0	0	0	0	0	0	0
GZ2	GAZEBO #2	0	0	0	0	0	0	0	0	0	0
GZ3	GAZEBO #3	0	0	0	0	0	0	0	0	0	0
GZ4	GAZEBO #4	0	0	0	0	0	0	0	0	0	0
GZ5	GAZEBO #5	0	0	0	0	0	0	0	0	0	0
GZ6	GAZEBO #6	0	0	0	0	0	0	0	0	0	0
CW4	GL/GC COVERED WALKWAY	0	0	0	0	0	0	0	0	0	0
THH	H UNIVERSITY APARTMENTS	0	0	0	0	0	0	0	0	0	0
16	HERBERT & NICOLE WERTHEIM CTR.	0	7,257	533	0	5,108	26,951	0	0	0	0
THJ	J UNIVERSITY APARTMENTS	0	0	0	0	0	0	0	0	0	0
THK	K UNIVERSITY APARTMENTS	0	0	0	0	0	0	0	0	0	0
THL	L UNIVERSITY APARTMENTS	0	0	0	0	0	0	0	0	0	0
13	LABOR CENTER	0	1,844	0	0	0	0	0	0	0	0
19CN	LAKEVIEW HOUSING - NORTH	0	0	0	0	0	0	0	0	0	0
19CS	LAKEVIEW HOUSING - SOUTH	0	0	0	0	0	0	0	0	0	0
14A	MMC INFORMATION CENTER	0	0	0	0	552	0	0	0	0	0
CW5	OE/CP COVERED WALKWAY	0	0	0	0	0	0	0	0	0	0
6	OWA EHAN	3,929	10,875	0	30,133	12,934	0	0	0	0	243
PG3	PANTHER PARKING GARAGE	0	0	0	0	0	0	0	0	0	0
19	PANTHER RESIDENCE HALL	0	0	0	0	0	0	0	0	0	0
PG1	PARKING GARAGE 1 GOLD	0	0	0	0	0	0	0	0	0	0
PG2	PARKING GARAGE 2 BLUE	0	0	0	0	0	0	0	0	0	0
29	PATRICIA&PHILLIP FROST MUSEUM	0	0	0	0	6,008	17,592	0	0	0	0
24	PAUL CEJAS ARCHITECTURE	7,069	29,738	0	0	16,423	2,224	174	0	0	2,071
CW1	PC/DM COVERED WALKWAY	0	0	0	0	0	0	0	0	0	0
CW3	PCA COVERED WALKWAY	0	0	0	0	0	0	0	0	0	0
CW7	PG1/PC COVERED WALKWAY	0	0	0	0	0	0	0	0	0	0
PG5	PG5 MARKET STATION	8,089	0	0	0	0	0	0	0	0	0
W06C	PRESS BOX & DUGOUT	0	0	0	0	0	0	0	0	0	0
27	RAFAEL DIAZ-BALART HALL	14,816	11,328	37,334	0	21,489	0	468	0	0	0
33	RECREATION CENTER	0	0	0	0	0	0	0	0	0	0
M05	RECREATION TRAILER 5	0	0	0	0	109	0	0	0	0	0
PG4	RED PARKING GARAGE	0	0	0	0	0	0	0	0	0	0
28	RONALD W. REGAN PRES. HOUSE	0	0	0	0	0	0	0	0	0	0
11	RYDER BUSINESS BUILDING	5,667	2,648	0	1,124	20,249	0	357	0	0	885
14	SANDFORD & DOLORES ZIFF EDU.	3,923	7,479	0	356	20,150	0	334	0	0	0
5	STEVEN & DOROTHEA GREEN LIB.	13,229	18,793	126,601	3,136	38,454	1,252	5,838	0	0	0
20	STUDENT ATHLETIC ACADEMIC CTR.	0	0	0	0	0	0	0	0	0	0
C01	TOWER	0	0	0	0	2,048	0	0	0	0	0

BUILDING NUMBER	BLDG NAME	CLASSROOM	TEACHING LABORATORY	STUDY	RESEARCH LABORATORY	OFFICE	AUD EXHIB	INSTRUCTIONAL MEDIA	STUDENT ACADEMIC SUPPORT	GYM	CAMPUS SUPPORT SERVICE
7	U.S. CENTURY BANK ARENA	2,475	2,851	0	0	9,095	0	0	0	48,690	101
12	UNIVERSITY HEALTH SVC. COMPLEX	0	0	0	0	0	0	0	0	0	0
19A	UNIVERSITY PARK TOWERS	68	0	0	0	0	0	0	0	0	0
4	VIERTES HAUS	2,197	6,470	0	16,135	12,860	4,843	0	0	0	0
06A	WERTHEIM CONSERVATORY	0	0	0	4,201	0	0	0	0	0	52
W01	WEST 1	0	7,966	0	1,285	99	0	779	0	0	0
W01A	WEST 1 A	0	0	0	0	0	0	0	0	0	550
W01B	WEST 1 B	0	440	0	0	0	0	0	0	0	0
W10	WEST 10	0	5,939	0	0	100	0	0	0	0	0
W10T	WEST 10 TRAILER	0	0	0	0	1,141	0	0	0	0	96
W10A	WEST 10A	0	0	0	0	596	0	0	0	0	4,675
W02	WEST 2	0	0	0	0	1,915	0	0	0	0	4,986
W03	WEST 3	0	0	0	0	1,298	0	0	0	0	4,266
W05	WEST 5	0	0	0	0	0	0	0	0	0	352
W06	WEST 6	0	941	0	0	234	2,080	0	0	0	0
W07	WEST 7	0	0	0	0	0	0	0	0	0	7,641
W09	WEST 9	0	3,611	0	0	0	0	0	0	0	0
40	WOMEN'S SOFTBALL/TENNIS CX	0	0	0	0	0	0	0	0	0	0

SITE 2: BISCAYNE BAY CAMPUS

BUILDING NUMBER	BLDG NAME	CLASSROOM	TEACHING LABORATORY	STUDY	RESEARCH LABORATORY	OFFICE	AUD EXHIB	INSTRUCTIONAL MEDIA	STUDENT ACADEMIC SUPPORT	GYM	CAMPUS SUPPORT SERVICE
N02	ACADEMIC ONE	15,160	5,203	1,883	2,474	35,631	0	803	0	0	901
N04	ACADEMIC TWO	4,149	27,162	0	1,593	13,569	0	426	0	0	867
N01A	AQUATIC RECREATION CENTER	0	0	0	0	0	0	0	0	0	0
BH1	BAY VISTA HOUSING	0	0	0	0	0	0	0	0	0	0
N02A	BBC CENTRAL UTILITIES	0	0	0	0	427	0	0	0	0	266
P10	BBC INFORMATION CENTER	0	0	0	0	26	0	0	0	0	0
P09	BBC WELLNESS CENTER	0	0	0	0	1,386	0	0	0	0	0
S01	CENTRAL RECEIVING	0	0	0	0	529	0	0	0	0	5,137
N08	ECOLOGY LABORATORY	0	0	0	2,120	129	0	0	0	0	0
N05	GLENN HUBERT LIBRARY	6,750	2,558	30,824	0	11,380	0	727	0	0	156
N03	GREGORY B. WOLFE UNIV. CTR	0	0	0	0	2,694	0	0	0	0	0
S04	GROUNDS	0	0	0	0	305	0	0	0	0	2,723
N06	HEALTH CARE CENTER	0	0	0	0	0	0	0	0	0	0
CW3N	HL/WUC COVERED WALKWAY	0	0	0	0	0	0	0	0	0	0
CW1N	HM/HL COVERED WALKWAY	0	0	0	0	0	0	0	0	0	0

BUILDING NUMBER	BLDG NAME	CLASSROOM	TEACHING LABORATORY	STUDY	RESEARCH LABORATORY	OFFICE	AUD EXHIB	INSTRUCTIONAL MEDIA	STUDENT ACADEMIC SUPPORT	GYM	CAMPUS SUPPORT SERVICE
N01	HOSPITALITY MANAGEMENT	7,775	23,907	1,113	0	12,226	0	0	0	0	0
N13	MARINE SCIENCES	4,690	5,216	990	19,368	3,927	0	0	0	0	1,145
R01	OUTDOOR RECREATION	0	0	0	0	0	0	0	0	0	0
S03	PHYSICAL PLANT	0	0	0	0	2,324	0	0	0	0	6,613
S03A	PLANT SUPPORT	0	0	0	0	0	0	0	0	0	269
S02	PUBLIC SAFETY	0	0	0	0	1,301	0	0	0	0	508
N07	ROZ&CAL KOVENS CONFERENCE CTR.	0	0	0	0	4,758	0	0	0	0	0
T1	TRAILER 1	0	0	0	0	0	0	0	0	0	0
T2	TRAILER 2	0	0	0	0	0	0	0	0	0	0
CW2N	WUC/HL COVERED WALKWAY	0	0	0	0	0	0	0	0	0	0

SITE 3: ENGINEERING CENTER

BUILDING NUMBER	BLDG NAME	CLASSROOM	TEACHING LABORATORY	STUDY	RESEARCH LABORATORY	OFFICE	AUD EXHIB	INSTRUCTIONAL MEDIA	STUDENT ACADEMIC SUPPORT	GYM	CAMPUS SUPPORT SERVICE
101	ENGINEERING CENTER	12,022	19,819	987	57,459	63,161	0	0	0	0	3,309
103	INFORMATION BOOTH 1	0	0	0	0	46	0	0	0	0	0
103A	INFORMATION BOOTH 2	0	0	0	0	44	0	0	0	0	0
102	OPERATIONS/UTILITY	0	958	0	13,056	3,410	0	0	0	0	0
104	SOLAR DECATHLON HOUSE	0	0	0	0	75	0	0	0	0	0
105	WALL OF WIND RESEARCH FACILITY	0	0	0	7,919	0	0	0	0	0	0

SITE 6: FIU WOLFSONIAN

BUILDING NUMBER	BLDG NAME	CLASSROOM	TEACHING LABORATORY	STUDY	RESEARCH LABORATORY	OFFICE	AUD EXHIB	INSTRUCTIONAL MEDIA	STUDENT ACADEMIC SUPPORT	GYM	CAMPUS SUPPORT SERVICE
MB01	WOLFSONIAN MUSEUM	0	1,376	0	0	8,825	14,382	0	0	0	3,199

SITE 7: FIU ANNEX

BUILDING NUMBER	BLDG NAME	CLASSROOM	TEACHING LABORATORY	STUDY	RESEARCH LABORATORY	OFFICE	AUD EXHIB	INSTRUCTIONAL MEDIA	STUDENT ACADEMIC SUPPORT	GYM	CAMPUS SUPPORT SERVICE
MB02	WOLFSONIAN ANNEX	0	0	0	0	152	25,488	0	0	0	0

IX – QUANTITATIVE (FORMULA) SPACE NEEDS

The space needs formula (Formula) applied as a quantitative tool to measure space needs of the University is explained in detail within Appendix B. The Formula includes basic room and station utilization assumptions for classrooms and teaching laboratory facilities. Table 9a identifies the space factors used for the Modesto Maidique Campus (Site 1) and the Biscayne Bay Campus (Site 2). Tables 10 through 12 reports the results of applying the space needs formula to the Modesto Maidique Campus (Site 1) and the Biscayne Bay Campus (Site 2), and then compare the needs to the existing satisfactory and eligible facilities inventory.

Table 9a

SUS SPACE FACTORS 2010 (10/18/10)

Univ.		Classroom	Teach Lab	Study	Res. Lab	Office	Aud/Exhib	Inst. Media	Stud. Acad. Support	Gym	Campus Support
UF	Old	11.48	15.74	26.40	49.27	60.25	3.00	0.77	0.60	3.72	8.56
	New	11.30	15.46	26.40	52.64	54.04	3.00	0.73	0.60	4.01	7.36
FSU	Old	11.62	16.25	21.07	20.20	48.15	3.00	0.91	0.60	4.81	6.33
	New	11.60	15.40	21.07	29.99	36.77	3.00	0.79	0.60	4.26	5.45
FAMU	Old	11.97	15.16	18.37	10.69	55.85	3.48	1.61	0.60	7.87	6.28
	New	11.62	14.36	18.37	25.70	36.60	3.01	1.46	0.60	7.22	5.37
USF	Old	11.81	20.08	17.37	33.83	64.67	3.00	0.99	0.60	4.96	7.87
	New	11.66	14.02	17.37	31.99	39.63	3.00	0.79	0.60	4.26	5.59
FAU	Old	12.14	13.93	21.39	10.30	62.98	3.39	1.59	0.60	7.75	6.70
	New	11.78	16.35	21.39	22.65	29.67	3.00	1.04	0.60	5.37	4.85
UWF	Old	12.02	12.35	23.86	4.39	44.88	6.11	2.46	0.60	12.2	5.94
	New	11.78	12.68	23.86	14.45	29.91	4.21	1.85	0.60	8.89	4.54
UCF	Old	11.87	13.46	15.95	13.87	38.64	3.00	1.04	0.60	5.36	5.19
	New	11.70	14.41	15.95	22.59	24.15	3.00	0.77	0.60	4.17	4.42
FIU	Old	12.08	13.77	17.54	9.88	36.88	3.00	1.13	0.60	5.77	5.03
	New	11.91	14.98	17.54	20.18	26.70	3.00	0.83	0.60	4.42	4.48
UNF	Old	11.89	12.85	19.47	2.82	40.70	3.97	1.77	0.60	8.56	5.13
	New	11.97	13.77	19.47	14.25	26.38	3.00	1.29	0.60	6.45	4.22
FGCU	Old	11.89	12.85	19.47	2.82	40.70	5.93	1.77	0.60	11.8	5.39
	New	12.02	9.79	19.47	29.94	28.14	4.98	2.09	0.60	9.97	5.20
NEW C	Old	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	New	10.49	0.00	9.40	10.17	63.14	39.75	15.90	0.60	79.4	11.16

Table 9b
SPACE STANDARDS USED IN FIXED CAPITAL OUTLAY
TEN SPACE CATEGORY NEEDS GENERATION FORMULA

Site 1: Modesto Maidique Campus

Space Type by Category	Space Standard	Resulting NASF/FTE
<u>Classroom</u>		12.08
Lower Level Undergraduate	12.74 ASF per FTE	
Upper Level Undergraduate	12.52 ASF per FTE	
Beginning Level Graduate	8.94 ASF per FTE	
Advanced Level Graduate	8.28 ASF per FTE	
<u>Teaching Laboratory</u>		13.77
Lower Level Undergraduate	13.72 ASF per FTE	
Upper Level Undergraduate	16.48 ASF per FTE	
Beginning Level Graduate	9.73 ASF per FTE	
Advanced Level Graduate	8.08 ASF per FTE with 50,000 ASF Minimum	
<u>Research Laboratory</u>		9.88
Beginning Level Graduate	33.58 ASF per FTE	
Advanced Level Graduate	164.68 ASF per FTE	
Educational & General Research Faculty	225.36 ASF per FTE	
Contracts & Grants Research Faculty	271.67 ASF per FTE	
<u>Study</u>		17.54
<u>Study Area</u>		
Undergraduate Level Reading Room	6.25 ASF per FTE	
Computer Study Rooms	2.00 ASF per FTE	
Beginning Level Graduate Carrel	7.50 ASF per FTE	
Advanced Level Graduate Carrel	14.04 ASF per FTE	
Faculty Carrel	4.03 ASF per FTE	
<u>Stack Area</u>	Total of .10 ASF per volume for first 150,000 volume equivalent material, plus 0.09 ASF per volume for second 150,000 volume equivalent material, plus 0.08 ASF per volume for next 300,000 volume equivalent material, plus 0.07 ASF per volume for volumes above 600,000 equivalent material	
<u>Service Area</u>	5 percent of total ASF for study and stack areas	
<u>Instructional Media</u>	10,000 ASF plus 0.50 ASF per FTE over 4,000	1.13
<u>Auditorium/Exhibition</u>	3.00 ASF per FTE, with 25,000 ASF minimum	3.00
<u>Teaching Gymnasium</u>	50,000 ASF minimum, plus 3.00 ASF per FTE for all FTE over 5,000	5.77
<u>Student Academic Support</u>	0.60 ASF per FTE	0.60
<u>Office/Computer</u>	145.00 ASF per FTE position	36.88
Faculty/Staff Lounge Space	3.00 ASF per FTE position	
<u>Campus Support Services</u>	5 percent of total ASF generated by formula plus 5 percent of other existing space requiring support services	7.08

SOURCE: Florida, Board of Governors, Office of Budgets, "Space Standards Used in Fixed Capital Outlay Ten Space Category Needs Generation Formula", Florida International University, "Main Campus," Workload measures based on Actual 1993-94 base year data

Table 9c

**SPACE STANDARDS USED IN FIXED CAPITAL OUTLAY
TEN SPACE CATEGORY NEEDS GENERATION FORMULA**

Site 2: Biscayne Bay Campus

Space Type by Category	Space Standard	Resulting NASF/FTE
<u>Classroom</u>		11.84
Lower Level Undergraduate	12.74 ASF per FTE	
Upper Level Undergraduate	12.52 ASF per FTE	
Beginning Level Graduate	8.94 ASF per FTE	
Advanced Level Graduate	8.28 ASF per FTE	
<u>Teaching Laboratory</u>		9.73
Lower Level Undergraduate	13.72 ASF per FTE	
Upper Level Undergraduate	16.48 ASF per FTE	
Beginning Level Graduate	9.73 ASF per FTE	
Advanced Level Graduate	8.08 ASF per FTE	
<u>Research Laboratory</u>		13.08
Beginning Level Graduate	33.58 ASF per FTE	
Advanced Level Graduate	164.68 ASF per FTE	
Educational & General Research Faculty	225.36 ASF per FTE	
Contracts & Grants Research Faculty	271.67 ASF per FTE	
<u>Study</u>		16.51
<u>Study Area</u>		
Undergraduate Level Reading Room	6.25 ASF per FTE	
Computer Study Rooms	2.00 ASF per FTE	
Beginning Level Graduate Carrel	7.50 ASF per FTE	
Advanced Level Graduate Carrel	14.35 ASF per FTE	
Faculty Carrel	4.41 ASF per FTE	
<u>Stack Area</u>	Total of .10 ASF per volume for first 150,000 volume equivalent material, plus 0.09 ASF per volume for second 150,000 volume equivalent material, plus 0.08 ASF per volume for next 300,000 volume equivalent material, plus 0.07 ASF per volume for volumes above 600,000 equivalent material	
<u>Service Area</u>	5 percent of total ASF for study and stack areas	
<u>Instructional Media</u>	0.50 ASF per FTE	0.50
<u>Auditorium/Exhibition</u>	3.00 ASF per FTE	3.00
<u>Teaching Gymnasium</u>	No generation for branch campuses	0.00
<u>Student Academic Support</u>	0.60 ASF per FTE	0.60
<u>Office/Computer</u>	145.00 ASF per FTE position	29.08
Faculty/Staff Lounge Space	3.00 ASF per FTE position	
<u>Campus Support Services</u>	5 percent of total ASF generated by formula plus 5 percent of other existing space requiring support services	7.08

SOURCE: Florida, Board of Governors, Office of Budgets, "Space Standards Used in Fixed Capital Outlay Ten Space Category Needs Generation Formula", Florida International University, "Main Campus," Workload measures based on Actual 1993-94 base year data

Table 10
FORMULA GENERATED NET ASSIGNABLE SQUARE FEET
BY SPACE CATEGORY AND SITE

Space Category	NASF
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Site 1: Modesto Maidique Campus*

<u>Instructional</u>	
Classroom	329,697
Teaching Laboratory	415,021
Research Laboratory	559,087
<u>Academic Support</u>	
Study	485,946
Instructional Media	22,995
Auditorium/Exhibition	83,115
Teaching Gymnasium	122,456
<u>Institutional Support</u>	
Student Academic Support	16,623
Office/Computer	739,724
Campus Support Services	124,118
<u>Site Total</u>	2,899,052

* includes Site 3 - EC

Site 2: Biscayne Bay Campus

<u>Instructional</u>	
Classroom	44,984
Teaching Laboratory	56,579
Research Laboratory	76,220
<u>Academic Support</u>	
Study	66,249
Instructional Media	3,135
Auditorium/Exhibition	11,331
Teaching Gymnasium	16,694
<u>Institutional Support</u>	
Student Academic Support	2,266
Office/Computer	100,846
Campus Support Services	16,921
<u>Site Total</u>	395,225

Table 11
COMPARISON OF EXISTING SATISFACTORY SPACE WITH
FORMULA GENERATED SQUARE FOOTAGE NEEDS BY CATEGORY

Space Category	Generated Need	Existing Space *	Unmet Need
SITE 1: MODESTO MAIDIQUE CAMPUS			
<u>Instructional</u>			
Classroom	329,697	152,963	138,504
Teaching Laboratory	415,021	266,802	115,164
Research Laboratory	559,087	245,487	298,840
<u>Academic Support</u>			
Study	485,946	173,076	284,940
Instructional Media	22,995	9,298	10,471
Auditorium/Exhibition	83,115	94,812	(11,697)
Teaching Gymnasium	122,456	48,690	73,766
<u>Institutional Support</u>			
Student Academic Support	16,623	3,358	9,465
Office/Computer	739,724	565,480	106,471
Campus Support Services	124,118	53,377	70,741
Total: Main Campus	2,899,052	1,613,343	1,096,665

SITE 2: BISCAYNE BAY CAMPUS			
<u>Instructional</u>			
Classroom	44,984	38,524	6,460
Teaching Laboratory	56,579	64,046	(7,467)
Research Laboratory	76,220	25,555	50,665
<u>Academic Support</u>			
Study	66,249	34,810	31,439
Instructional Media	3,135	1,956	1,179
Auditorium/Exhibition	11,331	0	11,331
Teaching Gymnasium	16,694	0	16,694
<u>Institutional Support</u>			
Student Academic Support	2,266	0	2,266
Office/Computer	100,846	90,612	10,234
Campus Support Services	16,694	18,585	(1,664)
Total: Biscayne Bay Campus	395,225	274,088	121,137

* All projects under construction and/or funded through construction are included.

Table 12
ANALYSIS OF SPACE NEEDS CATEGORY

ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM 3 - MMC - 6/30/2010

FLORIDA INTERNATIONAL UNIVERSITY
MODESTO MAIDIQUE CAMPUS
Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting

	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type 2015-16*	329,967	415,021	485,946	559,087	739,724	83,115	22,995	16,623	122,456	124,118	2,899,052
Less:											
1) Current Inventory as of December 2010											
A) Satisfactory Space	144,063	264,390	172,863	245,487	543,177	94,812	9,298	3,358	48,690	53,377	1,579,515
B) Unsatisfactory Space to be Remodeled	0	0	0	0	686	0	0	0	0	0	686
C) Unsatisfactory Space to be Demolished/Terminated	0	0	0	0	0	0	0	0	0	0	0
D) Total Under Construction	8,900	2,412	213	0	21,617	0	0	0	0	0	33,142
Police Station	0	0	0	0	6,635	0	0	0	0	0	6,635
School Inter. & Public Affairs	8,900	2,412	213	0	14,982	0	0	0	0	0	26,507
Total Current Inventory	152,963	266,802	173,076	245,487	565,480	94,812	9,298	3,358	48,690	53,377	1,613,343
2) Projects Funded for Construction thru 2010											
Science/Classroom Complex	25,000	30,000	12,750	0	12,000	0	1,000	1,000	0	0	81,750
Student Academic Support	6,000	0	10,000	0	32,400	0	0	1,600	0	0	50,000
International Hurricane Center	0	1,000	0	3,000	12,000	0	1,000	0	0	0	17,000
Graduate Classroom Building/STEMPEL	7,500	0	5,000	10,500	10,000	0	750	1,200	0	0	34,950
Stocker AstroScience Center	0	2,055	180	1,260	873	0	476	0	0	0	4,844
Satellite Chiller Plant	0	0	0	0	500	0	0	0	0	0	500
Total Funded Construction	38,500	33,055	27,930	14,760	67,773	0	3,226	3,800	0	0	189,044
Plus: Planned Demolition	0	0	0	0	0	0	0	0	0	0	0
Net Space Needs	138,504	115,164	284,940	298,840	106,471	(11,697)	10,471	9,465	73,766	70,741	1,096,665
Percent of:											
Current Inventory and Funded Projects Minus Demolition Space Needs	58%	72%	41%	47%	86%	114%	54%	43%	40%	43%	62%

NOTES: Funded projects consisting of space that is not eligible for fixed capital outlay budgeting are not shown.

* 2015-16 Space Needs based on 2010-11 NASF/FTE factors and projected FTE of 27705 and based on new space factors adopted by the BOG on December 8, 2010

ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B - BBC

FLORIDA INTERNATIONAL UNIVERSITY
BISCAYNE BAY CAMPUS
 Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting

	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type 2015-16*	44,984	56,579	66,249	76,220	100,846	11,331	3,135	2,266	16,694	16,921	395,225
Less:											
1) Current Inventory as of December 2010											
A) Satisfactory Space	38,524	64,046	34,810	25,555	90,612	0	1,956	0	0	18,585	274,088
B) Unsatisfactory Space to be Remodeled	0	0	0	0	0	0	0	0	0	0	0
C) Unsatisfactory Space to be Demolished/Terminated	0	0	0	0	0	0	0	0	0	0	0
D) Total Under Construction	0	0	0	0	0	0	0	0	0	0	0
Total Current Inventory	38,524	64,046	34,810	25,555	90,612	0	1,956	0	0	18,585	274,088
2) Projects Funded for Construction thru 2010											
None	0	0	0	0	0	0	0	0	0	0	0
Total Funded Construction	0	0	0	0	0	0	0	0	0	0	0
Plus: Planned Demolition	0	0	0	0	0	0	0	0	0	0	0
Net Space Needs	6,460	(1,467)	31,439	50,665	10,234	11,331	1,179	2,266	16,694	(1,664)	121,137
Percent of:											
Current Inventory and Funded Projects Minus Demolition Space Needs	86%	113%	53%	34%	90%	0%	62%	0%	0%	110%	69%

NOTES: Funded projects consisting of space that is not eligible for fixed capital outlay budgeting are not shown.
 * 2015-16 Space Needs based on 2010-11 NASF/FTE factors and projected FTE of 3,777

X – RECOMMENDATIONS OF SURVEY TEAM

The recommendations of the Survey Team for new construction and other projects that impact the facilities inventory (by space category) for Main Campus (Modesto Maidique, Site 1) and Biscayne Bay Campus Site 2 are included within Table 13, Analysis of Facilities Inventory Impact of Survey Recommended Projects.

Site Improvements Recommendations:

- 1.1 Land Acquisition (Project 2 in Form B)– This recommendation allows the university to continue purchasing properties surrounding the Main Campus as identified in the Campus Master Plan.
- 1.2 Utilities Infrastructure Improvements to include improvements consisting of items in the categories of: chilled water and controls, electrical distribution, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, and steam equipment and distribution. The project consists of improvements, extensions, modifications, and additions to the major utility systems.
- 1.3 Landscaping and Site Improvements – This is a general recommendation to continue landscaping, road and site improvements consistent with the adopted Campus Master Plan.

Remodeling & Renovation Recommendation:

- 2.1 **Academic Data Center** (Project 8 in Form B): Remodeling/Renovation of the current Data Center is outdated and at capacity. This project will improve current deficiencies and implement new technologies.

New Construction Recommendations:

- 3.1 **Satellite Chiller Plant** (Project 3 in Form B): Redundancy for the Satellite Chiller Plant with back-up generator, isolation valving and expanded capacity.
- 3.2 **Humanities Center** (Project 4 in Form B): construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 4,000 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 – 15,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 4,000 NASF; Research Lab facilities and service areas, room use code 250, 255, 570, 575, Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 15,500 NASF ; total 43,500 NASF.
- 3.3 **Library Addition** (Project 5 in Form B): construct an addition on top of the existing Library building which was designed and constructed to support additional floors, to include Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455; total 88,000 NASF.
- 3.4 **Graduate School of Business Phase II** (Project 6 in Form B): construct facility to include Classroom facilities and service areas, room use codes 110, 115 - 25,700 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 - 10,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 - 800 NASF; Research facilities and service areas, room use code 250, 255 - 850 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 - 20,000 NASF; Instructional Media facilities and service areas, room use codes 530, 535 - 1,300 NASF; Student Academic Support facilities and service areas, room use codes 690, 695 - 6,200 NASF; total 64,850 NASF.
- 3.5 **Science Laboratory Complex** (Project 7 in Form B): construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 16,300 NASF; Teaching Lab facilities and service areas, room use codes 210, 215, 220, 225 – 21,700 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 455 – 17,000 NASF; Research facilities and service areas, room use code 250, 255, 570, 575, 580, 585 – 28,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 20,000 NASF; Instructional Media facilities and services areas, use codes 530, 535 – 2,000 NASF; Student Academic Support and services area, room use codes 690, 695 – 1,000 NASF; total 106,000 NASF.

3.6 Engineering Building Two (Project 9 in Form B): construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 6,500 NASF; Teaching laboratory facilities and service areas, room use codes 210, 215, 220, 225 – 7,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 7,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 5,000 NASF; Student academic support facilities and service areas, room use codes 690, 695 – 2,000 NASF; total 27,500 NASF.

3.7 Training Center (Project 10 in Form B): construct facility to include Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 14,420 NASF; Campus Support Services areas, room use codes 720, 725, 730, 735, 740, 745, 750, 755, 760, 765 -10,000 NASF; total 24,420 NASF.

3.8 Honors College (Project 11 in Form B): - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 10,500 NASF; Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 – 3,000 NASF; Research Lab facilities and service area, room use codes 250, 255 – 3,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 9,500 NASF; total 26,000 NASF.

3.9 Social Science Phase II (Project 12 in Form B): - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 9,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 3,2000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 16,878 NASF; Instructional Media facilities and services areas, use codes 530, 535 – 1,000 NASF; Campus Support Services areas, room use codes 720, 725, 730, 735, 740, 745, 750, 755, 760, 765 -5,000 NASF ; total 35,078 NASF.

Special Purpose Center Recommendations:

4.1 N/A

Projects Based on Exception Procedureⁱ:

5.1 Classroom & Office Building (BBC)ⁱⁱ (Project 1 in Form B for BBC): construct facility to include Classroom facilities and service areas, room use codes 110, 115 – 8,000 NASF; Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 – 6,000 NASF; Research Lab facilities and service area, room use codes 250, 255 – 8,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 16,800 NASF; Instructional Media facilities and services areas, use codes 530, 535 – 800 NASF; total 39,600 NASF.

Demolition Recommendations:

6.1 N/A

Standard University-wide Recommendations:

SR1. All recommendations for new facilities to include spaces necessary for custodial services and sanitation facilities.

SR2. All projects for safety corrections are recommended.

SR3. All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.

SR4. Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR5. Expansion, replacement, and upgrading of existing utilities/infrastructure systems to support the educational plant (as expanded or modified by the recommended projects) are recommended.

SR6. All projects requiring renovations to space vacated in conjunction with the construction of new facilities that require no significant changes in space categories are recommended.

Notes:

University is to write recommendation text in accordance with current Educational Plant Survey format criteria. The Survey Team requires that projects recommended for approval must be included in the Master Plan.

The Survey Team recommendations to the Board of Governors cannot exceed 100% utilization in any of the ten (10) space categories. Any project that exceeds 100% utilization must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:

1. Re-verify classification /utilization
2. Delete project or space utilization category
3. Reduce space utilization category
4. Trade with other space category within the project
5. Shift project priorities
6. Provide sufficient data to support any overage (See endnotes)

Note: Supplemental surveys can be conducted later, should project scope change in the future.

- i Applies to the Biscayne Bay Campus, Site 2 (BBC)
- ii Survey Team is recommending this project utilizing the exception procedure. This will allow the University to meet projected increases in student enrollment and expanded program offerings for the Biscayne Bay Campus Site 2 (BBC), as a branch.

Table 13
ANALYSIS OF FACILITIES INVENTORY IMPACT OF SURVEY RECOMMENDED PROJECTS

FLORIDA INTERNATIONAL UNIVERSITY 2010-11 CIP MODESTO MAIDIQUE CAMPUS											
	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type 2015-16	329,967	415,021	485,946	559,087	739,724	83,115	22,995	16,623	122,456	124,118	2,899,052
Net Space Needs from Form B	138,504	115,164	284,940	298,840	106,471	(11,697)	10,471	9,465	73,766	70,741	1,096,665
Percent of Space Needs	58%	72%	41%	47%	86%	114%	54%	43%	40%	43%	62%
3) Projects Funded for Planning thru 2010-2011	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	138,504	115,164	284,940	298,840	106,471	(11,697)	10,471	9,465	73,766	70,741	1,096,665
Sub Total Percent:	58%	72%	41%	47%	86%	114%	54%	43%	40%	43%	62%
4) 2010-11 CIP Projects											
Proj 1) FACILITIES INFRASTRUCTURE - ALL CAMPUSES	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	138,504	115,164	284,940	298,840	106,471	(11,697)	10,471	9,465	73,766	70,741	1,096,665
Sub Total Percent:	58%	72%	41%	47%	86%	114%	54%	43%	40%	43%	62%
Proj 2) STRATEGIC LAND ACQUISITION	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	138,504	115,164	284,940	298,840	106,471	(11,697)	10,471	9,465	73,766	70,741	1,096,665
Sub Total Percent:	58%	72%	41%	47%	86%	114%	54%	43%	40%	43%	62%
Proj 3) SATELLITE CHILLER PLANT EXPANSION - MMC	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	138,504	115,164	284,940	298,840	106,471	(11,697)	10,471	9,465	73,766	70,741	1,096,665
Sub Total Percent:	58%	72%	41%	47%	86%	114%	54%	43%	40%	43%	62%
Proj 4) HUMANITIES CENTER - MMC	4,000	15,000	4,000	5,000	15,500	0	0	0	0	0	43,500
Sub Total Net Space Needs	134,504	100,164	280,940	293,840	90,971	(11,697)	10,471	9,465	73,766	70,741	1,053,165
Sub Total Percent:	59%	76%	42%	47%	88%	114%	54%	43%	40%	43%	64%
Proj 5) LIBRARY ADDITION - MMC	0	0	88,000	0	0	0	0	0	0	0	88,000
Sub Total Net Space Needs	134,504	100,164	192,940	293,840	90,971	(11,697)	10,471	9,465	73,766	70,741	965,165
Sub Total Percent:	59%	76%	60%	47%	88%	114%	54%	43%	40%	43%	67%
Proj 6) GRADUATE SCHOOL OF BUSINESS PHASE II - MMC	25,700	10,000	800	850	20,000	0	1,300	6,200	0	0	64,850
Sub Total Net Space Needs	108,804	90,164	192,140	292,990	70,971	(11,697)	9,171	3,265	73,766	70,741	900,315
Sub Total Percent:	67%	78%	60%	48%	90%	114%	60%	80%	40%	43%	69%
Proj 7) SCIENCE LABORATORY COMPLEX - MMC	16,300	21,700	17,000	28,000	20,000	0	2,000	1,000	0	0	106,000
Sub Total Net Space Needs	92,504	68,464	175,140	264,990	50,971	(11,697)	7,171	2,265	73,766	70,741	794,315
Sub Total Percent:	72%	84%	64%	53%	93%	114%	69%	86%	40%	43%	73%
Proj 8) REMODEL/RENOV. OF ACADEMIC DATA CENTER - MMC	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	92,504	68,464	175,140	264,990	50,971	(11,697)	7,171	2,265	73,766	70,741	794,315
Sub Total Percent:	72%	84%	64%	53%	93%	114%	69%	86%	40%	43%	73%
Proj 9) ENGINEERING BUILDING TWO- MMC	6,500	7,000	7,000	0	5,000	0	0	2,000	0	0	27,500
Sub Total Net Space Needs	86,004	61,464	168,140	264,990	45,971	(11,697)	7,171	265	73,766	70,741	766,815
Sub Total Percent:	74%	85%	65%	53%	94%	114%	69%	98%	40%	43%	74%
Proj 10) TRAINING CENTER - MMC	0	0	0	0	14,420	0	0	0	0	10,000	24,420
Sub Total Net Space Needs	86,004	61,464	168,140	264,990	31,551	(11,697)	7,171	265	73,766	60,741	742,395
Sub Total Percent:	74%	85%	65%	53%	96%	114%	69%	98%	40%	51%	74%
Proj 11) HONORS COLLEGE - MMC	10,500	0	3,000	3,000	9,500	0	0	0	0	0	26,000
Sub Total Net Space Needs	75,504	61,464	165,140	261,990	22,051	(11,697)	7,171	265	73,766	60,741	716,395
Sub Total Percent:	77%	85%	66%	53%	97%	114%	69%	98%	40%	51%	73%
Proj 12) SOCIAL SCIENCE PHASE II - MMC	9,000	0	3,200	0	16,878	0	1,000	0	0	5,000	35,078
Sub Total Net Space Needs	66,504	61,464	161,940	261,990	5,173	(11,697)	6,171	265	73,766	55,741	681,317
Sub Total Percent:	80%	85%	67%	53%	99%	114%	73%	98%	40%	55%	75%

FLORIDA INTERNATIONAL UNIVERSITY 2010-11 CIP
BISCAYNE BAY CAMPUS

	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type 2015-16	44,984	56,579	66,249	76,220	100,846	11,331	3,135	2,266	16,694	16,921	395,225
Net Space Needs from Form B	6,460	(7,467)	31,439	50,665	10,234	11,331	1,179	2,266	16,694	(1,664)	121,137
Percent of Space Needs	86%	113%	53%	34%	90%	0%	62%	0%	0%	110%	69%
3) Projects Funded for Planning thru 2010-2011	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	6,460	(7,467)	31,439	50,665	10,234	11,331	1,179	2,266	16,694	(1,664)	121,137
Sub Total Percent	86%	113%	53%	34%	90%	0%	62%	0%	0%	110%	69%
4) 2010-11 CIP Projects											
Proj 1) CLASSROOMS/OFFICE - BBC	8,000	0	6,000	8,000	16,800	0	800	0	0	0	39,600
Sub Total Net Space Needs	(1,540)	(7,467)	25,439	42,665	(6,566)	11,331	379	2,266	16,694	(1,664)	81,537
Sub Total Percent	103%	113%	62%	44%	107%	0%	88%	0%	0%	110%	79%

XI – FUNDING OF CAPITAL PROJECTS

The projects recommended by the Survey Team may be funded based on the availability of funds authorized for such purposes. The primary source available to the University is Public Education Capital Outlay (PECO). PECO funds are provided pursuant to Section 9(a) (2), Article XII of the State Constitution, as amended. These funds are appropriated to the State University System pursuant to Section 1013.64(4), Florida Statutes, which provides that a list of projects is submitted by the Board of Trustees to the Commissioner of Education for inclusion within the Commissioner's Fixed Capital Outlay Legislative Budget Request. In addition, a lump sum appropriation is provided for remodeling, renovation, and maintenance, repair, and site improvements for existing satisfactory facilities. The Board of Governors to the universities then allocates this lump sum appropriation. The projects funded from PECO are normally for instructional, academic support or institutional support purposes.

Another source for capital projects is Capital Improvement Fees. University students pay Building Fees and Capital Improvement Fees per credit hour per semester. This revenue source is commonly referred to as Capital Improvement Fees and is used to finance university capital projects or debt service on bonds issued by the State University System. Pursuant to policy of the Board of Governors, the projects financed from this revenue source are primarily student-related, meaning that the projects provide facilities such as student unions, outdoor recreation facilities, and athletic facilities. Periodically, a funding plan is developed for available and projected revenues. Universities receive an allocation and develop a list of projects that are submitted to the Board of Governors for inclusion within a request to the Legislature for appropriation authority.

The Facilities Enhancement Challenge Grant "Courtelis Program" Program, established pursuant to Section 1013.79, Florida Statutes, provides for the state matching of private donations for facilities projects that support instruction or research. Under this program, each private donation for a project is matched by state funds.

Section 1013.74, Florida Statutes, provides authority to accomplish capital projects from grants and private gifts. In addition, authority is provided within this section to finance facilities to support auxiliary enterprises from the issuance of bonds supported by university auxiliary revenues. Legislative approval of the proposed projects is required.

A limited amount of general revenue funds have been appropriated for university capital projects.

Table 14 identifies the specific project appropriations made available to the University over the last five years. Source for Table 14: Finance and Facilities Management, Fixed Capital Outlay Appropriations/Allocations.

- 1 Phases include Site Acquisition (S), Planning (P), Construction (C), and Equipment (E).
- 2 Fund sources include Public Education Capital Outlay (PECO) funds for academic and supporting spaces, Capital Improvement Fees (CIF) for student related facilities such as student unions and recreational facilities, General Revenue (GR) funds, Educational Enhancement (EE) or Lottery funds, and State Matching (SM) funds in those cases where special trust fund revenues are used as the state match for the Facilities Enhancement Challenge Grant (FECG) Program. The CIF source includes Student Building Fee and Capital Improvement Fee revenues available after debt service requirements and proceeds from the sale of University System Improvement Revenue Bonds. The bonds are issued with a pledge of net Student Building Fee and Capital Improvement Fee revenues as the source for payment of debt service.

Table 14
FIXED CAPITAL OUTLAY ALLOCATIONS OF STATE APPROPRIATIONS
FOR FISCAL YEARS 2005-2006 THROUGH 2010-2011

Project	Project Name	Phase	Source	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
866	MAINTENANCE,REPAIRS,RENOVATIONS & REMODELING & SITE IMPROVEMENT	P,C	PECO	\$2,061,419					
833	MOLECULAR BIOLOGY	P,C	PECO	\$8,418,634					
835	SOCIAL SCIENCE - (INTERNATIONAL STUDIES)	P,C	PECO	\$13,466,710					
867	UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS	P,C,E	PECO	\$5,000,000					
831	HOSPITALITY MANAGEMENT	C,E	GR / SM	\$200,000					
832	COLLEGE OF LAW	C,E	GR / SM	\$164,725					
839	ART MUSEUM	C,E	GR / SM	\$1,062,056					
856	GRADUATE SCHOOL OF BUSINESS	C,E	GR / SM	\$1,890,500					
845	RESIDENT STUDENT DINING FACILITY		CIF	\$3,050,000					
846	GRAHAM CENTER CONFERENCE ADDITION		CIF	\$6,713,527					
n/a	AUXILIARY TRUST FUND LOAN REPAYMENT		CIF	\$2,800,000					
833	MOLECULAR BIOLOGY	C,E	PECO		\$2,912,000				
835	SOCIAL SCIENCE - (INTERNATIONAL STUDIES)	C,E	PECO		\$4,383,261				
871	MAINTENANCE,REPAIRS,RENOVATIONS & REMODELING	P,C	PECO		\$2,422,671				
872	UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS	P,C,E	PECO		\$7,000,000				
875	PUBLIC SAFETY BUILDING, UP	P,C,E	PECO		\$3,131,025				
876	SCIENCE CLASSROOM COMPLEX, UP	P,C	PECO		\$9,000,000				
877	GRADUATE CLASSROOM BUILDING, UP	P,C	PECO		\$18,619,835				
832	SCHOOL OF LAW		PECO		\$5,353,244				
856	GRADUATE SCHOOL OF BUSINESS		PECO		\$1,812,414				
888	MARINE BIOLOGY NORTH CAMPUS SCIENCE CLASSROOM BLDG.		PECO		\$600,000				
839	ART MUSEUM	C,E	GR / SM		\$1,271,157				
832	COLLEGE OF LAW	C,E	GR / SM		\$260,054				
856	GRADUATE SCHOOL OF BUSINESS PHASE I	C,E	GR / SM		\$2,013,998				

Project	Project Name	Phase	Source	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
845	RESIDENT STUDENT DINING FACILITY - \$3,050,000 RE-APPROPRIATED-SEE 847-896		CIF		\$0				
846	GRAHAM CENTER CONFERENCE ADDITION - \$6,713,527 RE-APPROPRIATED-SEE 847-896		CIF		\$0				
847	FIU TRAINING ROOM		CIF		\$1,563,527				
842	FOOTBALL STADIUM EXPANSION		CIF		\$6,675,000				
842	COACHES OFFICES		CIF		\$1,425,000				
896	ATHLETICS ACADEMIC SUPPORT CENTER		CIF		\$100,000				
816	MAINTENANCE,REPAIRS,RENOVATIONS & REMODELING	P,C	PECO			\$3,135,023			
817	UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS	P,C	PECO			\$7,000,000			
833	HEALTH SCIENCE LAB CLINIC (To be developed within the Nursing & Allied Health Bldg)	N/A	PECO			\$19,000,000			
834	SATELLITE CHILLER PLANT UP(Part of future Med School)	N/A	PECO			\$1,110,000			
876	SCIENCE CLASSROOM COMPLEX, UP	P,C	PECO			\$29,000,000			
877	GRADUATE CLASSROOM BUILDING, UP	C,E	PECO			\$4,680,165			
895	INTERNATIONAL HURRICANE CENTER UP	N/A	PECO			\$15,000,000			
832	COLLEGE OF LAW	N/A	GR / SM			\$212,901			
839	FROST ART MUSEUM	C,E	GR / SM			\$363,500			
853	HOSPITALITY & TOURISM BISCAYNE BAY	N/A	GR / SM			\$300,000			
856	GRADUATE SCHOOL OF BUSINESS PHASE I	N/A	GR / SM			\$1,109,388			
881	IHRC WALL OF WIND	P,C	GR / SM			\$608,063			
864	ENGINEERING CENTER LAB	P,C,E	GR / SM			\$55,000			
802	UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS	P,C,E	PECO				\$10,500,000		
804	MAINTENANCE, REPAIRS, RENOVATIONS AND REMODELING	P,C,E	PECO				\$2,037,718		
833	HEALTH SCIENCE LAB CLINIC (To be developed within the Nursing & Allied Health Bldg)	C,E	PECO				\$7,000,000		
834	SATELLITE CHILLER PLANT UP(Part of future Med School)	C,E	PECO				\$6,000,000		
876	SCIENCE CLASSROOM COMPLEX, UP	C,E	PECO				\$12,000,000		
882	STUDENT ACADEMIC SUPPORT CENTER, UP	P,C	PECO				\$2,500,000		

Project	Project Name	Phase	Source	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
833	COLLEGE OF NURSING & HEALTH SCIENCES LABORATORY	E	GR / SM				\$400,000		
839	FROST ART MUSEUM	C,E	GR / SM				\$866,000		
856	GRADUATE SCHOOL OF BUSINESS PHASE II	P,C,E	GR / SM				\$1,146,308		
881	IHRC WALL OF WIND TEST FAC, PH II	P,C,E	GR / SM				\$164,600		
864	ENGINEERING CENTER LAB	P,C,E	GR / SM				\$20,000		
837	EXP & REN OF EAST WING/LOBBY, RECEPTION, RESTROOMS - PHARMED		CIF				\$5,000,000		
819	BBC IMPROVEMENTS/WOLFE UNIV CENTER, PLAY FIELDS, COURTS		CIF				\$1,500,000		
859	GRAHAM CENTER EXPANSION		CIF				\$703,456		
843	STADIUM/STUDENT MEETING ROOMS		CIF				\$5,500,000		
851	MAINTENANCE,REPAIRS,RENOVATIONS & REMODELING	P,C,E	PECO					\$1,933,300	
852	UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS	P,C,E	PECO					\$5,142,603	
882	STUDENT ACADEMIC SUPPORT CENTER - UP	C,E	PECO					\$1,686,722	
884	UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS	P,C,E	PECO						\$6,221,914
885	REMODELING/RENOVATIONS/MAINTENANCE/REPAIRS & SITE IMPROVEMENTS	P,C,E	PECO						\$3,804,242
875	PUBLIC SAFETY BUILDING SUPPLEMENT	P,C,E	PECO						\$1,272,772
835	SOCIAL SCIENCES - PH I COMPLETION - UP	P,C,E	PECO						\$4,150,000
876	SCIENCE/CLASSROOM COMPLEX - UP	C,E	PECO						\$3,982,942
814	STOCKER ASTROPHYSICS CENTER, MAM BT 814 (Astronomy Observatory Bldg)	P,C,E	PECO						\$1,600,000
882	STUDENT ACADEMIC SUPPORT BUILDING	C,E	PECO						\$17,646,976
882	FROM 2010 STUDENT ACADEMIC SUPPORT CENTER		PECO						-\$1,686,722
876	TO 2011 SCIENCE/CLASSROOM COMPLEX		PECO						\$1,686,722
	TOTALS			\$44,827,571	\$68,543,186	\$81,574,040	\$55,338,082	\$8,762,625	\$38,678,846

APPENDICES

APPENDIX A

EDUCATIONAL PLANT SURVEY PROCESS OVERVIEW

BOARD OF GOVERNORS
Office of Finance & Facilities
Chris Kinsley, Director

FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA

Revised: January 25, 2011

Section 1013.31, Florida Statutes, requires that, at least once every five years, each University Board of Trustees shall arrange for an educational plant survey to aid in providing physical facilities necessary to accommodate its academic programs, students, faculty, staff, and services during the next five-year period.

1. Designation of Responsibility

The University to be surveyed (the "University") appoints the **Survey Team Coordinator**. The Survey Team Coordinator correlates information provided by the Survey Team Leader, the University Survey Team Facilitator, and the Board of Governors (the "Board") staff during the survey process. It is recommended in order to expedite the overall process and to maintain consistency and quality that the coordinator be a staff person from the Board.

It is recommended that the **Survey Team Leader** be requested from a university not being surveyed in the same year. In conjunction with the Survey Team Coordinator, the Survey Team Leader coordinates the work of the survey team members. All team members are also recommended to come from staff of other universities not being surveyed in that same year. The Survey Team Leader maintains contact with the Survey Team Coordinator and coordinates all activities with the Survey Team Facilitator at the University during the entire survey process.

The University President appoints the **Survey Team Facilitator** for its University from its own staff. The Survey Team Facilitator maintains contact with the Survey Team Leader and coordinates personnel at the University during the survey process. The Survey Team Facilitator will also coordinate the University activities for the team during the survey process at the University.

For continuity and consistency of the final report, **Survey Team Members** will consist of staff from universities not being surveyed that year and should include a representative from a university to be surveyed in the next fiscal year, as well as a representative from a university surveyed in the previous fiscal year. Board staff should also be included.

2. Student Enrollment Projections

The survey uses capital outlay full-time-equivalent student enrollment projections based on the work plans submitted annually to the Board by the universities pursuant to Board regulation 2.002. One undergraduate capital outlay full-time-equivalent represents enrollment in 40 credit hours during the academic year, while one graduate capital outlay full-time-equivalent represents 32 credit hours. Projections are provided for all credit activity at each officially designated site for which facilities are required. Enrollments are identified by discipline group within level of student.

3. Educational Programs and Services

The survey uses projections for programs approved by the Board of Governors through the academic program review process for the State University System.

Staff of the University prepare a list of programs for the survey, indicating which existing programs the University wishes to continue, expand and delete during the five-year period of the survey, as well as those for which planning authorization or program approval has been granted.

The basic mechanism used to determine the facilities required to accommodate educational programs and services is the SUS Space Needs Generation Formula (the "Formula"). The Formula identifies space needs for instructional and research programs, and for academic and institutional support services.

While the capital outlay full-time-equivalent projection acts as primary generator, the Formula recognizes variations in space requirements derived from discipline groupings, course levels, research fields, library holdings, faculty, staff, contract & grant positions, as well as, minimum space allowances. Thus, the Formula results in aggregate space generations for ten (10) standard space categories based on the combination of students, programs, faculty and staff unique to the University.

4. Inventory Validation Segment of Survey

The first segment of the survey is the Inventory Validation, whereby the physical facilities inventory is evaluated by the survey team. The Inventory Validation is scheduled three (3) to four (4) months before the Needs Assessment segment of the survey.

The validation segment entails visits to all sites of the University for the purpose of confirming or correcting information carried in the computerized Physical Facilities Space File, (the "Space File") as well as building schematics.

Staff of the University and validation team members visits all sites and selected buildings. The buildings to be visited for Inventory Validation purposes should include any buildings that have not been previously surveyed, buildings which the University desires to be assessed as unsatisfactory, and a sampling of other buildings to determine overall accuracy of the reported inventory.

The Space File includes information for all educational plants. For the Inventory Validation, University staff provides reports of Space File data and building schematic drawings for the buildings designated to be included in the validation.

An important part of the Inventory Validation process is the review of spaces to be exempt or ineligible. These are spaces not generated by the Formula and thus not included in the current inventory used in space needs analyses. University staff furnishes a list of all ineligible spaces which identifies each space and justifies why it is excluded.

Together, the University Survey Team Facilitator and Survey Team Leader make arrangements for the Inventory Validation including: team assignments, guides, and transportation for team member visits to buildings and grounds, and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard per diem for members of the Inventory Validation team.

5. University Identification of Needs

Administrators and staff of the University undergoing the survey prepare lists for each site of needs identified by the University for site acquisition, development and improvement, and remodeling, renovation, and new construction. Outdoor physical education facilities are included as site improvement. Because all previous survey recommendations expire at the beginning of a new five-year survey, the list of needs may include items recommended in the prior survey which have not been started or funded through construction, but still are needed.

Requested projects should be reflected in the University's Campus Master Plan previously submitted to the University Office of Facilities Planning, or should be included in an official update to the Master Plan.

The basic method for identifying facility needs is the Formula approach. This method involves performance levels for space use by the University based on legislatively mandated, as well as generally accepted,

utilization standards. The Formula generates campus wide square footage needs for ten categories of space. Needs are compared with the categorical square footage in inventory to determine space deficits and surpluses. Shortages demonstrate the need for remodeling or new construction recommendations to provide space, while overages may denote the need for remodeling recommendations to convert excess space to other uses.

Using the Formula, the Survey Team Coordinator ensures the preparation of space needs analyses by the University for each site showing categorical space need generations, existing space inventory, and resulting deficits and surpluses. Based on the results, University staff develops requests for remodeling recommendations to provide space for under built categories, as well as to reduce space of overbuilt categories, and for new construction recommendations to meet needs which cannot be satisfied through remodeling.

In conjunction with the Formula, Space Factors (the "Factors"), have been developed as part of the process and are used to expedite the use of the Formula in determining university space needs. The Factors are periodically reviewed and revised by the Board Office of Finance and Facilities. Each university at the time of its survey, after the Inventory Validation and prior to the Needs Assessment, may make a presentation and request a recommendation from the survey team to revise one or all of their Factors as a result of data or policy actions taken by its Board of Trustees and its university. The presentation should include, at a minimum, data based on the projected space needs using existing factors, a presentation on changes at the University that make the current factors inappropriate (i.e. the policy action by its Trustees or University), and documentation of what the space impact of the requested revised factors would be. In addition, a comparison against the other universities in the System should be included.

The survey team will review the data and make a recommendation to modify or leave the factors unchanged as part of their survey recommendations. The team will evaluate the request for consistency with other universities in the system and comparison for similar issues.

The alternative method for identifying facility needs is the "exception procedure." This method is used where the University has special problems or extraordinary needs not supported by the Formula. One example is unusual requirements for a particular type of teaching or research laboratory. Another example is minimal facilities for a program that are not provided by the space needs generated from the initial enrollment level of the program.

To exercise this option, University staff prepares written explanations along with quantitative displays, which justify exceptional needs. Justifications include relevant information such as requirements for specific programs, schedules of current classes, reports of space utilization, indications of effective space management, evidence of sound planning, feasibility studies for remodeling, and intended uses of space. The purpose is to present convincing evidence which demonstrates genuine facility beyond Formula generations. In addition, requests for remodeling or new construction recommendations to accommodate these special needs are developed.

Request items for remodeling and renovation recommendations should contain specific information: building number and name; room numbers; current functions of spaces, use codes, and square footage. Items for new construction recommendations specify needed function of spaces, use codes, and net square footage.

Cost estimates are provided by the University for site acquisition, development, and improvement items. They may be furnished for other items as well. Cost estimates for survey recommendations involving new building construction are based on average cost figures for the System. It is important to note that cost estimates attached to survey recommendations are not part of the recommendations per se. They are added only to provide a general idea of anticipated cost. They cannot be interpreted as accurate estimates for particular projects. Often, actual estimates will vary significantly from those included with recommendations.

The survey automatically makes five university wide standard recommendations for: provision of custodial services facilities; provision of sanitation facilities; correction of safety deficiencies; replacement of building

envelope systems; and modification of facilities for compliance with the Americans with Disabilities Act. Therefore, the University should not include requests related to these needs.

6. Survey Workbook

University staff prepares a survey workbook for use by survey staff during the Needs Assessment segment of the educational plant survey. The workbook contains documentation related to preceding items 2, 3, 4, and 5, along with general background information about the University. It is supplemented by available information regarding long-term plans for the institution, such as the master plan or other long-range planning documents. Additional information may also be included.

A copy of the survey workbook is provided to each survey team member at least two weeks before the opening date of the Needs Assessment. Other copies may be distributed to survey staff at the beginning of the Needs Assessment.

7. Financial Information

The Survey Team Coordinator provides particular financial information pertaining to capital outlay allocations by fund source and capital outlay allocations by project type for inclusion in the Survey Report.

8. Needs Assessment Segment of Survey

The Survey Team Leader and the University make arrangements for the Needs Assessment including: daily schedule of survey activities; organizational meeting, discussion sessions, and final meeting for the survey team with University administrators, faculty, and staff; work space, materials, and equipment for the team; and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard state per diem for members of the Validation and Needs Assessment team. The Board will not pay for materials and supplies necessary to conduct the survey.

9. Survey Recommendations

The survey team makes recommendations for site acquisition, development, and improvement; and remodeling, renovation, and new construction for officially designated sites and facilities.

Details about the status of previous survey recommendations, identification of needs through the Formula approach, modification of Factors and the exception procedure, cost estimates for recommendations, and the university-wide standard recommendations are explained under item 5.

Recommendations for leased sites and facilities are made in accordance with the provisions of Sections 1013.31 Florida Statutes. Recommendations pertaining to additional branch campuses are considered only after a proposal for establishment, submitted by the University, has been recommended and authorized by the Legislature.

10. Written Survey Reports

The University prepares the draft and the final written report of the findings and recommendations of the survey team for review and approval by the University Board of Trustees (UBOT's). After approval by the UBOT's, the university must submit the official copy of the report to the Chancellor, State University System of Florida.

APPENDIX B

STATE UNIVERSITY SYSTEM OF FLORIDA EXPLANATION OF THE SPACE NEEDS GENERATION FORMULA

The space needs generation formula uses three types of information to determine unmet space needs:

1. Workload measures such as enrollment, positions, and library materials
2. Space standards including station sizes and utilization levels
3. Existing facilities inventory

The formula was designed to recognize space requirements based on academic program offerings, student level, and research programs. Currently, space needs are generated for twenty university sites including main campuses, branches, two health sciences centers, and the Institute of Food and Agricultural Sciences.

FTE Enrollment Projections

Enrollment projections used for budgeting purposes are based on five-year projections of annual FTE's requiring facilities, excluding enrollments housed at non-owned sites. Annual FTE (one undergraduate FTE represents enrollment in 40 credit hours during the academic year; 32 for graduate) enrollment for each site, by discipline, by level is used as the primary variable within the formula. This level of detail allows recognition of differences in space needs based on size of programs, mix of science and non-science programs, variations in station sizes for laboratories, and variations between disciplines in the number of contact or weekly student hours required to be housed in classrooms and teaching laboratories.

Space Standards

Ten space categories are recognized within the formula. The ten categories of assignable space include:

Instructional

Classroom

Teaching Laboratory

Research Laboratory

Academic Support

Study

Instructional Media

Auditorium/Exhibition

Teaching Gymnasium

Institutional Support

Student Academic Supports

Office/Computer

Campus Support

Classroom Facilities

A classroom is defined as a room used for classes and not tied to a specific subject or discipline by equipment in the room or the configuration of the room. Included in this category are rooms generally used for scheduled instruction that require no special, restrictive equipment or configuration. These include lecture rooms, lecture-demonstration rooms, seminar rooms, and general purpose classrooms. Related service areas such as projection rooms, telecommunications control booths, preparation rooms, closets; storage areas, etc. are included in this category if they serve classrooms.

The net assignable square feet (NASF) needed for classrooms is based upon 22 NASF per student station, 40 periods of room use per week, and 60% station occupancy. These standards result in a space factor of 0.92 NASF per FTE enrollment. Using this space factor, NASF requirements are determined by multiplying the FTE enrollment for each discipline by level times the number of weekly student hours per FTE that are scheduled in classrooms.

The effect of applying the formula to all universities by level and by discipline provides an average of 12 NASF per FTE for main campuses. An example for an upper level FTE student in Engineering is:

$$.92 \text{ (Space Factor)} \times 15.0 \text{ (Weekly Student Hours Per FTE)} = 13.8 \text{ NASF Per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} \quad \text{or} \quad \frac{22}{40 \times .60} = .92 \text{ NASF}$$

Teaching Laboratory Facilities

A teaching laboratory is defined as a room used primarily for scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline. Included in this category are rooms generally called teaching laboratories, instructional shops, computer laboratories, drafting rooms, band rooms, choral rooms, music practice rooms, language laboratories, studios, theater stage areas used primarily for instruction, instructional health laboratories, and similar specially designed or equipped room if they are used primarily or group instruction in formally or regularly scheduled classes. Related service areas are also included in this category.

The NASF need for teaching laboratories is computed by discipline by level and is based on established station sizes, weekly student hours per FTE, and utilization levels for room use and station occupancy. The room use standard is 24 hours for lower level and 20 hours for upper level. The station occupancy rate is 80% for both levels.

The effect of applying the formula to all universities by level and by discipline provides an average of 15 NASF per FTE for main campuses. An example for an upper level student in Engineering is:

$$7.81 \text{ (Space Factor)} \times 5.0 \text{ (Weekly Student Hours Per FTE)} = 39.05 \text{ NASF Per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} \quad \text{or} \quad \frac{125}{20 \times .80} = 7.81 \text{ NASF}$$

Although most universities in the System currently generate more than 50,000 NASF, a minimum facility need of 50,000 NASF is provided for the development of future campuses.

Research Laboratory Facilities

A research laboratory is defined as a room used primarily for laboratory experimentation, research or training in research methods, professional research and observation, or structured creative activity within a specific program. Included in this category are labs used for experiments, testing or "dry runs" in support of instructional, research or public service activities. Non class public service laboratories which promote new knowledge in academic fields are included in this category (e.g., animal diagnostic laboratories and cooperative extension laboratories). Related service areas that directly serve these laboratories are included in this category.

The NASF need for research laboratories is based on an allotment of space by discipline for each research faculty FTE and graduate student FTE. Space needs are generated separately for research faculty and graduate students.

Research Faculty Space needs are generated by discipline for Educational and General (E&G) and Contract and Grant (C&G) faculty. The number of E&G research faculty is based upon the E&G FTE faculty to FTE student ratio and the percentage of E&G research faculty FTE for the actual or base year. The number of C&G research faculty FTE is based on a three-year average growth rate for C&G faculty applied to the actual or base year. The allotment of space for each research faculty FTE varies from 75 to 450 NASF depending on discipline.

Graduate Students: Space needs are generated by discipline for beginning and advanced graduate student FTE. Graduate student FTE enrollment is divided between beginning and advanced levels based upon the number of graduate credit hours completed by the student (advanced graduates are those with 36 or more graduate credit hours).

Research laboratory space is generated for selected University Support Personnel System positions having research responsibilities that require laboratory facilities. The Beginning Graduate space factor is used for these positions.

Space allotments for advanced graduates are the same as those applied to research faculty (from 75 to 450 NASF). The allotment of space for a beginning graduate FTE considers sharing of research space and varies from 3 to 90 NASF. For example, the space allotment for an advanced graduate student in Engineering is 450 NASF.

Study Facilities

Study facilities include study rooms, stack areas, processing rooms, and study service areas. The NASF needed for study facilities is based on separately determined NASF needs for study rooms, carrel space, stack areas, and study service areas.

Study Rooms (Other than Computer Study Rooms): The NASF need for study rooms is based on 25 NASF per station for 25% of the undergraduate FTE.

Computer Study Rooms: The NASF need for computer study rooms is one station for every 15 FTE, with a station size of 30 NASF.

Carrel: The NASF need for carrels is based on 30 NASF per station for 25% of the beginning graduate FTE, for 50% of the law FTE, for 25% of the advanced graduate science FTE, and for 50% of the advanced graduate non-science FTE, plus 20 NASF per station for 5% of the science FTE faculty and for 25% of the non-science FTE faculty.

Stack Areas: The NASF need for stack areas is based on an amount of space per library volume with all library materials converted to volume equivalents (includes all holdings such as bound volumes, video and audio tapes, cassettes, microfilms, etc.). The projected volume counts are based on current inventories plus a continuation of the previous year's acquisitions.

Study Facilities Service Areas: The NASF need for study service areas is based on 5% of the total NASF needed for study rooms, carrels, and stack areas.

Instructional Media Facilities

Instructional Media rooms are used for the production or distribution of multimedia materials or signals. Included in this category are rooms generally called TV studios, radio studios, sound studios, photo studios, video or audio cassette and software production or distribution rooms, and media centers. Service areas such as film, tape, or cassette libraries or storage areas, media equipment storage rooms, recording rooms, engineering maintenance rooms, darkrooms, and studio control booths are also included in this category.

A minimum facility of 10,000 NASF and 0.5 NASF per FTE over 4,000 is provided for instructional media space on main campuses and 0.5 NASF per FTE for branch campuses with no minimum facility allowance.

Auditorium/Exhibition Facilities

Auditorium/exhibition facilities are defined as rooms designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, livestock judging, or commencement activities or rooms or areas used for exhibition of materials, works of art, artifacts, etc. and intended for general use by faculty, students, staff, and the public.

Service areas such as check rooms, ticket booths, dressing rooms, projection booths, property storage, make-up rooms, costume and scenery shops and storage, green rooms, multimedia and telecommunications control rooms, workrooms, and vaults are also included in this category.

The NASF need for auditorium/exhibition facilities is based on a space allotment of 3 NASF per FTE with a 25,000 NASF minimum facility allowance for main campuses.

Teaching Gymnasium Facilities

A teaching gymnasium is defined as a room or area used by students, staff, or the public for athletic or physical education activities. Included in this category are rooms generally referred to as gymnasiums, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, racquetball courts, indoor swimming pools, indoor putting areas, indoor ice rinks, indoor tracks, indoor stadium fields, and field houses. Service areas such as locker rooms, shower rooms, ticket booths, rooms for dressing, equipment, supply, storage, first-aid, towels, etc. are also included in this category.

The NASF need for teaching gymnasiums is based on a minimum facility for each main campus of 50,000 NASF for the first 5,000 FTE enrollments, plus an additional 3 NASF per FTE for enrollment over 5,000 FTE.

Student Academic Support Facilities

A student academic support room is defined as a room in an academic building where students hold meetings or group discussions of an academic nature. Rooms that directly serve academic meeting rooms are also included in this category.

Student academic meeting room need is based on 0.6 NASF per FTE enrollment.

Office/Computer Facilities

An office is defined as a room housing faculty, staff, or students working at one or more desks, tables or workstations. A computer facility in this category is defined as a room used as a computer-based data processing or telecommunications center with applications that are broad enough to serve the overall administrative or academic equipment needs of a central group of users, department, college, school, or entire institution. Rooms that directly serve these areas are also included in this category, as well as faculty and staff lounges.

The NASF need for offices/computer facilities is based on a space allotment of 145 NASF per FTE position requiring office space. Examples of positions not requiring space include maintenance mechanics, scientific photographers, and dental technicians. FTE positions are projected based upon the current ratio of FTE positions requiring space to annual FTE students. The number of C&G positions is based on a three-year average growth rate for C&G positions applied to the actual or base year. The need for faculty and staff lounges is based on 3 NASF per position.

Campus Support Facilities

Campus support facilities are defined as those areas used for institution-wide services. This includes maintenance shops, central storage areas, central service areas, vehicle storage facilities, hazardous materials facilities, plus related service areas such as supply storage areas, closets, and equipment rooms.

The NASF need for campus support facilities is based on 5% of the total NASF generated by the formula plus other areas maintained by physical plant staff such as continuing education buildings and clinic space.

Existing Facilities Inventory

The facilities inventory for each university is designed using the format and definitions prescribed in the Postsecondary Education Facilities Inventory and Classification Manual, 2006, published by the U. S. Department of Education, National Center for Education Statistics. The inventory documentation consists of a file maintained by computer pursuant to the Physical Facilities Space File Specifications prepared by the State University System Office of Information Resource Management.

The inventory contains information about each site, each building, and each room that is owned, shared, or leased by a university. All spaces in buildings, including those that are permanent, temporary, or under construction that are in satisfactory condition are considered in computing the total existing assignable square footage. Assignable space is that which is available for assignment to and functionally usable by an occupant.

The room records from the inventory are used to determine the amount of existing square footage in each of the ten assignable space categories. Each room record is assigned a room use code and is grouped into the appropriate space category. For each of the ten space categories, the existing assignable square footage is deducted from the cumulative space need. The assignable square footage used to determine unmet space needs does not include those spaces for which the formula does not generate a need. Examples of excluded space are leased space, special purpose lab equipment areas such as a wind tunnel or linear accelerator, and intercollegiate athletics area.

APPENDIX C
BUILDING CONDITION ASSESSMENT

SITE	BUILDING NUMBER	BUILDING NAME	ENVELOPE CONDITION	ROOF CONDITION	MECHANICAL CONDITION	ELECTRICAL CONDITION	PLUMBING CONDITION
8	MB03	MIAMI BEACH WOMENS'S CLUB	5	5	5	5	5
3	101	ENGINEERING CENTER	1	1	4	3	3
3	102	OPERATIONS/UTILITY	2	2	1	3	2
1	C05	DUPLICATING CENTER	1	1	1	1	1
1	W06A	DUGOUT 3	2	2	2	2	2
1	W06B	DUGOUT 4	2	2	2	2	2
1	W01B	WEST 1 B	5	5	5	5	5
2	S01	CENTRAL RECEIVING	1	1	1	1	1
2	S02	PUBLIC SAFETY	1	1	1	1	1
2	S03	PHYSICAL PLANT	1	2	1	1	1
2	N04	ACADEMIC TWO	2	1	2	2	2
2	N01A	AQUATIC RECREATION CENTER	1	1	1	1	2

LEGEND

- 1 - SATISFACTORY SYSTEM IN ACCEPTABLE CONDITION
- 2 - RENEWAL A NEEDS MIN CAP RENEWAL IF COST IS < 25% OF REPLACEMENT
- 3 - RENEWAL B NEEDS MORE THAN MIN RENEWAL AND COST IS BETWEEN 25 AND 50% OF REPLACEMENT
- 4 - RENEWAL C MAJOR CAP RENEWAL COST IS > 50 OF REPLACEMENT COST
- 5 - REPLACEMENT

APPENDIX D
2010 FLORIDA INTERNATIONAL UNIVERSITY WORK PLAN

2010 University Work Plan/ Proposal

Florida International University (University)
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Strategic Plan

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

The current Millennium Strategic Plan runs through the end of 2010 and can be viewed at:

<http://stratplan.fiu.edu/dccs/msp.pdf>

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

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

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

The link for the *Worlds Ahead Strategic Plan* is: stratplan.fiu.edu

Mission Statement

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

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

FIU prides itself on the special contributions it brings to the SUS in terms of diversity, service to the state's Hispanic population, international programs, niche programs, online offerings, museums, elementary and secondary education, and research clusters. Each of these is described briefly below.

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

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

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

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

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

Online Programs: The recent SACS reaffirmation of accreditation visit identified the FIU Online faculty support and course development activity the strongest they had encountered at any university. Currently 14% of our instruction is offered fully online.

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

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

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

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

Current Peer Institutions- Criteria- Public, Part-time greater than 10%, Urban, Carnegie High Research or Very High Research with comparable levels of research expenditures and doctoral degree production

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

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

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

We expect to enroll an additional 2,000 students per year over the next five years while maintaining a 27:1 student:faculty ratio and achieving a 300:1 student:advisor ratio. This represents a compounded annual growth rate of 4.6% compared to the compounded annual growth rate of 2.9% we have experienced in the past five years. Over much of that time, we have constrained growth because of reductions in funding. Graduate enrollment will grow somewhat faster than undergraduate enrollment so that graduate enrollment will increase from 17.4% of total enrollment to 18.9%.

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

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

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

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

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

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

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

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

All aspirational peer institutions are urban, public research universities in the Carnegie Very High Research Classification

Arizona State University
Wayne State University
University of Cincinnati
University of New Mexico (Hispanic Serving Institution)

Projected Institutional Contributions to System-Level Goals						
NUMERIC TARGETS						
Dashboard Metric	Date	Actual Value		Date	Projected Value	
Baccalaureate Degrees Awarded	2008-09	5,663		2012-13	6,555	
Master's Degrees Awarded (includes specialists degrees)	2008-09	2,255		2012-13	2,570	
Research and Professional Doctorates Awarded	2008-09	250		2012-13	353	
Federal Academic Research and Development Expenditures (in thousands)	2007-08	\$60,045		2011-12	\$70,000	
Total Academic Research and Development Expenditure (in thousands)	2007-08	\$107,025		2011-12	\$121,000	
FTIC*** Six-Year Retention and Graduate Rates from the <u>Same IHE</u>	2003-09 FTIC Cohort	Graduated 44.8%		2007-13 FTIC Cohort	Graduated 46.6%	
		Still Enrolled 15.6%			Still Enrolled 15.0%	
AA Transfer*** Four-Year Retention and Graduation Rates from the <u>Same IHE</u>	2005-09 AAT Cohort	Graduated 60.7%		2009-13 AAT Cohort	Graduated 62.7%	
		Still Enrolled 13.3%			Still Enrolled 14.3%	
DIRECTIONAL TARGETS [Indicate Direction: I=Increase, M=Maintain, D=Decrease]						
Dashboard Metric	Date	Actual Value		Date	Projected Direction**	
Baccalaureate Degrees Awarded to Black, Non-Hispanics	2008-09	#	%*	2012-13	#	%*
		682	12.8		I M D	I M D
Baccalaureate Degrees Awarded to Hispanics	2008-09	#	%*	2012-13	#	%*
		3,555	66.5		I M D	I M D
Baccalaureate Degrees Awarded to Pell Recipients	2008-09	#	%*	2012-13	#	%*
		2,555	47.5		I M D	I M D
Degrees Awarded in Specified STEM Fields	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		934	597		I M D	I M D
Degrees Awarded in Specified Health Profession Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		211	285		I M D	I M D
Degrees Awarded in Specified Education Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		41	113		I M D	I M D
NCLEX Pass Rate for First-Time Test Takers in Baccalaureate Nursing Program	2008	89%		2012	I M D	
Licensing Income	2007-08	\$9,423		2011-12	I M D	
Licenses and Options Executed	2007-08	0		2011-12	I M D	
Other Transfer*** Five-Year Retention and Graduation Rates from the <u>Same IHE</u>	2004-09 Other Cohort	Graduated 53.5%		2008-13 Cohort	Graduated I M D	
		Still Enrolled 9.1%			Still Enrolled I M D	

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

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

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

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

<p>Additional Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present a <u>minimum of three additional goals</u> on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategy for achieving that goal, the <u>metrics</u> by which success will be measured, specific actions to be taken in this fiscal year, expected outcomes, and <u>assumptions</u>, including <u>financial</u>, upon which the projected outcomes are predicated.)</p>	
<p>All goals are continuing goals. Goals (1) and (2) and (3) (a) are based on the following assumptions:</p> <ol style="list-style-type: none"> Recurring base funding decreases 2% in 2010-11, is flat in 2011-12, increases 2% in 2012-13 Tuition increases 15% in 2010-11, 15% in 2011-12 and 13% in 2012-13 (base increase of 8% in 2010-11, 6% in 2011-12, 6% in 2012-13) Enrollment targets are met 	
1. Support strategic priorities in teaching (maintain 27:1 student:faculty ratio) and research (increase funding and doctoral production)	<p>Metrics:</p> <ol style="list-style-type: none"> New faculty hires <ol style="list-style-type: none"> 31 (2010-11); 38 (2011-12); 44 (2012-13) Research funding <ol style="list-style-type: none"> 121 million for 2011/2012 Doctoral production <ol style="list-style-type: none"> Research 150 by 2013 Professional 200 by 2013
2. Improve Academic Success (six year graduation rate to 46.6% for 2007 cohort)	<p>Metrics:</p> <ol style="list-style-type: none"> Advisor/student Ratio <ol style="list-style-type: none"> 400/1 by 2012/2013 New advisor hires 11 per year 2010-2013 Conversion of adjuncts to Instructors 10 in 2010-11; 5 in 2011-12; 5 in 2012-13 Classroom modernization <ol style="list-style-type: none"> 12 per year 2010-2013
3. Expand Community Partnerships	<p>Metrics:</p> <ol style="list-style-type: none"> Establish Office of Engagement (2010-11) <ol style="list-style-type: none"> Hire Vice President for Engagement Develop funded partnerships two external community agencies per year Increase internships 10% per year Expand NeighborhoodHELP™ (2011-12) <ol style="list-style-type: none"> Contingent upon external funding to expand into Little Haiti Expand this program into 40 homes in Little Haiti Create partnership with MDC Health Department <ol style="list-style-type: none"> Contingent upon overcoming legal challenges of using future Department of Health (DOH) lease payments to securitize construction bonds (2010-11) Construct DOH building (2011-13) Create 5 DOH intern partnerships (2012-13) Obtain funding for 3 joint research projects (2012-13) Establish a Faculty Practice Plan <ol style="list-style-type: none"> Establishment of an operational Faculty Practice Plan (2010-11)

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

Windows of Opportunity/Unique Challenges

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

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

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

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

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

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

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

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

<i>For each distinct location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE</i>							
SITE: MODESTO MAIDIQUE CAMPUS							
	Estimated		Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10		2010-11	2011-12	2013-14	2015-16	
Lower	6,374		6,632	6,894	7,599	8,539	5%
Upper	8,502		8,756	8,932	9,294	9,860	2%
Grad I	2,510		2,634	2,766	3,080	3,494	6%
Grad II	1,025		1,061	1,099	1,192	1,312	4%
Total	18,411		19,083	19,691	21,165	23,205	4%
SITE: BISCAYNE BAY CAMPUS							
	Estimated		Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10		2010-11	2011-12	2013-14	2015-16	
Lower	976		1,015	1,056	1,164	1,307	5%
Upper	1,893		1,950	1,989	2,069	2,195	2%
Grad I	187		196	206	229	260	6%
Grad II	11		12	12	13	15	4%
Total	3,607		3,173	3,263	3,475	3,777	4%

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

APPENDIX E

STATE UNIVERSITY SYSTEM CHECKLIST FOR SUBMITTING EDUCATIONAL PLANT SURVEY REPORTS TO DEPARTMENT OF EDUCATION FOR REVIEW

This checklist is to be used by the university before submitting state university educational plant survey reports to the Board of Governors for the State university System of Florida for the Department of Education pursuant to Section 1013.31(1)(a), Florida Statutes. Checking the survey report against this list will indicate if the report is complete and ready for submission.

A checkmark (✓) beside an item number indicates the answer is "Yes;" an ex (✱) beside a number indicates "No."

1. Name of university. Florida International University
2. Date of previous five-year survey. June 2005
3. Date of this survey. June 2010
4. New survey outyear. June 2015
5. Who conducted this survey?
 - i. Inventory Validation Team Leader: Dave W. Heather, University of Florida
 - ii. Space Needs Assessment Team Leader: Dave W. Heather, University of Florida
6. Copies of survey report submitted to the Office of Educational Facilities, Board of Governors State University System (OEF / BOG). ✓
In addition, a copy of the Survey will be placed in Academic Space Management's web site at asm.fiu.edu
7. Did submission include a copy of this checklist signed by the University President or designee and the chairman of the University Board of Trustees? ✓
8. Was the survey conducted for official sites only? ✓
9. Is each site described in the report by its number, name, type, date it was established, address, acreage, and the number of buildings it contains? ✓
10. Throughout the report, are sites referred to by name and number? ✓
11. Is a copy of the current list of Institutional Sites by Type for the State University System attached? ✓
12. Is a copy of the current site inventory report for the university attached? ✓
13. Is a copy of the BOG approved current five-year planned enrollments for the university attached? ✓
14. Do COFTE figures used in the survey report match those in the five-year planned enrollments? ✓
15. Does the survey report include a table showing total Capital Outlay Full Time Equivalent (COFTE) for the university, by level of student within each site, for the five years of the survey? ✓
16. Does the survey report include a table for each site showing COFTE by discipline category within level of student for the survey out year? ✱
This information in this format is available through our Office of Planning and Institutional Research.

17. Have all space needs been generated correctly? ✓
18. Are the generated aggregate amounts of square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓
19. Is a copy of the current building inventory report for the university attached? ✓
20. Is a copy of a site plan showing building locations attached for each site? ✓
21. Is a copy of the current room inventory report for the university attached? ✓
On file at the BOG as part of the annual Space File submission
22. Is a copy of the current existing satisfactory aggregate assignable square feet by space category by site report for the university attached? ✓
23. Does the survey report contain a table for each site which lists the buildings on that site describing each by number, name, status, condition and area in assignable square feet, non-assignable square feet, and gross square feet? ✓
24. Throughout the report, are buildings referred to by number and name? ✓
25. Are the aggregate amounts of existing satisfactory square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓
26. Does the survey report contain recommendations for each site? ✓
27. Are the recommendations limited to fixed capital outlay items such as the acquisition, remodeling, renovation, and construction of real property? ✓
28. Does each recommendation contribute to resolving differences between the existing educational and ancillary plants and the determination of future needs? ✓
29. Does the survey report contain a space category aggregate square footage table for each site which shows by the ten space categories the amounts of square feet needed, amounts of satisfactory square feet existing, changes caused by remodeling, renovation, and new construction recommendations, and the total amounts of square feet planned? ✓
30. Are the amounts of square feet planned the same as the amounts of square feet needed? ✓

The Educational Plant Survey for Florida International University was approved by the University Board of Trustees on _____

Date



President, Florida International University

5/19/11

Date

Chair, Board of Trustees

Date

APPENDIX F

FLORIDA INTERNATIONAL UNIVERSITY SUMMARY OF 2005-2015 CAMPUS MASTER PLAN UPDATE

Statutory and Regulatory Requirements

Florida Statutes contain special growth management provisions in recognition of the unique relationship between university campuses and the local governments in which they are located. While the campuses provide research and educational benefits of statewide and national importance, and further provide substantial educational, economic, and cultural benefits to their host local governments, they may also have an adverse impact on the public facilities and services and natural resources of host governments. The statutes state that universities should be considered as vital public facilities of the state and local governments.

Section 1013.30 addresses this unique relationship by providing for the preparation of campus master plans and associated campus development agreements. The statutes require that each university board of trustees prepare and adopt a campus master plan for the university and maintain a copy of the plan on the university's website. The master plan must identify general land uses and address the need for and plans for provision of roads, parking, public transportation, solid waste, drainage, sewer, potable water, and recreation and open space during the coming 10 to 20 years. The plans must contain elements relating to future land use, intergovernmental coordination, capital improvements, recreation and open space, general infrastructure, housing, and conservation. Each element must address compatibility with the surrounding community.

The master plan must identify general location of structures, densities and intensities of use, and contain standards for onsite development, site design, environmental management, and the preservation of historic and archaeological resources. The transportation element must address reasonable transportation demand management techniques to minimize offsite impacts where possible. Data and analyses on which the elements are based must include the characteristics of vacant lands; projected impacts of development on onsite and offsite infrastructure, public services, and natural resources; student enrollment projections; student housing needs; and the need for academic and support facilities. Master plans must be updated at least every 5 years.

In addition to statutory requirements, Chapter 21 of the Florida Board of Governors Regulations describes specific requirements for university comprehensive campus master plans. BOG Regulations include content requirements, data and analysis requirements, application of requirements, planning time frame, internal consistency, plan implementation requirements, and monitoring and evaluation requirements.

On July 26, 2004 BOT adopted the 2000-2010 master plan and two minor amendments to Element 4.0 Future Land Use, were approved by the BOT on June 20, 2007 and June 12, 2008. Amendment #1 revised land use categories to enable the construction of the FIU Stadium Expansion. Amendment #2 further revised land use to enable mixed use development in the Academic Health Center precinct of the Modesto A. Maidique Campus.

In Fall 2004, funds were allocated to each university from the State Concurrency Trust Fund by the Board of Governors to commission consultants for the 2005-2015 update. The FIU Metropolitan Center prepared an Evaluation and Appraisal Report and the FIU Lehman Center for Transportation Research was performed traffic engineering analyses at both campuses. Perkins & Will was selected to prepare the comprehensive plan update in Spring 2008.

In Fall 2008 funds were again allocated to each university from the State Concurrency Trust Fund by the Board of Governors to commission consultants for the 2010-2020 update. Once the university adopts the 2005-2015 plan, these funds can be used to begin planning the 2010-2020 comprehensive plan update.

Upon adoption of the campus master plan, the university will draft a proposed campus development agreement for each local government. The agreement will address the impact of existing and proposed campus development reasonably expected over the term of the campus development agreement on each service or facility and any deficiencies in such service or facility which the proposed campus development will

create or to which it will contribute. The university board of trustees' fair share of the cost of the measures identified, if any, must be stated in the campus development agreement.

INTRODUCTION

The two principal campuses of Florida International University (FIU) lie within Miami-Dade County. The largest campus, Modesto A. Maidique, occupies approximately 342 acres at the southeast quadrant of the intersection of the Homestead Extension of the Florida Turnpike (SR 821) and Tamiami Trail (US 41) in west central Miami-Dade County. Biscayne Bay Campus occupies approximately 195 acres on Biscayne Bay within the City of North Miami in northeast Miami-Dade County. A branch campus, Engineering Center, is located north of Modesto A. Maidique at the northeast intersection of SW 107th Avenue and West Flagler Street.

This Master Plan Update provides growth opportunities for FIU for the next ten-year planning period (2005-2015). The 2005-2015 Campus Master Plan Update is based on the following principles:

- Correct existing program, facility, service and operational deficiencies.
- Anticipate and reasonably plan for programs, facilities, services and infrastructure required to meet the needs of a growing student population over the next ten (10) years in an increasingly urbanizing area of its host community.
- Plan for the continued development of the University by organizing future growth with land use zones.

The full Campus Master Plans 2005-2015, adopted by BOT September 24, 2010, is hereby incorporated as part of this document and can be found through this link:

http://facilities.fiu.edu/Documents/Planning/MasterPlans/MasterPlans05_15/masterplan0515_update.pdf



THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 7, 2011

Subject: Approval of the Amendments to the Articles of Incorporation and Bylaws of the Florida International University College of Medicine Health Care Network Faculty Group Practice, Inc.

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the Amendments to the Articles of Incorporation and Bylaws of the Florida International University College of Medicine Health Care Network (HCN) Faculty Group Practice, Inc. as amended and restated on April 20, 2011.

Background Information:

On April 20, 2011 the HCN Board of Directors approved amendments to the Articles of Incorporation and Bylaws of the HCN.

Article 7 of the FIU-HCN Articles of Incorporation and Article XII of the FIU-HCN Bylaws provide that all amendments to the Articles of Incorporation and Bylaws of the FIU-HCN must be approved by the Board of Trustees of FIU, upon recommendation of the President of FIU prior to their effective date.

Florida Board of Governors Regulation 9.017 Faculty Practice Plans provides that 2) Each Faculty Practice Plan shall include and/or provide for: (b) Articles of Incorporation and Bylaws.

Supporting Documentation:

Summary of Proposed Amendments to Articles of Incorporation and Bylaws of the FIU-HCN

FIU-HCN Articles of Incorporation as Amended and Restated on the 20th day of April 2011

FIU-HCN Bylaws as Amended and Restated on the 20th day of April 2011

Facilitator/Presenter:

Douglas Wartzok

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Summary of Proposed Amendments to Articles of Incorporation and Bylaws of the FIU Health Care Network

Amendments to Articles of Incorporation

Amendments applicable throughout the Articles of Incorporation

Proposed amendment to define the Florida International University Academic Health Center Health Care Network Faculty Group Practice, Inc. as the “FIU-HCN.”

Article II—Purposes

Proposed amendment to recognize that the BOT has changed the name of the College of Medicine to the Herbert Wertheim College of Medicine.

Proposed amendment to add that the purpose of the FIU-HCN shall support the clinical activities of HWCOM, RSCPHSW, CNHS, and CAS.

Proposed amendment to include language clarifying the obligations of the FIU-HCN as a tax exempt organization.

Article IV—Members

Proposed amendment to clarify the language describing individuals who serve as members (as that term is defined by Chapter 617 of the Florida Statutes) of the FIU-HCN. FIU-HCN Board members do not have voting rights.

Article V—Board of Directors

Proposed amendment to exclude the list of the Board Directors and reference the Bylaws for the list.

Article XI – Registered Office and Registered Agent

Proposed amendment to appoint Kristina Raattama as registered agent for the FIU-HCN.

Article XIII—Powers of the President and Use of University Resources

Proposed amendment to expand:

1. The title of Article 13 to include ‘Powers of the President to reflect the addition of the powers of the FIU President over the HCN.
2. The list of the powers and duties of the University President for alignment with the Bylaws, Article VI, Powers of the University’s President.

Article XV – Sunshine Laws

Proposed amendment to eliminate explicit reference to Sunshine laws.

Certification

Proposed amendment to update the Registered Agent of the FIU-HCN to Kristina Raattama.

Amendments to Bylaws

Amendments applicable throughout the Bylaws

Proposed amendment to define the Florida International University Academic Health Center Health Care Network Faculty Group Practice, Inc. as the “FIU-HCN.”

Article I—Purpose

Proposed amendment to add RSCPHSW, CNHS, and CAS to the units supported by the HCN.

Article III—Members

Proposed amendment to clarify the language describing individuals who serve as members (as that term is defined by Chapter 617 of the Florida Statutes) of the FIU-HCN.

Article IV—Board of Directors

Section 1—Powers and Duties of the Board

Proposed amendment to:

1. Increase the number of Board members from ten to fifteen.
2. Include language clarifying the obligations of the FIU-HCN as a tax exempt organization.
3. Explicitly list budget approval as a duty of the Board.

Section 2—Board Membership

Proposed amendment to add five additional Board members. They are:

- a) The Dean of the College of Nursing and Health Sciences;
- b) The Dean of the Robert Stempel College of Public Health and Social Work;
- c) A clinical faculty member of the College of Arts and Sciences designated by the Dean of the College of Arts and Sciences; and
- d) Two additional community members one independent community member and one member who can be either a community member or who can be employed by FIU.

State that the Board member designated as the “Financial Expert” will serve on the Finance and Audit Committee.

Section 3—Term of Office

Proposed amendment to:

- a) Include the additional *ex-officio* members of the Board indicating that they serve so long as they are in office.
- b) Change “CFO” to “Chief Financial Officer.”
- c) Clarify Board terms of office.

Section 4 – Election

Proposed amendment to clarify selection of Chair representative and Faculty representative.

Section 5 – Resignation

Proposed amendment to clarify that the section does not apply to Board members serving *ex-officio* because they serve so long as they hold the position.

Section 6 – Vacancy

Proposed amendment to add the term “and Removal” to the title to reflect that the section addresses removal from office.

Proposed amendment to clarify that the removal provisions only apply to Community Board members.

Article V – Officers of the Board

Section 1 – Number and Method of Election

Proposed amendment to have the Board directly elect its officers rather than have the Committee on Nominations (“CON”) first nominate Board officers.

Under the current Bylaws, the Committee on Nominations was elected by the Board. Once elected, the CON would meet to nominate Board members. The nominated Board members would then be elected by the Board. After the second Board meeting, the CON would reconvene to nominate Board officers. The Board would meet for a third time to elect officers.

It is common for a board to directly entertain nominations for officers of the board. The Bylaws amendment provides for direct election of Board officers (rather than CON nomination and then election). This amendment eliminates the meeting sequence described above.

Section 5 – Compensation of Officers

Proposed amendment to specifically require any compensation to officers will comply with applicable State and federal law.

Article VII – Committees

Section 1 – Designation and Appointment of Committees

Proposed amendment to provide for appointment of committee members by the President of the Board. It is substantially the same as a provision of the FIU Foundation Bylaws.

Section 5 –Committees of the Board

5.1 Finance and Audit Committee

Proposed amendment to:

- a) Eliminate the CON nomination process;
- b) Provide that the “Financial Expert” will automatically serve on the Finance and Audit Committee;
- c) Define the number of members and their qualifications;
- d) Modify the fee setting language to include fee setting methodology (This will allow the Board to establish a range or fee setting parameters which will make negotiations with managed care easier.);
- e) Include language regarding Finance and Audit Committee duty to provide advice to the Board on financial matters and to review FIU-HCN budgets.

5.2 Committee on Nominations

Proposed amendment to:

- a) Provide for appointment of Committee on Nominations by the FIU-HCN President; and
- b) Have a minimum of 3 members.

Article IX – Administration Policies

Section 1 – Officer of the Corporation

Proposed amendment to:

- a) Eliminate the position of president and replace it with a Chief Executive Officer
- b) Provide that the appointment of CEO is subject to approval of Senior Vice President of Medical Affairs.

Section 2 – Affairs and Operations

Proposed amendment to specifically provide that FIU employees assigned to work on FIU-HCN matters are working on behalf of FIU.

Article XIV – Sunshine Laws

Proposed amendment to eliminate explicit reference to Sunshine laws.

Article XIV – Dissolution

Proposed amendment to specifically provide that dissolution will comply with State and federal law.

Approval

President Mark B. Rosenberg has reviewed the amendments to the Articles of Incorporation and Bylaws of the Florida International University Academic Health Center Health Care Network Faculty Group Practice, Inc. and approves the amendments as indicated by his signature below.



Mark B. Rosenberg, President
Florida International University

**SECOND AMENDED AND RESTATED
ARTICLES OF INCORPORATION**

**THE FLORIDA INTERNATIONAL UNIVERSITY ~~COLLEGE OF~~
~~MEDICINE-ACADEMIC HEALTH CENTER~~
HEALTH CARE NETWORK FACULTY GROUP PRACTICE, INC.**

A Florida Not-For-Profit Corporation

The undersigned subscribers do hereby associate ourselves together to form a not-for-profit corporation pursuant to the laws of the State of Florida, and for these purposes do hereby adopt the following Amended and Restated Articles of Incorporation.

ARTICLE ~~1~~.I. NAME

The name of this corporation shall be THE FLORIDA INTERNATIONAL UNIVERSITY ~~COLLEGE OF MEDICINE~~ACADEMIC HEALTH CENTER HEALTH CARE NETWORK FACULTY GROUP PRACTICE, INC. For convenience, the corporation shall be referred to as the "~~Faculty Practice Plan.~~" ~~The Faculty Practice Plan may register the name "Florida International University College of Medicine Health Care Network Faculty Group Practice," "Panther Care," or other similar terms as a fictitious name.~~FIU-HCN.".

ARTICLE ~~2~~.II. PURPOSES

The ~~Faculty Practice Plan~~FIU-HCN is organized and shall be operated exclusively for scientific, educational and charitable purposes within the intent and meaning of Section 501(c)(3) of the Internal Revenue Code of the United States. Further, the ~~Faculty Practice Plan~~FIU-HCN shall exist exclusively to support the mission of Florida International University (hereinafter referred to as "FIU") to improve and support ~~medical~~health education at the Florida International University in the Herbert Wertheim College of Medicine (hereinafter referred to as "FIUCOM").HWCOM), the Robert Stempel College of Public Health and Social Work (RSCPHSW), the College of Nursing and Health Sciences (CNHS), and departments in the College of Arts and Sciences (CAS) with clinical activities.

ARTICLE ~~3~~.III. POWERS

The ~~Faculty Practice Plan~~FIU-HCN shall have all of the powers now provided or which may hereafter be provided for not-for-profit corporations by the laws of the State of Florida, and is empowered to do all acts and things as from time to time may be necessary or expedient in order to accomplish its general purposes all in accordance with and subject to the Bylaws of the ~~Faculty Practice Plan~~FIU-HCN and the limitations of applicable State of Florida and federal laws and regulations including the authority granted to the Board of Trustees of FIU. ~~In particular, the Faculty Practice Plan~~No part of the net earnings of the Corporation shall inure to the benefit of any member, director, or officer of the FIU-HCN, or to any other private individual. In exercising these powers and performing their duties, the Board of Directors shall have the powers, duties, and responsibilities vested in the directors of Florida not for profit corporations and those set forth in Florida Board of Governors Regulation 9.017 as may be amended from time to time. In particular, the FIU-HCN shall not engage in any activities prohibited by a corporation exempt from Federal income tax under section 501(C)(3) of the Internal Revenue Code, as revised from time to time. The ~~Faculty Practice Plan~~FIU-HCN shall not be empowered to do any act or thing which would cause it to lose its status as a not-for-profit corporation under the laws of the United States or of the State of Florida. No substantial part of the ~~Faculty Practice Plan's~~FIU-HCN's funding or activities shall be for the carrying on of propaganda or otherwise attempting to influence legislation, and the ~~Faculty Practice Plan~~FIU-HCN shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of any candidate for public office.

ARTICLE 4.IV. MEMBERS

The Members of the ~~Faculty Practice Plan~~FIU-HCN all shall be ~~full-time~~ clinical faculty of the ~~FIUCOM~~HWCOM who are actively involved in the clinical practice of medicine and ~~full-time~~ faculty in RSCPHSW, CNHS, and CAS who engage in clinical activities as a part of their teaching assignment at FIU. Voluntary or adjunct faculty members.— are not eligible to be Members of the FIU-HCN. When any member ceases to be employed by FIU, his/her membership in the FIU-HCN shall be deemed automatically terminated.

ARTICLE 5.V. BOARD OF DIRECTORS

Section 1. All corporate powers of the ~~Faculty Practice Plan~~FIU-HCN shall be exercised by, or under the authority of, the Board of Directors in accordance with these Articles of Incorporation and the Bylaws of the ~~Faculty Practice Plan~~FIU-HCN. Only Directors shall have a vote in meetings of the ~~Faculty Practice Plan's~~FIU-HCN's members or of the Directors.

Section 2. The Board of Directors shall be elected, hold office and direct the activities of the ~~Faculty Practice Plan~~FIU-HCN in accordance with the Bylaws. The Directors of the Board shall be:

- ~~(a) — A designee of specified in the FIU Board of Trustees who shall also serve as a designee of the President.~~
- ~~(b) — The Dean and Senior Vice President of Medical Affairs of the FIUCOM.~~
- ~~(c) — The Executive Associate Dean of Clinical Affairs of the FIUCOM.~~
- ~~(d) — The Provost of FIU or his/her Designee.~~
- ~~(e) — The CFO of FIU or his/her Designee.~~
- ~~(f) — One (1) FIUCOM Non-Chairman Group Faculty Member selected by the Clinical Faculty.~~
- ~~(g) — One (1) FIUCOM Chairman Group Faculty Member selected by the Clinical Chairs.~~
- ~~(h) — At least two and no more than three (3) Community Members who shall not be employees of FIU and who are nominated either by the Committee on Nominations or any member of the Board and elected by a majority vote of the Board (hereinafter “Community Member”). One (1) of the Community Members must have the financial skills to be designated as the Financial Expert pursuant to the criteria of Sarbanes-Oxley. Bylaws.~~

Section 3. The qualifications, election procedures, terms of service, powers and duties of the Directors and Officers of the ~~Faculty Practice Plan~~FIU-HCN shall be specified in the Bylaws.

ARTICLE ~~6~~VI BYLAWS

The Bylaws of the ~~Faculty Practice Plan~~FIU-HCN shall be adopted by the Board of Directors, and may be altered, amended or rescinded by the Board of Directors in the manner provided for in the Bylaws.

ARTICLE ~~7~~VII. AMENDMENTS TO ARTICLES OF INCORPORATION

The Articles of Incorporation of the ~~Faculty Practice Plan~~FIU-HCN shall be made, altered or rescinded by a two-thirds vote of all members of the Board at any regular or at any special meeting called for that purpose; provided, however, that no provision of the Articles of Incorporation may be adopted, amended or rescinded without the prior written approval of the President of FIU. All amendments to the Articles of Incorporation of the ~~Faculty Practice Plan~~FIU-HCN must be approved by the Board of Trustees of FIU, upon recommendation of the President of FIU prior to their effective date.

ARTICLE 8.VIII. EARNINGS

No part of the net earnings of the ~~Faculty Practice Plan~~FIU-HCN, if any, shall inure to the benefit of, or be distributed to, its members, Directors, Officers, or other private persons, except that the ~~Faculty Practice Plan~~FIU-HCN is authorized and empowered, upon approval by the Board of Directors, to pay reasonable compensation to any person or organization for services rendered, to reimburse Officers and other Directors of the ~~Faculty Practice Plan~~FIU-HCN for expenses incurred by them in the performance of their duties, and to pay salary supplements and expense allowances to officers and employees of the University. All such payments shall be governed by provisions of the Bylaws.

ARTICLE 9.IX. DISSOLUTION

In the event of dissolution of the ~~Faculty Practice Plan~~FIU-HCN or termination of its affairs, the Directors shall, after paying or making provision for payment of all of the liabilities of the ~~Faculty Practice Plan~~FIU-HCN, distribute all of the remaining assets of the ~~Faculty Practice Plan~~FIU-HCN to FIU to be used exclusively for the general purposes for which the ~~Faculty Practice Plan~~FIU-HCN was organized, subject to the conditions, restrictions, and limitations to which such assets were subject when they were assets of the ~~Faculty Practice Plan~~FIU-HCN. No individual shall be entitled to share in the distribution of any of the assets of the ~~Faculty Practice Plan~~FIU-HCN upon dissolution or termination.

ARTICLE 10.X. INDEMNIFICATION

Every Director, Officer and employee of the ~~Faculty Practice Plan~~FIU-HCN shall be indemnified by the ~~Faculty Practice Plan~~FIU-HCN against and reimbursed for all reasonable expenses and liabilities, including attorneys' fees, reasonably incurred or imposed upon them in connection with any proceeding to which they may be a party, or in which they may become involved, by reason of their being or having been a Director, Officer or employee of this ~~Faculty Practice Plan~~FIU-HCN, or any settlement thereof, whether or not they are Directors, Officers or employees at the time such are incurred, except in such cases where the Director, Officer or employee is adjudged guilty of willful malfeasance or misfeasance in the performance of duties; provided that, in the event of a settlement, the indemnification herein shall apply only when the Board of Directors approves such settlement and reimbursement as being in the best

interests of the ~~Faculty Practice Plan~~FIU-HCN. With prior approval of the Board of Directors, costs, charges and expenses (including attorneys' fees) incurred by a Director, Officer or employee may be paid by the ~~Faculty Practice Plan~~FIU-HCN in advance of the final disposition of such action, suit, or proceeding upon receipt of an undertaking by or on behalf of such Director, Officer, or employee to repay all amounts so advanced in the event it shall ultimately be determined that such Director, Officer or employee is not entitled to be indemnified by the ~~Faculty Practice Plan~~FIU-HCN as authorized in this Article or under state law, and upon satisfaction of such other conditions as are required by current or future legislation. The decision by the ~~Faculty Practice Plan~~FIU-HCN to indemnify a Director, Officer or employee or to make advances to a Director, Officer or employee shall be final and shall not be subject to judicial review. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Directors, Officers or employees shall be entitled. Notwithstanding the foregoing, the Board of Directors shall have the power to consolidate the representation of individual Directors, Officers and employees so that the ~~Faculty Practice Plan~~FIU-HCN shall not incur unreasonable attorneys' fees and other costs. Prompt written notice, by registered mail, of all claims for which indemnification is or may be sought shall be given to the ~~Faculty Practice Plan~~FIU-HCN and no settlement of any such claim shall be entered into without reasonable prior written notice, by registered mail, having been given to the ~~Faculty Practice Plan~~FIU-HCN.

ARTICLE 14.XI. REGISTERED OFFICE AND REGISTERED AGENT

The ~~Faculty Practice Plan~~FIU-HCN hereby designates its Registered Office to be located at Florida International University, Office of the General Counsel, University Park, PC 511, Miami, Florida, 33199, or such other place as it may from time to time designate. In accordance with the Bylaws, the University President hereby recommends and the Chairperson hereby appoints ~~Cristina-MendozaM.~~ Kristina Raattama, ~~Vice President and~~ General Counsel, Florida International University, as Registered Agent of the ~~Faculty Practice Plan~~FIU-HCN, to accept service process within this State, to serve in such capacity until a successor is selected and duly designated.

ARTICLE ~~12~~.XII. EQUAL OPPORTUNITY/ACCESS

In its operations and activities, the ~~Faculty Practice Plan~~FIU-HCN shall be governed by the principles of equal opportunity and access to all persons regardless of race, color, religion, sex, age, national origin, handicap or disability.

ARTICLE ~~13~~.XIII. POWERS OF THE PRESIDENT AND USE OF UNIVERSITY RESOURCES

The President of the University or designee shall have ~~full authority to the following powers and duties:~~ (1) monitor and control the use of ~~University~~university resources by the ~~Faculty Practice Plan~~. ~~The President of the University also retains full authority to monitor and~~FIU-HCN; (2) control the ~~Faculty Practice Plan's~~ use of the ~~University's~~university name ~~in connection~~by the FIU-HCN; (3) monitor compliance of the FIU-HCN with ~~its activities,~~state and federal laws and regulations; (4) recommend to the Board of Trustees an annual budget; (5) approve salary supplements and other compensation or benefits paid to university faculty and staff from the FIU-HCN assets, consistent with Board of Trustees' policies; (6) ensure that the FIU-HCN enacts a policy on ethics and conflicts of interest; and (7) ratify all nominees to the Board and all appointments to Board Committees.

ARTICLE ~~14~~.XIV. TAX RETURN

The ~~Faculty Practice Plan~~FIU-HCN shall submit to the President of FIU and the Board of Governors of the State of Florida its Internal Revenue Service Application for Recognition of Exemption form (Form 1023) and its Federal Internal Revenue Service Return of Organization Exempt from Income Tax form (form 990) in accordance with Section 1004.28 of the Florida Statutes, as may be amended from time to time.

ARTICLE 15. SUNSHINE LAWS

~~The Board shall provide public access to the Faculty Practice Plan records in accordance with the applicable provisions of the Public Records Law, Chapter 119, Florida Statutes. The Faculty Practice Plan shall conduct its Board meetings in accordance with the applicable provisions of the Open Meetings Law, Chapter 286, Florida Statutes.~~

IN WITNESS WHEREOF, the undersigned Directors and Officers of The Florida International University ~~College of Medicine~~Academic Health Center Health Care Network Faculty Group Practice, Inc., a Florida not-for-profit corporation, have executed these Articles of ~~Incorporation effective this 3rd day of March, 2009.~~

DRAFT

Incorporation effective this —4th day of —May, 2011.

John A. Rock, M.D.
Chairperson /Director
Address: 11200 SW 8th Street, HLS 693
Miami, Florida 33199

(SEAL)

STATE OF FLORIDA)
COUNTY OF DADE)

The foregoing instrument was acknowledged before me this _____ day of May, ~~2010~~2011, by John A. Rock, M.D., the Chairperson of The Florida International University ~~College of Medicine~~Academic Health Center Health Care Network Faculty Group Practice, Inc., a Florida not-for-profit corporation. The aforementioned individual is personally known to me and did not take an oath.

Notary Public, State of Florida

CERTIFICATION

I, ~~Isis Carbajal de Garcia~~ M. Kristina Raattama, Registered Agent of The Florida International University ~~College of Medicine~~ Academic Health Center Health Care Network Faculty Group Practice, Inc., a Florida not-for-profit corporation, hereby certify that I am familiar with and accept the duties and responsibilities of the Registered Agent of the ~~Faculty Practice Plan~~ FIU-HCN as stated in its Articles of Incorporation.

IN WITNESS WHEREOF, I have hereunto set my hand and have affixed the seal of the ~~Faculty Practice Plan~~ FIU-HCN, this _____ day of May ~~2010~~ 2011.

UNIVERSITY

THE FLORIDA INTERNATIONAL

~~COLLEGE OF MEDICINE~~ ACADEMIC
HEALTH CENTER HEALTH CARE
NETWORK FACULTY GROUP PRACTICE, INC.
a Florida not-for-profit Corporation

By: _____

<u>Presidential Approval</u>	<u>April —20, 2011</u>
<u>Board of Directors Approval</u>	<u>April —20, 2011</u>
<u>FIU Board of Trustees Approval</u>	<u>June __, 2011</u>

SECOND AMENDED AND RESTATED BYLAWS

of

The Florida International University ~~College of Medicine~~ Academic Health Center
Health Care Network Faculty Group Practice, Inc.
(A Non-Profit Corporation)

ARTICLE I PURPOSE

General Purpose. The Florida International University ~~College of Medicine~~ Academic Health Center Health Care Network Faculty Group Practice, Inc. ~~shall be known as The Florida International University College of Medicine Health Care Network (FIUHN) and (FIU-HCN)~~ shall exist exclusively to support the mission of the Florida International University (FIU) and to improve and support ~~medical~~ health education at the Florida International University in the Herbert Wertheim College of Medicine (HWCUM), the Robert Stempel College of Public Health and Social Work (RSCPHSW), the College of ~~Medicine (FIUCOM)~~ Nursing and Health Sciences (CNHS), and departments in the College of Arts and Sciences (CAS) with clinical activities. It is organized as a not-for-profit corporation under Chapter 617, Florida Statutes.

ARTICLE II FISCAL YEAR

The fiscal year of the ~~FIUHN~~ FIU-HCN shall begin on the first day of July and end on the last day of June in each year.

ARTICLE III MEMBERS

The membership of the ~~FIUHN~~ FIU-HCN shall consist of all ~~full-time~~ clinical faculty members of the ~~FIUCOM~~ HWCUM who are actively involved in the clinical

practice of medicine and ~~full time faculty in RSCPHSW, CNHS, and CAS who engage in clinical activities as a part of their teaching assignment at FIU.~~ Voluntary or adjunct faculty members: are not eligible to be Members of the FIU-HCN. When any member ceases to be employed by ~~FIUCOMFIU~~, his/her membership in the ~~FIUHNFIU-HCN~~ shall be deemed automatically terminated.

ARTICLE IV BOARD OF DIRECTORS

Section 1. Powers and Duties of the Board of Directors. Except as otherwise provided in the Articles of Incorporation and these Bylaws, the direction and management of the affairs of the ~~FIUHNFIU-HCN~~ and the control and disposition of its assets shall be vested in the Board of Directors (“Board”) which shall be comprised of up to ~~ten (10)~~fifteen (15) directors.

The Board shall have the power to hold and to invest and reinvest any monies it receives and to hold any property, to sell or exchange the same, and to invest and reinvest the proceeds of any sale or other conversion of any such property, for the purpose of earning income, which income less operating expenses of the ~~FIUHN shall be used for such specific purpose in accord with the FIUHN's aims and the policies of the University and its Board of Trustees.~~FIU-HCN shall be used to improve and support the HWCOM and clinical activities of FIU faculty in the RSCPHSW, CNHS, and CAS in accordance with the FIU-HCN purpose, applicable State of Florida and federal laws, and the policies of the University and its Board of Trustees. In exercising these powers and performing their duties, the Board of Directors shall have the powers, duties, and responsibilities vested in the directors of Florida not for profit corporations and those set forth in Florida Board of Governors Regulation 9.017 as may be amended from time to time. No part of the net earnings of the Corporation shall inure to the benefit of any member, director,

or officer of the FIU-HCN, or to any other private individual.

~~The FIUHN~~ Without limiting the foregoing, the FIU-HCN shall have the power and authority to:

a) borrow money by issuing long or short-term notes, bonds, or debentures

~~and to;~~

b) pledge, mortgage, or otherwise encumber its assets within the discretion of the Board and the policies of the University and its Board of Trustees;

~~and~~

c) approve the budget of the FIU-HCN prior to the beginning of each fiscal year;

Section 2. Membership. The members of the Board shall be:

(a) ~~Aa~~ designee of the ~~FIUBOTFIU Board of Trustees~~ who shall also serve as a designee of the President.

(b) ~~The Dean and the~~ Senior Vice President of Medical Affairs / ~~Dean~~ of the ~~FIUCOM. HWCOM;~~

(c) ~~The~~ the Dean of the CNHS;

(d) the Dean of the RSCPHSW;

(e) a clinical faculty member of the College of Arts and Sciences designated by the Dean of the College of Arts and Sciences.

(f) the Executive Associate Dean of Clinical Affairs of the ~~FIUCOMHWCOM.~~

(d) ~~The~~ g) the Provost of FIU or his/her Designee.

(e) ~~The CFO~~ (h) the Chief Financial Officer of FIU or his/her

Designee.

(f) ~~One~~ one (1) ~~FIUCOMHWCOM Non-Chairman Group Faculty~~

~~Member~~ Chair clinical faculty member selected by the ~~Clinical~~

~~Faculty~~HWCOM clinical faculty.

~~(g) — One~~j) one (1) ~~FIUCOM Chairman Group Faculty Member~~FIU-
HWCOM Chair faculty member selected by the ~~Clinical
Chairs~~FIU-HWCOM clinical chairs.

~~(h) — At least two (2) and (k) — no more than three (3) Community
Members~~five (5) additional members as follows:

Four (4) members who shall not be employees of- FIU and who are nominated either by the Committee on Nominations or any member of the Board and elected by a majority vote of the Board (hereinafter “Community Member”). One (1) of the Community Members elected to the Board of Directors must have the financial skills to be designated as the Financial Expert pursuant to the criteria of Sarbanes-Oxley ~~and must be among the two seated Board members.~~(the “Financial Expert”). The Community Member designated as the Financial Expert shall serve as a member of the Finance and Audit Committee. One additional at large member Board member elected by the Board of Directors who may be a Community Member.

Section 3. Term of Office. The ~~Dean and~~ Senior Vice President of Medical Affairs / Dean of the ~~FIUCOM~~HWCOM, the Dean of the CNHS; the Dean of the RSCPHSW; the CAS clinical faculty member designated by the Dean of the CAS; the Executive Associate Dean of Clinical Affairs of ~~FIU~~HWCOM; the Provost of FIU ~~if he/she does not name a or~~ Designee; and the ~~CFO~~Chief Financial Officer of FIU ~~if he/she does not name a or~~ Designee shall each serve as ~~directors~~a director of the ~~FIUHN~~FIU-HCN for such time as ~~they shall continue~~each continues to serve respectively as ~~Dean and Senior Vice President of Medical Affairs of the FIUCOM, Executive~~

~~Associate Dean of Clinical Affairs of FIU, Provost of FIU and CFO of FIU~~ex-officio in their respective positions. Should the Provost or the ~~CFO~~Chief Financial Officer choose Designees to serve as Board members, then those Designees shall serve as Board members for as long as the Provost or the ~~CFO~~Chief Financial Officer shall determine. For members elected ~~members~~by the Board the term of office will be three (3) years. The initial terms will be staggered with the faculty representative serving one (1) year, the ~~chairman~~chair representative serving two (2) years and the three (3) Community Members serving staggered terms. One (1) member will serve a term of two (2) years and two (2) members will serve a term of three (3) years.

Section 4. Election. Any elected director whose term of office shall have expired may be elected to another term ~~to~~for a maximum of two (2) consecutive terms. Nothing in the Bylaws or the Articles of Incorporation shall prohibit any elected Board member from being re-elected after two (2) terms so long as such Board member does not serve on the Board for at least one (1) year between terms.

The Board member representing the HWCOC clinical chairs shall be selected by the HWCOC clinical chairs. The nominee representing the HWCOC clinical faculty shall be selected by the HWCOC clinical faculty.

Section 5. Resignation. A director not serving ex-officio may resign at any time upon written notice to the President or Secretary/Treasurer of the ~~FIUHN~~FIU-HCN. Unless otherwise specified in the notice, the resignation shall take effect upon receipt. Resignation from the Board will automatically result in resignation from any Board office. The acceptance of a resignation shall not be necessary to make it effective.

Section 6. Vacancy and Removal. A vacancy shall exist on the Board upon

the death, resignation, or removal of a director, upon the disability of a director that renders him or her permanently incapacitated or unable to serve, or when a director is no longer qualified to serve as a director. AA Community Member director may be removed from the Board by the affirmative vote of a majority of the remaining directors at a properly called meeting of the Board. Whenever any vacancy occurs in the Board, it shall be filled without undue delay. A vacancy of a Community Member director shall be filled by a majority vote of the remaining members of the Board at a special meeting, which shall be called for that purpose. The person so chosen shall hold office for the duration of the previous director's term.

ARTICLE V OFFICERS OF THE BOARD

Section 1. Number and Method of Election. The Officers of the Board shall be President, Vice President, and Secretary/Treasurer. The President shall be the ~~Dean and~~ Senior Vice President of Medical Affairs of ~~the FIUCOM-FIU~~. The Vice President and Secretary/Treasurer will be ~~nominated~~elected by the ~~Committee on Nominations from the membership of the~~ Board. Election will require a majority vote of the Board. An elected officer shall serve a term of one ~~(1)~~ year. Officers are eligible for election for consecutive terms.

Section 2. Duties of Officers. The duties and powers of the officers of the ~~FIUHN~~FIU-HCN shall be as follows:

Dean and Senior Vice President of Medical Affairs~~of the FIUCOM~~. The ~~Dean and~~ Senior Vice President of Medical Affairs of the ~~FIUCOM~~HWCOM shall serve as President. The President shall preside at the meetings of the Board, and shall be an *ex officio* member of all committees, with no voting power. He/she shall also, at the annual meeting of the ~~FIUHN~~FIU-HCN and such other times as he/she deems proper, communicate to the ~~FIUHN~~FIU-HCN or to the Board such matters and make such suggestions as may in his/her opinion tend to promote the prosperity and welfare and increase the usefulness of the ~~FIUHN~~FIU-HCN and shall perform such other duties as are necessarily incident to the office of the President. The President shall sign all certificates, bonds, deeds, mortgages, leases, and contracts of the ~~FIUHN~~FIU-HCN as approved by the Board. The President shall perform all duties, as the Board shall designate. The President of the FIU-HCN may delegate certain duties with the Board's approval.

Vice President. In case of the death or absence of the President, or of his/her inability from any cause to act, the Vice President shall perform the duties of

the President.

Secretary/Treasurer. It shall be the duty of the Secretary/Treasurer to give notice of and attend all meetings of the ~~FIUHN~~FIU-HCN and all committees and keep a record of their doings; to conduct all correspondence and to carry into execution all orders, votes, and resolutions not otherwise committed; to keep a list of the members of the ~~FIUHN~~FIU-HCN; to notify the officers and members of the ~~FIUHN~~FIU-HCN of their election; to notify members of the ~~FIUHN~~FIU-HCN of their appointment on committees; to furnish the chairman of each committee with the results of the vote under which the committee is appointed, and at his/her request give notice of the meetings of the committee; and generally to devote his/her best efforts to forwarding the business and advancing the interests of the ~~FIUHN~~FIU-HCN. The Secretary/Treasurer shall have the care and custody of the money, funds, valuable paper and documents of the ~~FIUHN~~FIU-HCN. The Secretary/Treasurer shall keep accurate books of accounts of the ~~FIUHN's~~FIU-HCN's transactions, which shall be the property of the ~~FIUHN~~FIU-HCN, and shall render financial reports and statements of condition of the ~~FIUHN~~FIU-HCN when so requested by the Board or President. In case of absence or disability of the Secretary/Treasurer, the Board shall appoint a Secretary/Treasurer pro tem. The Secretary/Treasurer shall be the keeper of the corporate seal.

Section 3. Bond of Secretary/Treasurer. The Secretary/Treasurer shall give to the ~~FIUHN~~FIU-HCN such security for the faithful discharge of his/her duties as the Board may direct.

Section 4. Vacancies. All vacancies in any office shall be filled by the Board without undue delay, at any regular meeting, or at a meeting specially called for that purpose.

Section 5. Compensation of Officers. The officers shall receive such salary or compensation as the Board may determine, pursuant to the policies and

regulations of the University and its Board of Trustees and applicable State of Florida and federal law.

ARTICLE VI POWERS OF THE UNIVERSITY'S PRESIDENT

The President of ~~the University~~ FIU or designee shall have the following powers and duties: (1) ~~Monitor~~ monitor and control the use of university resources by the ~~FIUHN~~ FIU-HCN; (2) ~~Control~~ control the use of the university name by the ~~FIUHN~~ FIU-HCN; (3) ~~Monitor~~ monitor compliance of the ~~FIUHN~~ FIU-HCN with state and federal laws and regulations; (4) Recommend to the Board of Trustees an annual budget; (5) ~~Approve~~ approve salary supplements and other compensation or benefits paid to university faculty and staff from the ~~FIUHN~~ FIU-HCN assets, consistent with Board of Trustees' policies; (6) ~~Ensure~~ ensure that the ~~FIUHN~~ FIU-HCN enacts a policy on ethics and conflicts of interest; and (7) ~~Ratify~~ ratify all nominees to the Board and all appointments to Board Committees.

ARTICLE VII COMMITTEES

~~Section 1. Standing Committees.~~ Section 1. Designation and Appointment of Committees. Committees of the Board shall either be Standing Committees, as designated by these Bylaws, or Special Committees, as established by the President of the FIU-HCN Board. Standing Committees or Special Committees shall have the power to establish Sub-Committees. The President of the FIU-HCN Board shall appoint the members of all committees and designate their chairpersons, except as otherwise specified by these Bylaws. A majority of the members of Standing committees, Special Committees and of any sub-committees must be Directors. All members of the committees shall have voting rights. The actions of

any committee shall be subject to review and approval by the Board at its next meeting, except when the power to act is specifically granted to a committee by these Bylaws or by action of the Directors. Each committee shall keep approved minutes and submit them to the Directors for review.

Section 2. Standing Committees. At the first meeting of the Board after its election, or as soon thereafter as practicable, the President of the ~~FIUHN~~FIU-HCN Board shall, ~~subject to the Board's approval,~~ appoint such committees as he/she may deem necessary and advisable to assist in the conduct of the ~~FIUHN's~~FIU-HCN's affairs.

There shall be two (2) standing committees of the Board: ~~the~~ the Finance and Audit Committee, and the Committee on Nominations.

Section 2. Special Committees. The President of the ~~FIUHN~~FIU-HCN Board may, at any time, appoint other committees to deal with specific issues, for which there is no Standing Committee. Special Committees shall be discharged by the President upon completion of the task for which they are established.

Section 3. Committee Quorum. A majority of any committee of the ~~FIUHN~~FIU-HCN shall constitute a quorum for the transaction of business, unless any such committee shall, by a majority of its entire membership, decide otherwise.

Section 4. Committee Vacancies. The authority, which originally appointed a committee, shall have the power to fill any vacancy on the committee.

Section 5. Committees of the Board

5.1 The Finance and Audit Committee. The ~~Committee on Nominations~~Finance and Audit Committee shall have at least five (5) members. The President of the FIU-HCN Board shall annually ~~recommend to the Board for~~

~~election~~appoint to the Finance and Audit Committee the following:

- a) one (1) member who is ~~independent of management and not a member of Community Member serving on the Faculty Practice Plan. Two Board~~ as a Financial Expert;
- b) two (2) additional ~~members shall be~~ Community Members; and
- c) no more than two (2) additional committee members.

In addition, the following Board members shall serve *ex-officio*:

- a) the Chief Financial Officer of FIU or his or her designee; and
- b) the Secretary-Treasurer of the Board. ~~if not appointed as one of the members listed above.~~

Members ~~can~~who do not serve *ex officio* may be appointed for two (2) successive terms and ~~re-elected~~reappointed after two (2) terms so long as such Committee member does not serve on the Committee for at least one (1) year between terms. ~~A majority of the members of the Committee will constitute a quorum for the transaction of business.~~

An audit shall be conducted annually by outside public accountants and presented to the Finance and Audit Committee, which shall in turn present the report of audit, including the scope of the examination, to the members of the ~~FIUHN~~FIU-HCN at their next meeting with such recommendations as the Finance and Audit Committee shall deem appropriate. Thereafter, the annual audit report shall be submitted by the University President to the Board of Trustees for review no later than the end of the fourth month following the close of the organization's fiscal year. It shall address and oversee financial and administrative policy matters for the ~~FIUHN~~.

FIU-HCN.

The Committee shall, subject to overall guidance by the Board, establish the fees and/or methodology to establish fees for clinical services: provided by clinical faculty members supported by the FIU-HCN and for facility fees. It shall, subject to guidance from the Board, establish a billing and collection policy. The Finance and Audit Committee shall be responsible for the periodic review ~~and approval~~ of the ~~FIUHN's~~FIU-HCN's financial performance, and provide advice and recommendations to the Board on financial matters. The Finance and Audit Committee shall approve the FIU-HCN's annual budget, ~~which~~ and thereafter periodically review actual performance against the budget. The budget shall be ~~prepared~~ reviewed and recommended to the Board before the beginning of the ~~FIUHN's~~FIU-HCN's fiscal year. Each year the budget shall be approved by the Board and recommended by the University President to the Board of Trustees ~~each year~~ no later than sixty (60) days following the beginning of the ~~FIUHN's~~FIU-HCN's fiscal year. The Board of Trustees must approve the ~~FIUHN's~~FIU-HCN's budget before it can be enacted.

The Executive Associate Dean for Finance shall be an ex officio non-voting member of the Finance Committee. The Committee shall keep a record of its proceedings and may appoint the Secretary/Treasurer for that purpose.

5.2 Committee on Nominations. Prior to the Annual Meeting, the ~~Board~~President of the FIU-HCN shall appoint a Committee of Nominations of at least three (3) and no more than five (5) members, ~~none of whom shall be a member of the Board,~~ whose duty it shall be to nominate candidates to fill vacancies in the Community Board Member positions ~~and officers.~~ The President of the ~~FIUHN.~~

~~The FIU-HCN~~ Board shall name the Chair of the Committee who shall be a Board member. ~~The nominee representing the Clinical Chair Advisory Group shall be selected from the recommendations of the Clinical Chair Advisory Group. The nominee representing the Clinical Faculty Advisory Group shall be selected from the recommendations made by the Clinical Faculty Advisory Group. The slate of nominations will be presented at the annual meeting of the FIUHN.~~

Section 6. Composition of Committees. Individuals other than Directors shall be eligible to serve on committees. However, the Chairperson of the Committees shall be a Director.

ARTICLE VIII

MEETINGS OF THE ~~FIUHN~~FIU-HCN

Section 1. Annual Meeting of the ~~FIUHN~~FIU-HCN. There shall be an annual meeting for receiving the annual reports of officers, directors and committees, and the transaction of other business. Notice of the meeting, signed by the Secretary/Treasurer, shall be mailed by U.S. Mail or delivered electronically, except as herein or by statute otherwise provided, to the last recorded physical or electronic address of each member at least ten (10) days and not more than fifty (50) days before the time appointed for the meeting. All notices of meetings shall set forth the place, date, time and purpose of the meeting.

Section 2. Regular Meetings. Regular meetings of the Board shall be held no less often than quarterly. Notice of the meeting, signed by the Secretary/Treasurer, shall be mailed by U.S. Mail or delivered electronically, except as herein or by statute otherwise provided, to the last recorded physical or electronic address of each member at least ten (10) days and not more than fifty (50) days before the time appointed for the meeting. The purpose of regular meetings shall be for the transaction of such business as may lawfully come before each meeting. The Secretary/Treasurer of the ~~FIUHN~~FIU-HCN shall provide the directors with a schedule of the regular meetings.

Section 3. Special Meetings. The President of ~~FIUHN~~FIU-HCN, the President of FIU or any two (2) Board members may call special meetings of the Board. No business other than that specified in the notice of meeting shall be transacted at any special meeting of the Board.

Section 4. Telephone Meetings. The Board and Committee meetings may be conducted by telephone conference or similar communications facilities if the President or the Chairperson of the Committee determines it is appropriate and if

all persons participating in such meetings are able to hear each other as if the meeting were held in person.

Section 5. Waiver. A Member, Officer or Director may not waive any notice required to be given by law or under these Bylaws. ;

Section 6. Quorum. The presence in person, or telephonically, if Chairperson has permitted participation by telephone, of a majority of the Directors of the ~~FIUHN~~FIU-HCN entitled to vote shall be necessary to constitute a quorum for the transaction of business.

Section 7. Voting. If the manner of deciding any question has not otherwise been prescribed, it shall be decided by a majority of the votes cast at a meeting at which a quorum is present.

Section 8. Action by Written Consent. All actions required or permitted to be taken by the Board must be taken at a meeting of the Board or of any committee designated by the Board. ;

Section 9. Order of Business. Roberts Rules or Order will be followed at all the meetings of the ~~FIUHN~~FIU-HCN and the Board.

The Chair without debate shall decide any question as to priority of business.

This order of business may be altered or suspended at any meeting by a majority vote of the members present.

Section 10. Agenda and Minutes. A written agenda of the matters to be considered at a Board or committee meeting shall be delivered to members thereof prior to such meeting.

Written minutes of the proceedings of the Board and committees shall be maintained and all actions taken at Board and committee meetings shall be properly recorded in the minutes.

ARTICLE IX ADMINISTRATION POLICIES

Section 1. Chief Executive Officer of Corporation. The ~~Executive Associate Board~~ shall appoint a Chief Executive Officer (“CEO”) of the FIU-HCN. The appointment is subject to the approval of the Dean of ~~Clinical Affairs~~ shall be the ~~HWCOM / Senior Vice~~ President of ~~the FIUHN for as long as he/she serves in that position.~~Medical Affairs. As ~~President~~CEO, he/she shall oversee all day-to-day affairs of the ~~FIUHN and shall serve as Chairman of the Executive Committee of the FIUHN.~~FIU-HCN.

Section 2. Affairs and Operations. Notwithstanding any other provision of these Bylaws to the contrary, the affairs and operations of the ~~FIUHN~~FIU-HCN shall be conducted in strict compliance with the policy and regulations of the Florida Board of Governors and the University concerning the faculty practice plan for the ~~FIUCOM~~HWCOM, approved at the January 24, 2008, meeting, as it may hereafter be amended. Any employee of the State of Florida who is assigned to work on FIU-HCN matters shall provide services on behalf of the FIU clinical faculty practices and will not be considered an employee of the FIU-HCN.

Section 3. Financial Audits and Reports. All financial records of the ~~FIUHN~~FIU-HCN shall be available to the appropriate personnel of the University from time to time as determined by the Dean of the ~~FIUCOM~~HWCOM. The Board shall engage an independent certified public accountant (CPA) to perform an annual audit of the organization’s financial statements, with the objective being to render an opinion on the financial statements. The cost of the audit shall be borne by the ~~FIUHN~~FIU-HCN as an operating expense. Copies of each annual audited financial report shall be promptly provided to the President of the University and

the Senior Vice President of Medical Affairs / Dean of the ~~FIUCOM~~HWCOM for their review.

Section 4. Distribution of Net Receipts. The accumulation, expenditure and distribution of all funds of ~~FIUHN~~FIU-HCN shall be exclusively for the improvement and support of medical education at ~~FIUCOM~~colleges and departments generating the income and shall be made only after approval by the Senior Vice President of Medical Affairs / Dean of ~~FIUCOM~~HWCOM or his/her designee. ~~|| The distribution of Net Receipts shall be made pursuant to the terms of the Operation Agreement between FIU and FIUCOM.~~ [DW1]

ARTICLE X SEAL

The seal of the ~~FIUHN~~FIU-HCN shall be as more particularly shown in the following impression.

ARTICLE XI COMMITMENT TO COMPLIANCE

The ~~FIUHN~~FIU-HCN is a tax-exempt organization dedicated to providing high quality clinical services to the South Florida community. The ~~FIUHN~~FIU-HCN is committed to meeting the highest ethical standards in all of its operations and clinical services. It is committed to compliance with the laws, rules and regulations that govern its operations and committed to establishing a compliance program that will provide the ~~FIUHN~~FIU-HCN employees with tools to understand and comply with such laws.

ARTICLE XII AMENDMENTS

The Bylaws of the ~~FIU~~FIU-HCN shall be made, altered or rescinded by a two-thirds vote of all members of the Board at any regular or at any special meeting called for that purpose; provided, however, that no bylaw may be adopted, amended or rescinded without the prior written approval of the President of FIU. All amendments to the Bylaws of the ~~FIU~~FIU-HCN must be approved by the Board of Trustees of FIU, upon recommendation of the President of FIU prior to their effective date.

ARTICLE XIII INDEMNIFICATION

The indemnification of any director, officer or employee of the ~~FIUHN~~FIU-
HCN shall be as provided by law.

ARTICLE XIV ~~SUNSHINE LAWS~~

~~The Board shall provide public access to the Faculty Practice Plan board records in accordance with the applicable provisions of the Public Records Law, Chapter 119, Florida Statutes. The Faculty Practice Plan shall conduct its Board meetings in accordance with the applicable provisions of the Open Meetings Law, Chapter 286, Florida Statutes.~~

~~ARTICLE XV~~ DISSOLUTION

In the event that the ~~FIUHN~~FIU-HCN shall dissolve or otherwise terminate its corporate existence, subject to the provisions of Chapter 617, Florida Statutes, the ~~FIUHN~~FIU-HCN shall distribute all its existing assets as provided in the ~~Article~~Articles of Incorporation in compliance with applicable State of Florida and federal law.

Presidential Approval April —20, 2011

Board of Directors Approval April —20, 2011

FIU Board of Trustees Approval June __, 2011

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 7, 2011

Subject: 2011 University Work Plan

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the 2011 University Work Plan.

Background Information:

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

Florida Board of Governors Regulation 2.002, University Work Plans and Annual Reports, provides that each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

Supporting Documentation: 2011 University Work Plan

Facilitator/Presenter: Douglas Wartzok

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**2011 Update to the
Florida International University
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

Select Data Tables from the 2009-2010 Annual Report

*** Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.**

Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10			
Baccalaureate	5,080		5,324		5,497		5,663		6,267			
Master’s and Specialist	1,632		1,933		2,172		2,255		2,359			
Research Doctoral	88		100		122		127		114			
Professional Doctoral	82		86		90		123		176			
Comparison with Peers*	Baccalaureate		2005-06		2006-07		2007-08		2008-09		2009-10	
	Georgia State University		3,557		3,793		3,360		3,842		3,890	
	University of Louisville		2,253		2,328		2,298		2,482		2,550	
	University of Houston		4,632		4,810		4,759		4,874		4,764	
	George Mason University		3,655		3,726		3,809		4,009		4,202	
	Master’s and Specialist		2005-06		2006-07		2007-08		2008-09		2009-10	
	Georgia State University		1,911		1,751		1,752		1,834		2,078	
	University of Louisville		1,255		1,280		1,261		1,281		1,245	
	University of Houston		1,325		1,373		1,448		1,521		1,709	
	George Mason University		2,942		2,547		2,557		2,507		2,863	
	Research Doctoral		2005-06		2006-07		2007-08		2008-09		2009-10	
	Georgia State University		149		170		200		213		225	
	University of Louisville		144		135		151		142		161	
	University of Houston		236		239		259		231		231	
	George Mason University		163		181		189		202		158	
	Professional Doctoral		2005-06		2006-07		2007-08		2008-09		2009-10	
	Georgia State University		181		208		185		182		199	
	University of Louisville		327		346		343		332		347	
	University of Houston		536		539		550		555		526	
	George Mason University		207		206		216		228		224	
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10			
	#	%	#	%	#	%	#	%	#	%		
Hispanic	2,903	62.6	3,169	63.8	3,369	64.6	3,555 Increase*	66.5	3,919	67.7		
Non-Hispanic Black	648	14	650	13.1	711	13.6	682 Increase*	12.8	720	12.4		
Pell Grant Recipients	2,186	46.8	2,276	45.7	2,546	48.6	2,606 Increase*	48.4	3,002	51.7		

Comparison with Peers*	Baccalaureate Degrees Awarded to:									
	Hispanic		2005-06	2006-07	2007-08	2008-09	2009-10			
	Georgia State University		140	130	133	147	251			
	University of Louisville		24	38	39	40	56			
	University of Houston		911	1,003	1,043	1,071	1,076			
	George Mason University		277	296	274	316	340			
	Non-Hispanic Black		2005-06	2006-07	2007-08	2008-09	2009-10			
	Georgia State University		1,119	1,164	1,032	1,112	1,078			
	University of Louisville		301	270	254	258	291			
	University of Houston		568	548	510	567	569			
	George Mason University		287	300	281	291	300			
Pell Grant Recipients data, as defined by the BOG in this metric, are not available for Peers.										
Degrees Awarded in Select Areas of Strategic Emphasis	2005-06		2006-07		2007-08		2008-09		2009-10	
STEM (Baccalaureate)	968		987		987		934		1,026	
STEM (Graduate)	402		479		501		587		476	
Health Professions (Baccalaureate)	278		207		205		211		220	
Health Professions (Graduate)	199		223		284		285		341	
Education–Critical Shortage (Bacc.)	71		53		56		41		50	
Education–Critical Shortage (Grad.)	79		140		76		113		121	
Comparison with Peers*	Degrees Awarded in Disciplines defined by the BOG as STEM Strategic Areas for FIU.									
	Baccalaureate		2005-06	2006-07	2007-08	2008-09	2009-10			
	Georgia State University		278	354	303	351	379			
	University of Louisville		347	359	343	401	434			
	University of Houston		817	882	837	820	881			
	George Mason University		427	400	439	415	484			
	Graduate		2005-06	2006-07	2007-08	2008-09	2009-10			
	Georgia State University		134	154	168	151	184			
	University of Louisville		231	215	216	230	223			
	University of Houston		347	316	311	327	385			
	George Mason University		273	313	311	327	385			
Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	47.7%	14.8%	48.7%	13.6%	48.3%	14.3%	46.3%	14.9%	45.4%	15.6%
SUS Def.: 6-Yr Rates - FTICS	45.4%	15.4%	47.2%	14.1%	46%	14.8%	44.8%	15.6%	43.5%	15.9%
SUS Def.: 4-Yr Rates - AA Transfers	60.9%	14.6%	62.5%	13.0%	60.7%	15.1%	60.7%	13.3%	60.3%	15.5%
SUS Def.: 5-Yr Rates - Others	51.4%	9.1%	53.1%	9.5%	50.3%	10.0%	53.5%	9.1%	50.4%	8.7%

Comparison with Peers*	Federal Definition: 6-Year Graduation Rate Full-Time FTICs					
		By 2006	By 2007	By 2008	By 2009	
	Georgia State University	41 %	47%	44%	50%	
	University of Louisville	41%	44%	46%	48%	
	University of Houston	42%	43%	42%	41%	
George Mason University	56%	58%	61%	64%		
Licensure Exam Pass Rates	Year 1	Year 2	Year 3	Year 4	Year 5	
Nursing (2005-06 Through 2009-10)	95.5%	90.3%	84.7%	89.0%	93.9%	
Law (2006 – 2010)	81%	87.8%	88%	81%	80.9%	
Comparison with Peers*	Nursing: National Benchmark:					
	86.7%	88.3%	86.4%	87.5.%	89.5%	
	Law: Florida Benchmark:					
	77.1%	81.3%	84.2%	79.3.%	79.3%	
Academic Research and Development Expenditures	2004-05	2005-06	2006-07	2007-08	2008-09	
Federal Only (Thousand \$)	\$ 58,718	\$ 58,158	\$ 62,366	\$ 60,045	\$ 57,371	
Total – All Sources (Thousand \$)	\$ 87,720	\$ 84,697	\$ 108,015	\$ 107,025	\$ 101,322	
Comparison with Peers*	Federal Only	2004-05	2005-06	2006-07	2007-08	2008-09
	Georgia State University	\$28,870	\$28,542	\$28,205	\$30,248	\$28,364
	University of Louisville	\$68,213	\$71,920	\$78,070	\$74,851	\$78,614
	University of Houston	\$41,413	\$42,613	\$42,644	\$43,845	\$42,450
	George Mason University	\$47,904	\$45,126	\$48,452	\$52,908	\$60,094
	Total - All Sources	2004-05	2005-06	2006-07	2007-08	2008-09
	Georgia State University	\$61,651	\$64,624	\$65,900	\$94,429	\$78,920
	University of Louisville	\$139,942	\$148,246	\$163,434	\$164,123	\$167,178
	University of Houston	\$87,936	\$80,934	\$78,381	\$87,691	\$102,917
	George Mason University	\$57,373	\$60,168	\$61,068	\$76,838	\$85,306
	Technology Transfer	2005	2006	2007	2008	2009
	Licenses & Options Executed	1	1	0	0	1
Licensing Income	\$ 33,640	\$ 38,992	\$ 6,166	\$ 9,423	\$ 39,819	

Comparison with Peers*	Licenses & Options Executed*		2005	2006	2007	2008	2009
	Georgia State University		N/A	N/A	N/A	N/A	N/A
	University of Louisville		8	8	7	11	12
	University of Houston		14	N/A	1	1	6
	George Mason University		4	8	2	13	4
	Licensing Income*		2005	2006	2007	2008	2009
	Georgia State University		N/A	N/A	N/A	N/A	N/A
	University of Louisville		\$80,924	\$50,652	\$87,629	\$142,321	\$437,410
	University of Houston		\$543,664	N/A	\$1,224,826	\$1,127,214	\$1,952,557
	George Mason University		\$47,527	\$143,269	\$69,542	\$104,007	\$163,444
*As reported in the AUTM Licensing Activity Survey.							
OTHER KEY OUTPUT OR OUTCOME METRICS							
Comparison with Peers*							
Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement							
(1) <u>6-Year Graduation and Retention Rates:</u>							
FIU has made great efforts to improve the 6-year graduation and retention rates for our first-time-in-college students. We are very proud to have the highest 6-year graduation rate for Hispanic Full-Time FTICs in the nation, 49% (Fall 2003 cohort), when compared to comparable large Hispanic-Serving Institutions.* As shown below, FIU has had the highest Hispanic graduation rate for the last three years among 4-year public institutions with the largest percentage of Hispanic enrollment. When compared with our peers, FIU’s Hispanic graduation rate ranks second.							
<i>Hispanic Serving Institutions</i>							
6-Year Graduation Rate							
Hispanics, Full-Time FTICs	By 2006	By 2007	By 2008	By 2009			
Florida International University	51 %	50%	51%	49%			
California State University - Fullerton	46%	44%	45%	46%			
California State University - Northridge	37%	38%	35%	41%			
California State University – Long Beach	42%	40%	47%	47%			
The University of Texas at San Antonio	28%	31%	29%	29%			
University of New Mexico – Main Campus	41%	41%	42%	38%			
*The institutions selected for comparison of Hispanics graduation rate meet the following criteria: 1) 4-year, public institutions, 2) undergraduate enrollment over 20,000 students, and 3) at least 25% of their undergraduate enrollment is Hispanic.							

Peers

6-Year Graduation Rate

Hispanics, Full-Time FTICs

	By 2006	By 2007	By 2008	By 2009
Georgia State University	39%	52%	47%	46%
University of Louisville	28%	30%	52%	35%
University of Houston	41%	39%	41%	36%
George Mason University	51%	64%	61%	62%

FIU is committed to increase the six-year graduation and retention rates for not only of our Hispanic students but for all our undergraduate population. By 2013, we plan to increase the six-year graduation rate of full-time FTICs to 46.6% and the retention rate to 62.6%. To reach this goal, the University has developed a new strategy that places special emphasis on sustained enrollment and early identification of an appropriate major.

Effective Fall 2012, all undergraduate applicants will be required to declare a major as part of the admission process. During the process, the applicants would have access to an online, interactive advising program that will help them match their strengths, interests, and goals with an “appropriate major”. The University will also develop “exploratory majors” for freshmen who may not be able to select an “appropriate major”. Students in an “exploratory major” will be guided during their first-year experience course to identify their correct major. In addition, undergraduate advisors would be assigned or clustered to advise students according to their majors. Each major would have a “curricular map” with key milestones. If a student does not satisfy a particular milestone, an automatic alert will be sent to the student and the advisor. If a student is not satisfying critical markers, such as gate keeper courses, an advising session is required and the student may be directed to change major. Undergraduate advisors as well as an interactive online advising system would assist students who need redirection to an appropriate major.

We believe that asking students to focus on a major from the beginning of their studies, providing them the advising tools they need, and requiring them to meet critical degree milestones will improve the institution graduation and retention rates.

(2) Baccalaureate Degrees Awarded to Black, Non-Hispanics:

In its 2010 Work Plan, FIU stated its commitment to increase the number of baccalaureate degrees awarded to Black students while maintaining the percentage of total bachelor's awarded to this group. In 2009-2010, FIU awarded 720 bachelor's degrees to Black, Non-Hispanics students. This is a 5.6% increase when compared with the 2008-09 academic year and 12.4% of the total baccalaureate degrees awarded, excluding degrees awarded to non-resident aliens and students who did not report ethnicity.

As part of our continued efforts to increase the number of bachelor's degrees awarded to Black students, the University established a “Task Force on Recruitment of Students of African Descent”. The Task Force met during the 2010-2011 academic year and made several recommendations on creating a more intensive recruitment plan that goes beyond traditional college fairs and high school visits. Among other ideas, the plan calls for an expansion of early outreach and pre-collegiate activities designed to increase college awareness in students in elementary and middle schools- focus on talented students in fields such as math and science. The Task Force also made recommendations on ways to improve our retention and graduation rate of Black students. These include: 1) creating mentoring programs

where student leaders at FIU are assigned an incoming freshman and serve as their mentor during their first year at FIU, 2) encouraging students to participate in service learning initiatives, and 3) creating an intensive advisement strategy that involves monitoring high risk students and providing them supplemental instruction alternatives. The University is currently developing plans that implement some of the Task Force's recommendations.

(3) Production of STEM graduate degrees:

FIU is committed to increase production of STEM degrees and to improve recruitment efforts to attract those students who are usually underrepresented in these fields. In the academic year 2009-10, 476 graduate STEM degrees were awarded and 43% of them were awarded to minority students. At the undergraduate level, 80% of the 1,026 bachelor's STEM degrees awarded in 2009-10 were awarded to minorities.

2009-10 Graduate STEM degrees

Ethnicity	Degrees Awarded
African American	33
Asian	18
Hispanic	<u>156</u>
	207

2009-10 Undergraduate STEM degrees

Ethnicity	Degrees Awarded
African American	87
Asian	66
Hispanic	<u>670</u>
	825

FIU continues enhancing the variety of STEM programs offered as well as its academic offerings. For example, the University is now offering the Master of Science of Engineering Management in two formats: the standard format and a cohort- professional format where students complete the courses following a lock-step plan. Additionally, the University implemented a new Master of Science in Information Technology in spring 2011. This program will allow FIU to be on the forefront of the national trend in IT education and provide a well-trained highly-skilled labor force to the national and local industries. In addition, a Doctor of Philosophy in Biochemistry will be implemented in fall 2011. This research doctorate is designed to meet the need for advanced research and training capabilities in the expanding fields of biochemistry and molecular biology.

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

2010-2015 Strategic Plan approved by Board of Trustees

FIU's Board of Trustees approved the *2010-2015 Worlds Ahead Strategic Plan* at the December 9, 2010 meeting. The *Worlds Ahead Strategic Plan* focuses the university on its mission as an urban, multi-campus, public research university serving its students and the diverse population of South Florida. FIU will provide high quality teaching, engage in state-of-the-art research and creative activity, and enhance the educational, cultural and economic vitality of our local and global community. A copy of the *Worlds Ahead Strategic Plan* can be found at <http://stratplan.fiu.edu>.

Successful SACS Reaffirmation

The Board of Trustees of the Southern Association of Colleges and Schools (SACS) – Commission on Colleges approved Florida International University's reaffirmation of accreditation at the December 6, 2010 board meeting. The reaffirmation is for a ten year period. This decision represents the culmination of several years of planning and documentation for our Compliance Certification Report, Quality Enhancement Plan (QEP), and March 2010 site visit. The reaffirmation was granted with no recommendations and no follow-up requirements. A copy of the QEP is available online at http://goglobal.fiu.edu/QEP_Report-Final.pdf.

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
M	24.0101	Liberal Arts & Sciences/ Liberal Studies	Corrective Action	This degree program is not allocated any assistantships. Therefore, the number of students enrolled is quite modest. The College of Arts and Sciences plans to modify the curriculum and its delivery thoroughly and offer the program online to attract more students.
M	13.1201	Adult and Continuing Education and Teaching	Corrective Action	The Faculty has decided to merge the program with the Human Resource Development program calling it Adult Education and Human Resource Development. The merger should occur by May 2011.

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
June 2011	B	09.0101	Communication Arts	2012
Sept. 2011	RD	26.0102	Biomedical Sciences	2012
Dec. 2011	RD	03.0104	Environmental Science and Policy	2013
Dec. 2011	M	52.1401	Brand Management	2012
Dec. 2011	B	03.0201	Sustainability	2012
June 2012	B	45.0201	Anthropology	2013
Dec. 2012	B	30.0000	Interdisciplinary Studies	2013
June 2013	PD	52.2001	Pharmacy	2014

Enrollment Planning

Instructions:

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.

An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

Enrollment Plan

As stated in *Worlds Ahead Strategic Plan*, one of Florida International University's goals is to achieve enhanced student learning and academic excellence. As the only public research university in South Florida, FIU is committed to increasing access and degree production in the knowledge economy. Therefore, during the next five years, the University plans to increase enrollment by 2,000 academically qualified students per year.

The University's strategic plan calls for a gradual shift to a higher percentage of graduate and first professional students. From the current enrollment mix of 80.3% undergraduate, 18.1% graduate, and 1.6% first professional students to 78.8%, 20% and 2%, respectively. This goal is based on the University's commitment to fulfill the increasing demand for professional graduate degrees of the local community as more and more individuals return to college to pursue advanced education. Also, FIU is offering new programs -- such as the Doctor of Medicine, the Doctor of Nursing Practice and the Doctor of Physical Therapy -- as part of a strategy to meet Florida's critical needs in the health area.

Additionally, the University plans to increase by 2% the percentage of full-time students at all levels. This goal is a building block in the University's effort to increase its graduation rate. The expectation is that increasing full-time enrollment as well as expanding student-support services will have a positive correlation with the number of students who complete their degrees within six years.

The *Worlds Ahead Strategic Plan* also encourages interdisciplinary teaching, advanced pedagogical approaches in the classroom, and expanded state-of-the-art online learning. Therefore, FIU plans to increase fully online instruction from the current 13.6% to 20% by year 2015. This will bring technology innovation to the classroom and provide current and prospective students additional access to higher education.

Finally, the strategic plan requires a gradual shift to more out-of-state and international students; from the current 90% Florida Residents -- 10% Non-Florida Residents mix to 88% Florida Residents and 12% Non-Florida Residents by 2015. This goal, based on FIU's founding mission to foster international understating, will increase access, diversity, and foster Florida's desire to be a global leader in economic development. In keeping with its mission, the University's focus on globalization and global awareness drove the selection of Global Learning for Global Citizenship as the topic of the University's 2010 Quality Improvement Plan (QEP).

Explanation of Over-Enrollment:

Enrollment for 2010-11 exceeded the 5% threshold at the UPPER, GRAD I and GRAD II levels. The increase was mainly caused by the University efforts to grant greater access to higher education and increase degree production. The larger increase is found at the graduate level, which exceeded the 5% threshold by 4% in GRAD I and 10% in GRAD II. The growth is mostly driven by economic factors as more Floridians are seeking educational opportunities to either change careers or enhance their portfolio to prepare for when the economy turns around. The College of Business Administration continues to be the largest contributor to the growth in GRAD I. At the GRAD II level, significant growth continues to occur in the Health Sciences area specifically in the Doctor of Physical Therapy (DPT) program.

Another factor that contributed to the increase in GRAD II FTEs, is the recent change of the GRAD II definition. The new definition calls for all doctoral students to be considered GRAD II from their first enrollment in the program and for Law to be counted as GRAD II.

**Enrollment Plan Proposal – All State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Actual	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	7,860	7,973		8,866	9,163	9,742	10,345	4%
FL Resident Upper	11,682	12,640		12,755	13,187	14,033	14,890	3%
FL Resident Grad I	2,588	2,687		3,016	3,257	3,769	4,444	8%
FL Resident Grad II	818	976		1,001	1,041	1,127	1,242	4%
Total FL Resident	22,948	24,276		25,637	26,648	28,670	30,921	4%
Non-Res. Lower		548		665	703	782	794	7%
Non-Res. Upper		916		907	955	1,054	1,078	3%
Non-Res. Grad I		860		822	894	1,049	1,221	5%
Non-Res. Grad II		382		345	373	433	503	4%
Total Non-Res.	2,138	2,705		2,739	2,925	3,318	3,596	5%
Total Lower		8,521		9,531	9,866	10,524	11,140	5%
Total Upper		13,355		13,662	14,142	15,087	15,968	3%
Total Grad I		3,547		3,838	4,151	4,818	5,665	7%
Total Grad II		1,358		1,346	1,414	1,560	1,745	4%
Total FTE	25,086	26,981		28,377	29,573	31,989	34,518	4%

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments								
<i>For entire institution</i>	Funded	Actual	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount	80	71		140	210	300	380	25%
Non-Res. Medical Headcount		14		20	30	60	60	23%
Total Medical Headcount	80	85		160	240	360	440	25%
FL Resident Dentistry Headcount								
Non-Res. Dentistry Headcount								
Total Dentistry Headcount								
FL Resident Veterinary Headcount								
Non-Res. Veterinary Headcount								
Total Veterinary Headcount								

[This medical headcount is MD-only, not all HSC enrollments.]

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: Modesto A. Maidique

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	6,245	6,890	7,005	7,262	7,464	3%
Upper	8,417	8,347	8,485	8,750	8,942	1%
Grad I	2,412	2,572	2,740	3,083	3,512	6%
Grad II	1,296	1,276	1,324	1,435	1,575	3%
Total	18,370	19,085	19,554	20,530	21,493	3%

SITE: Biscayne Bay

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	823	920	953	1,016	1,075	5%
Upper	1,799	1,813	1,877	2,002	2,119	3%
Grad I	269	291	315	365	429	7%
Grad II	16	16	17	20	24	6%
Total	2,906	3,040	3,161	3,403	3,647	4%

SITE: Broward Pines Center

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	33	37	38	41	43	5%
Upper	237	239	247	264	279	3%
Grad I	232	251	272	316	371	7%
Grad II	16	16	17	20	23	5%
Total	519	544	575	640	717	5%

For the sum of the remaining physical locations with fewer than 150 current or planned State-fundable FTE enrollments.

SITE: Remaining physical locations

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	430	481	498	531	562	5%
Upper	263	265	274	293	310	3%
Grad I	211	228	246	286	336	7%
Grad II	23	23	24	27	30	4%
Total	926	996	1,042	1,136	1,238	5%

For the sum of current or planned State-fundable FTE enrollments not served at a physical location.

SITE: Virtual instruction/distance learning

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	990	1,203	1,381	1,684	2,005	12%
Upper	2,839	2,998	3,253	3,772	4,311	7%
Grad I	423	496	581	771	1,020	14%
Grad II	6	15	27	53	87	36%
Total	4,259	4,712	5,242	6,279	7,423	9%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Metric(s)/Timeline/Expected Outcomes			
#1 (Required) - Continuing Improve Baccalaureate retention and graduation rates.			FIU has implemented a new strategy to increase the six-year graduation rate of Full-Time FTICs with special emphasis on sustained enrollment, early identification of appropriate major and enhanced advising. 1. Students will select an “appropriate major” when they apply for admission. 2. Each major will have a “curricular map” that will clearly indicate what is required to complete the degree. 3. A new Degree Audit system will keep track of the students’ progress. 4. New advisors will be hired to guide students on a path to success. 5. Twelve classrooms per year will be modernized to improve pedagogical practices, including the use of learning technologies.			Increase six-year graduation rate of Full-Time FTICs from 44.8% (2003 cohort) to 46.6% (2007 Cohort). Reach a 300:1 Student/ Advisor ratio by year 2015. New Advisors: FY Positions FY11-12 18 FY12-13 15 FY13-14 15 FY14-15 10 Modernize 12 classrooms per year from 2010 to 2013.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$1.0M		\$3.8M	\$4.8M	\$3.8M	\$3.6M	\$1.0M		\$8.4M	

Institutional Goal [Indicate whether NEW or CONTINUING]				Implementation Strategies			Expected Outcomes/Metric(s)/Timeline		
#2 - Continuing Expand Research and Innovation in Health and Environment				Health and Environment are two of the four broad strategic themes in the FIU’s strategic plan. The University plans to expand research and innovation in these areas by: 1. Implementing new Ph.D. programs in Biochemistry (2011), Biomedical Sciences (2012), Environmental Science and Policy (2013), and a B.S in Sustainability (2012). 2. Creating the Academic Health Center (AHC) which will integrate the Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work. 3. Continuing our innovative NeighborhoodHELP™ program where students and faculty in nursing, allied health, public health, and social work join students and faculty in medicine to provide the full complement of health services for individual families in South Florida.			Expected outcomes by 2015-16: 223 FTE students receiving services or participating in the programs. 31 Additional degrees: 20 bachelor’s, 6 master’s and 5 doctoral degrees. Estimated Headcount for FIU’s College of Medicine: FY Headcount FY11-12 160 FY12-13 240 FY13-14 280 FY14-15 360 Estimated MD degrees to be produced: FY Degrees FY11-12 0 FY12-13 40 FY13-14 45 FY14-15 80		
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$2.1M			\$2.1M		\$5.7M	\$2.1M		\$7.8M	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline																														
#3 – Continuing Improve Academic Access and Increase Degree Production	<p>During the next five years, FIU plans to increase enrollment by 2,000 academically qualified students per year.</p> <p>To maintain the quality of the instruction and the academic experience students receive while improving access and degree production, the University will:</p> <p>1. Hire new faculty members and convert several adjuncts to Instructors positions.</p> <p>New Full-time Faculty Hires:</p> <table><tr><td>FY</td><td>Faculty</td></tr><tr><td>2011-12</td><td>95*</td></tr><tr><td>2012-13</td><td>47</td></tr><tr><td>2013-14</td><td>42</td></tr><tr><td>2014-15</td><td>59</td></tr></table> <p>*Reflects new and replacement hires</p> <p>Conversion of adjuncts to instructors:</p> <table><tr><td>FY</td><td>Positions</td></tr><tr><td>2011-12</td><td>5</td></tr><tr><td>2012-13</td><td>5</td></tr><tr><td>2013-14</td><td>5</td></tr><tr><td>2014-15</td><td>5</td></tr></table> <p>2. Establish an Enrollment Management Office dedicated to serve students through course planning and enrollment management.</p>	FY	Faculty	2011-12	95*	2012-13	47	2013-14	42	2014-15	59	FY	Positions	2011-12	5	2012-13	5	2013-14	5	2014-15	5	<p>Maintain a 27:1 Student/Faculty ratio</p> <p>Increase total headcount by 2,000 students per year:</p> <table><tr><td>AY</td><td>Headcount</td></tr><tr><td>2011-12</td><td>46,010</td></tr><tr><td>2012-13</td><td>48,010</td></tr><tr><td>2013-14</td><td>50,010</td></tr><tr><td>2014-15</td><td>52,010</td></tr></table> <p>Increase annual production of baccalaureate degrees from 5,663 to 7,308 by year 2015.</p>	AY	Headcount	2011-12	46,010	2012-13	48,010	2013-14	50,010	2014-15	52,010
FY	Faculty																															
2011-12	95*																															
2012-13	47																															
2013-14	42																															
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FY	Positions																															
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AY	Headcount																															
2011-12	46,010																															
2012-13	48,010																															
2013-14	50,010																															
2014-15	52,010																															

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$8.5M		\$9.2M	\$17.7M	\$9.2M	\$4.6M	\$8.5M		\$22.3M	

OPTIONAL: Universities may add one or two additional goals.

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS										
Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1	\$1.0M		\$3.8M	\$4.8M	\$3.8M	\$3.6M	\$1.0M		\$8.4M	
2	\$2.1M			\$2.1M		\$5.7M	\$2.1M		\$7.8M	
3	\$8.5M		\$9.2M	\$17.7M	\$9.2M	\$4.6M	\$8.5M		\$22.3M	
4 optional										
5 optional										
Total										

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 - 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)		University Update on Each Initiative
Undergraduate Faculty Hires		Continue to improve quality of instruction and minimize impact of budget reduction to course offerings and maintain enrollments.
Undergraduate Student Advisors		Continue to improve advisor to student ratios
Undergraduate Scholarly Journals and Database		Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support		Continue to improve writing center, resources for disabled students and security.
Additional Detail, Where Applicable:		
Total Number of Faculty Hired or Retained (funded by tuition differential):		58
Total Number of Advisors Hired or Retained (funded by tuition differential):		33
Total Number of Course Sections Added or Saved (funded by tuition differential):		573
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)		University Update on Each Initiative
FIU Tuition Differential Grants		Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2011):		
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:		5,207
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:		640
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:		86
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:		750

Fall 2011 Request for an Increased Tuition Differential Fee

University: Florida International University

Effective Date	
University Board of Trustees Approval Date:	June 21 st , 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All Undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$ 22.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7 %
\$ Increase in tuition differential per credit hour:	\$ 10.00
\$ Increase in tuition differential for 30 credit hours:	\$ 300.00
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$ 14.5M
Total differential fee revenue generated in 2011-12 (projected):	\$ 21.9M

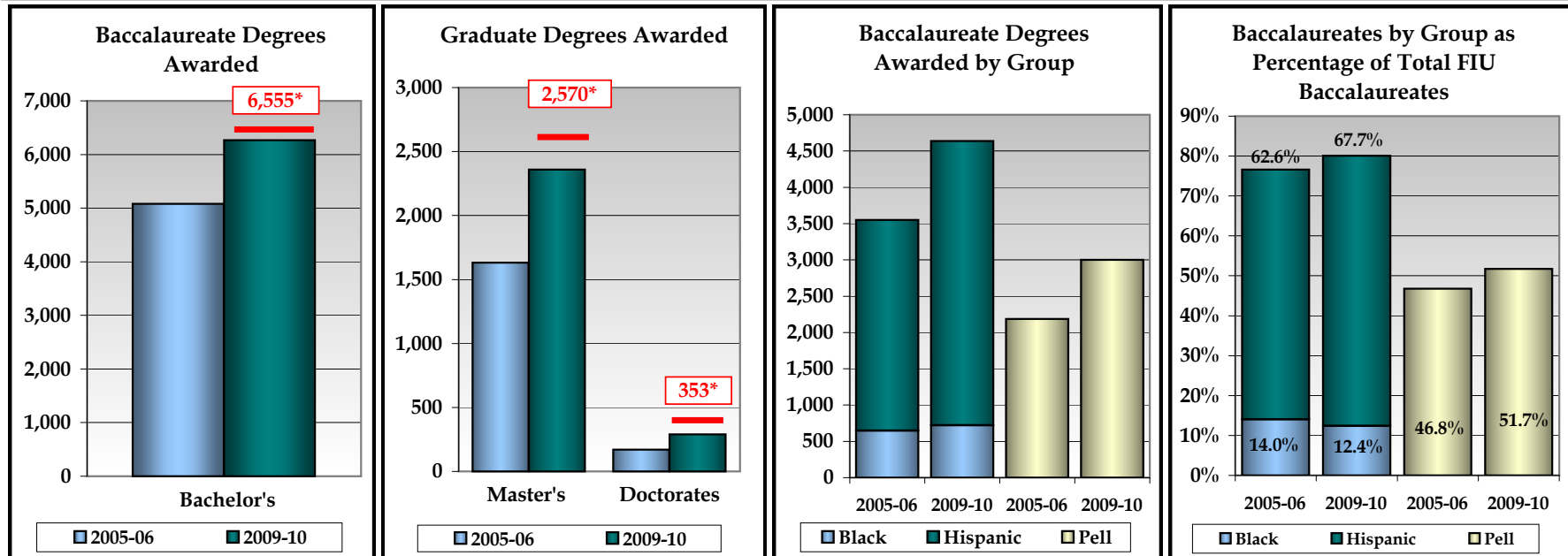
INSERT the following Documents:

- **Tuition Differential Schedule I (EXCEL)**
- **University Tuition, Fees, and Housing Projections (EXCEL)**
- **Legislative Budget Request (LBR) Summary (EXCEL)**
- **An Operating Budget (OB) Form I Narrative for each LBR Item (Word)**
- **Summary of the Five-Year Capital Improvement Plan (PECO and Challenge Grant)Projects (EXCEL)**

Florida International University 2010 Annual Report

Sites and Campuses			University Park Campus, Biscayne Bay Campus, Pines Center Site		
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification
TOTAL (Fall 2009)	40,455	100%	TOTAL	174	Undergraduate Instructional Program: Professions plus arts & sciences, high graduate coexistence
Black	4,910	12%	Baccalaureate	65	Graduate Instructional Program: Comprehensive doctoral (no medical/veterinary)
Hispanic	24,094	60%	Master's & Specialist's	78	
White	6,299	16%	Research Doctorate	28	Enrollment Profile: High undergraduate
Other	5,152	13%	Professional Doctorate	3	Undergraduate Profile: Medium full-time four-year, selective, lower transfer-in
Full-Time	24,074	60%	Faculty (Fall 2009)	Full-Time	Size and Setting: Large four-year, primarily nonresidential
Part-Time	16,381	40%		Part-Time	
Undergraduate	30,927	76%	TOTAL	871	Basic: Research Universities (high research activity)
Graduate	7,299	18%	Tenure/T. Track	633	
Unclassified	2,229	6%	Other Faculty/Instr.	238	
					Elective Classification: N/A

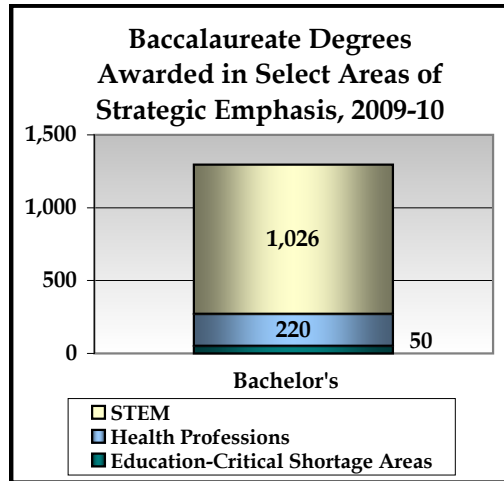
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



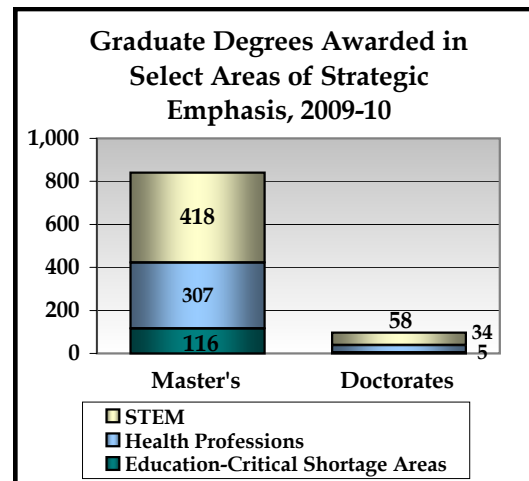
***2012-13 Targets for Degrees Awarded.**
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I].

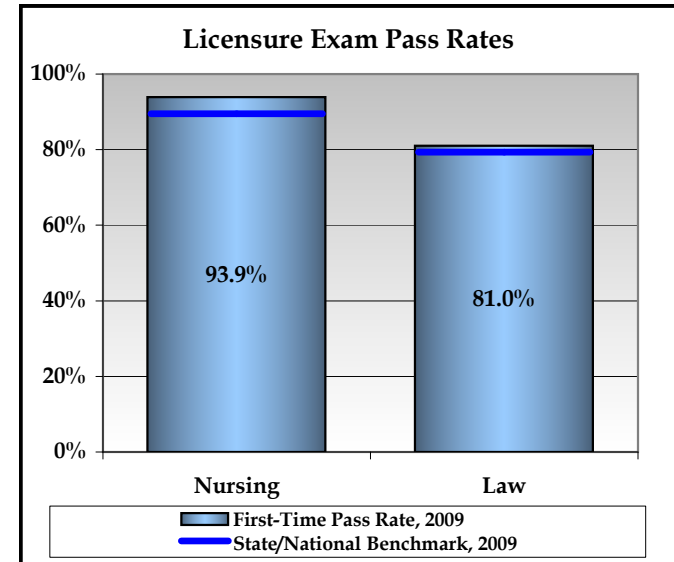
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



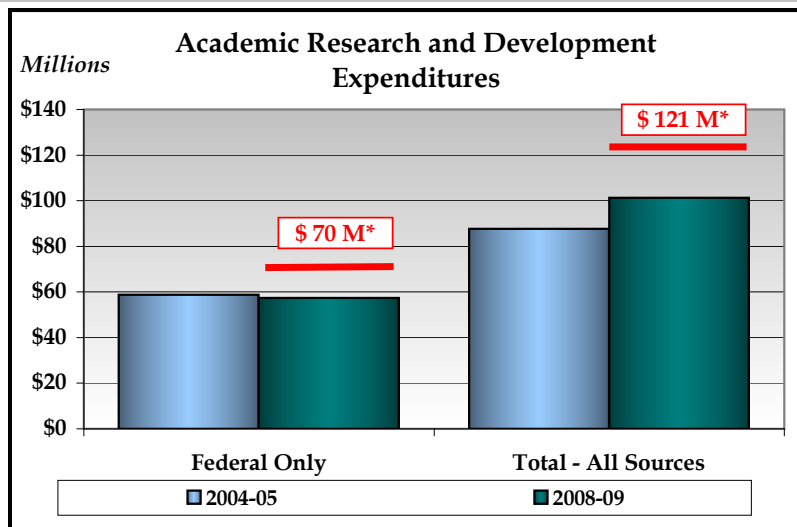
2012-13 Target: Increase
(2008-09 Baseline: 1,186 Total)



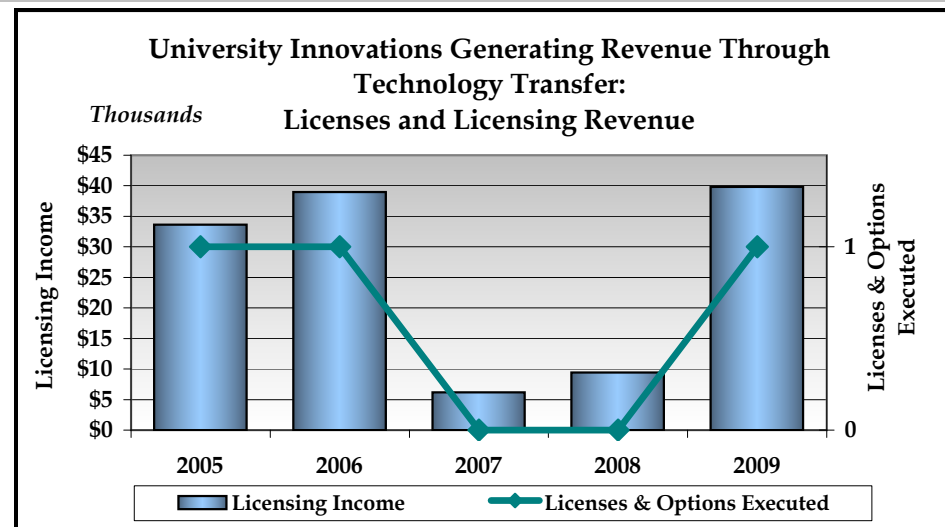
2012-13 Target: Increase
(2008-09 Baseline: 985 Total)



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



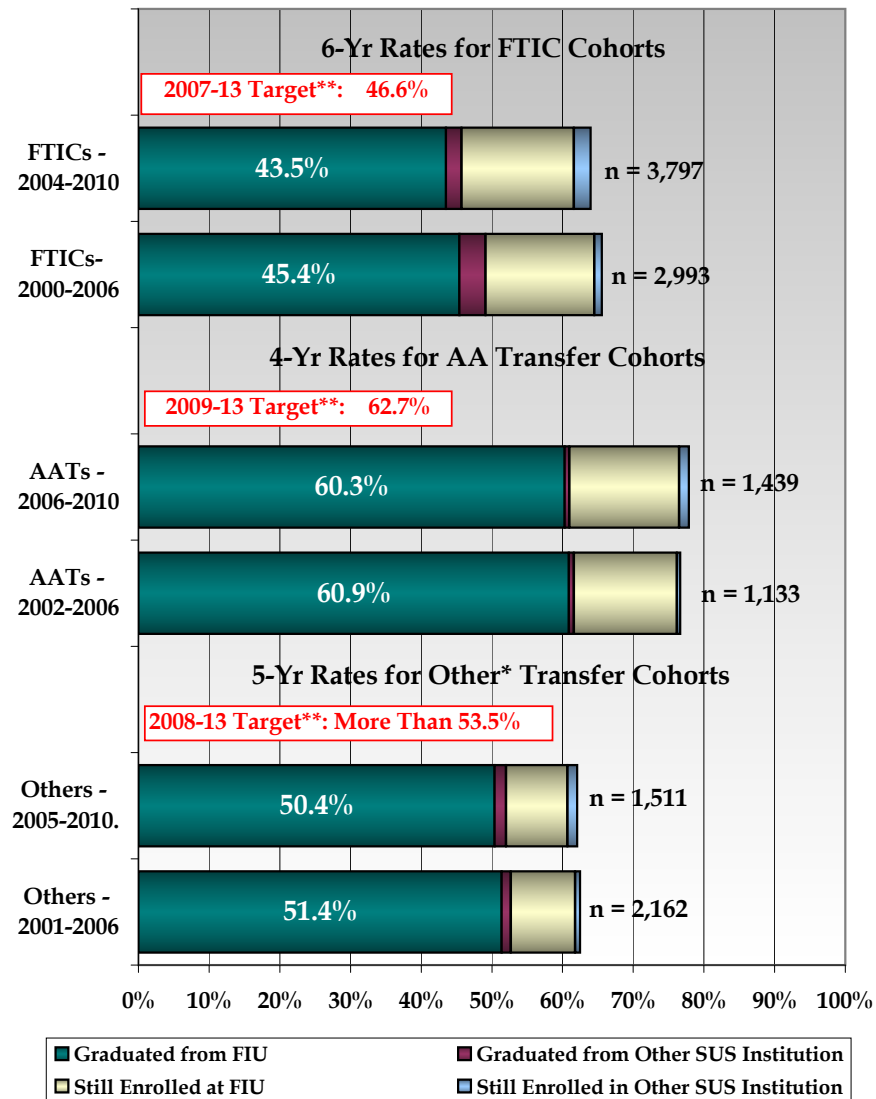
***2011-12 Targets for Research & Development Expenditures.**



2011-12 Targets: Licenses - Increase (2008 Baseline = 0)
Licensing Revenue - Increase (2008 Baseline = \$9,423)

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

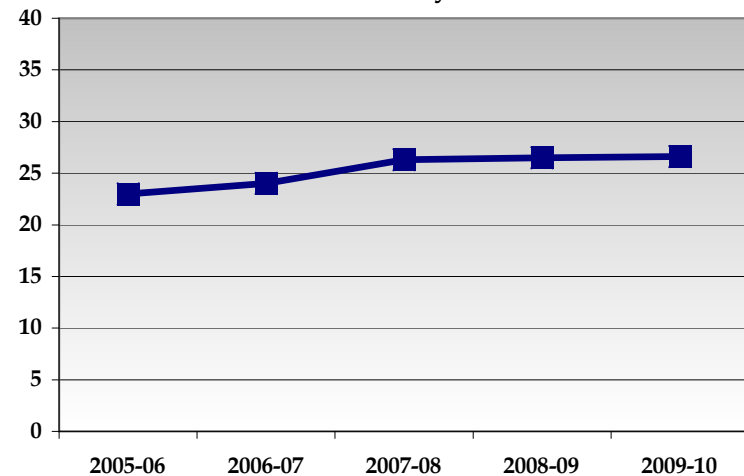
Undergraduate Retention and Graduation Rates



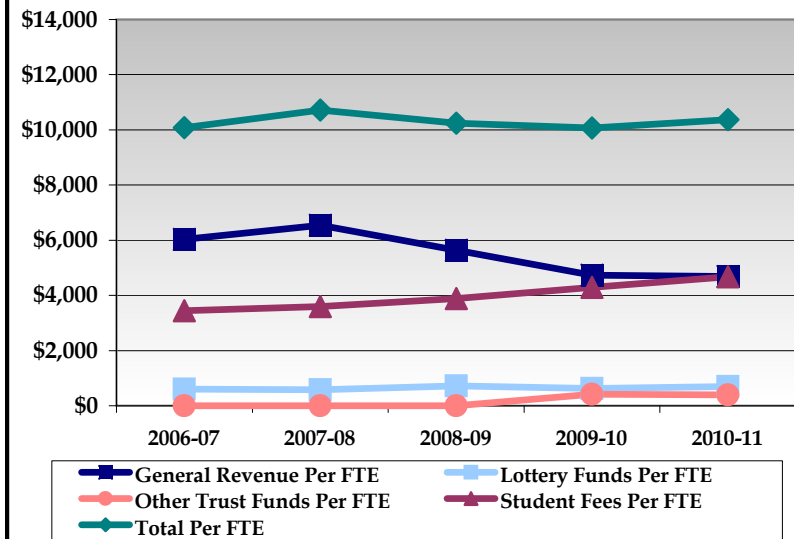
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

**Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
Florida International University
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2010-11 -----	Estimated 2011-12 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ 660,548
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ 660,548
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 14,504,932	\$ 21,981,841
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 14,504,932	\$ 21,981,841
<u>Expenditures</u>		
Salaries & Benefits	\$ 7,268,369	\$ 11,420,444
Other Personal Services	\$ 918,493	\$ 2,358,594
Expenses	\$ 288,903	\$ 796,870
Operating Capital Outlay	\$ 1,015,732	\$ 1,471,929
Student Financial Assistance	\$ 4,352,888	\$ 6,594,552
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 13,844,384	\$ 22,642,389
Ending Balance Available:	\$ 660,548	\$ (0)
Percent of Current Year Revenues:	4.6%	0.0%

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

**STATE UNIVERSITY SYSTEM OF FLORIDA
TUITION DIFFERENTIAL - NARRATIVE
Florida International University
FISCAL YEAR 2011-2012**

UBOT-Approved Tuition Differential Rate: \$32.00

Estimated Number of Students (FTE) Affected: 17,173

Pursuant to Section 1009.24(16)(g), "the revenue generated from the tuition differential must be spent solely for improving the quality of direct undergraduate instruction and support services."

Please describe how tuition differential was used during the previous fiscal year to improve the quality of direct undergraduate instruction and support services at your university:

\$5.2M	Undergraduate Faculty hires to improve graduation and retention rates
\$0.4M	Disability Services to increase resources for deaf and hearing impaired students
\$0.6M	Dean of Undergraduate Studies Office to strengthen undergraduate experience and academic components.
\$0.3M	Undergraduate Tutoring Support - Writing Center - to strengthen students communications skills
\$1.4M	Summer Courses - Instructional Funding - Increase courses offered for the summer term.
\$1.0M	Student Support Advisors Services - Hire advisors to support Undergraduate Students.
\$1.0M	Library Inflationary - Inflation for Undergraduate Scholarly Journals and Database.

University Tuition, Fees and Housing Projections

Florida International University

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Tuition:</u>							
Base Tuition - (8% in 2011-12 & 0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	6.96	\$13.74	\$22.00	\$32.00	\$52.29	\$75.64	\$102.48
Total Base Tuition and Differential	\$88.99	\$102.33	\$117.67	\$135.32	\$155.62	\$178.96	\$205.80
% Change		15.0%	15.0%	#	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.52	\$11.60	\$11.60	\$11.60	\$13.41	\$13.41	\$13.41
Health							
Athletic	\$14.51	\$14.51	\$14.51	\$15.56	\$15.56	\$15.56	\$17.55
Transportation Access							
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Total Tuition and Fees per credit hour	\$122.88	\$142.04	\$158.10	\$177.56	\$199.67	\$223.01	\$251.84
% Change		15.6%	11.3%	#	12.3%	12.5%	11.7%
<u>Fees (block per term):</u>							
Activity & Service							
Health	\$67.20	\$67.20	\$83.19	\$83.19	\$83.19	\$102.93	\$102.93
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access	\$77.00	\$77.00	\$81.00	\$81.00	\$89.00	\$98.00	\$103.00
Total Block Fees per term	\$154.20	\$154.20	\$174.19	\$174.19	\$182.19	\$210.93	\$215.93
% Change		0.0%	13.0%	#	0.0%	4.6%	15.8%
Total Tuition and Fees for 30 credit hours	\$3,994.80	\$4,569.60	\$5,091.38	\$5,675.16	\$6,354.40	\$7,112.16	\$7,987.18
% Change		14.4%	11.4%	#	11.5%	12.0%	11.9%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62
Out-of-State Undergraduate Student Financial Aid ³	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68
Total per credit hour	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30
% Change		0%	0%	0%	0%	0%	0%
Total Tuition and Fees for 30 Credit Hours	\$16,393.80	\$16,968.60	\$17,490.38	\$18,074.19	\$18,753.43	\$19,511.19	\$20,386.21
% Change		4%	3%	3%	4%	4%	4%
<u>Housing/Dining</u>	\$9,415.98	\$9,713.48	\$9,983.97	\$10,123.97	\$10,318.80	\$10,732.61	\$10,941.56
% Change		3.2%	2.8%	#	1.4%	1.9%	4.0%

¹ can be no more than 5% of tuition.

³ can be no more than 5% of tuition and the out-of-state fee.

² capped in statute.

**Florida International University
2012-13 Legislative Budget Request**

Priority Number	Work Plan Issue Title / Other Issue	Recurring Funds	Non-recurring Funds	Total Funds
1	Medicine	\$946,098		\$946,098
2	Integrated Student Success Services	\$3,578,080		\$3,578,080
3	New Knowledge and Innovation in Health and Environment	\$4,750,000		\$4,750,000
4	Access to Growth	\$4,580,559		\$4,580,559
5	Community Engagement	\$951,358		\$951,358
6				
7				
8				
9				
10				
11				
	Total	\$14,806,095	\$0	\$14,806,095

**State University System
2012-13 Legislative Budget Request Allocation
New Florida**

UF	\$39,847,149
FSU	\$21,815,880
FAMU	\$7,187,920
USF	\$22,993,655
FAU	\$10,985,981
UWF	\$4,081,823
UCF	\$18,115,399
FIU	\$14,806,095
UNF	\$5,368,631
FGCU	\$3,297,467
NCF	\$1,500,000
Total	\$150,000,000

Note: special units/branch campuses included in main campus

PO&M, major gifts, and other cost-to-continue items will be calculated separately to be included in the LBR.

If there are necessary funding issues that exceed the above allocation they should be separately identified in the 2011 work plan and OB Form I.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Work Plan Issue Title:	College of Medicine
Priority Number	1
Recurring Funds Requested:	\$946,098
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$946,098

The requested funds align exactly with the 10-year plan for the launch of the FIU College of Medicine. Each year the BOG has recommended and the Legislature has supported funding pursuant to that original plan, and FIU remains on course without deviation.

- I. Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

There is a shortage of physicians in Florida and the shortage is expected to grow as the number of older Americans increases. In particular, the shortage is most severe for primary care in underserved areas such as South Florida, where FIU's College of Medicine (FIUCOM) is focused. FIUCOM will produce physicians who will contribute in providing the needed care in the South Florida area. This is part of the overall FIU enrollment plan as referenced in the 2010 University Work Plan.

This is the fourth year implementation stage of a recently approved new degree program and will allow for the continued support of the development of the FIUCOM and in particular the potential integration of the health professions into an Academic Health Center.

- II. Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

- a) Enrollment for FIU's College of Medicine is estimated to be:

FY	Headcount
FY10-11	85
FY11-12	160
FY12-13	240

FY13-14	280
FY14-15	360

b) MD degrees produced as a result of this initiative:

FY	Degrees
FY10-11	0
FY11-12	0
FY12-13	40
FY13-14	45
FY14-15	80

Significant impact on underserved communities through the implementation of a curriculum that is neighborhood-based, called NeighborhoodHELP.

III. **Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

Not Applicable.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Work Plan Issue Title:	Integrated Student Success Services
Priority Number	2
Recurring Funds Requested:	\$3,578,080
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$3,578,080

- I. Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Under the proposed plan, FIU will use these funds to continue to expand the institutionalization of services and programs that support student success.

The University will establish an Office within Undergraduate Education and officially launch its "Graduation Success Initiative." This initiative builds on the foundation that has been established over the past few years and the most recent accomplishments which are noted further in this document.

The university plans to finalize its holistic model approach to graduation success with the addition of three pillars: institutionalization of a concept we term "the appropriate major"; data-driven advising; and student empowerment over their education.

The Appropriate Major: FIU will develop an institutional culture built upon the belief that students will do well and complete their degrees more effectively and efficiently when they identify the appropriate major early on.

The university will launch an e-advising portal so that university applicants will complete an analytical tool that will build on their self-reported strengths to generate a list of majors conducive to their interests and abilities. Additionally the program will guide them to how those majors tie to prospective careers in the field.

The University will also develop *Exploratory Majors* for freshmen students who indeed may truly not know what the appropriate major is. Students in exploratory majors will work together throughout the course of their freshman year in a specifically designed first year experience course to work on identifying the correct major and therefore career choices for them. Using a model that is considered a national best practice, the instructors for these courses will have advanced degrees in areas such Counseling Psychology.

The goal is to make sure the university directs its institutional support to helping each student get on the correct path toward their degree.

Data-Driven Advising: The University plans to build a database whose foundation is the curricular map for each academic major. In addition to the curricular map, each academic unit will identify marker courses – courses whether in the major or prior to the major that are identified (through a series of algorithms) to be milestones. The advisors and the student will be able to easily ascertain when a student is or is not doing well. This early and consistent identification will be able to provide students with the most appropriate advising from their department. For example, an Engineering student who does not do well in Calculus her first semester, will be called for advising to discuss the individual situation, and will be offered the full array of university tutorial services to help make her successful.

Student Empowerment over their Education: The University will transition the entire academic structure to enroll students directly to their majors as freshmen. For our FTICs, we will transition away from the notion of completing “core requirements” vs. “major requirements”. This transition while wholly technical from the student information system perspective is also a cultural paradigm shift for the university and for our students. We believe that students will have a greater affinity to their academic units and we will establish a professional advising model in the academic units and colleges where students will be able to address the entirety of their academic advising needs. The more students are accurately and consistently informed, the more empowered they will be and we believe this will lead to greater graduation success.

Our expansion builds on the success of previously funded accomplishments:

Last year the university piloted the model and established our Concierge Enrollment Services Team (our “One-Stop”) of highly trained, expert personnel who integrate services for students and staff across the University including registration, financial aid/student financial services, and general academic advising.

During the last three years, the University has hired 33 new advisors housed in Undergraduate Academic Advising and built the academic advisor “bridge” model which houses advisors in several academic units, as well as one whose assignment includes spending three days/week on the Kendall Campus of Miami Dade College, which is our largest state college feeder school. FIU’s advisors presence on that campus aids students in pre-transitional questions and provides opportunities for long-term advising.

To support our enrollment growth strategy and improved pedagogical practices, including the use of learning technologies, in the last year we modernized 12 classrooms.

The establishment of the Writing Center and improvements to the Center for Academic Success focusing on key supports for students such as English language skills and mathematical skills are beginning to show early signs of improvements in initial course success for our students.

- II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

The funds would allow FIU to reach a 300:1 Student/ Advisor ratio by year 2015. To reach this ratio, the University plans to hire new advisors as follows:

FY	Positions
FY11-12	18
FY12-13	15
FY13-14	15
FY14-15	10

Additionally, we expect this investment to increase the University's FTIC six-year graduation rate from 44.8% (2003 cohort) to 46.6% (2007 Cohort). The corresponding number of additional degrees gained by reducing the attrition rate could account for 75-100 additional baccalaureate degrees per year.

- III. **Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				

Not Applicable.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Work Plan Issue Title:	New Knowledge and Innovation in Health and Environment
Priority Number	3
Recurring Funds Requested:	\$4,750,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$4,750,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

We are requesting \$4,750,000 in research and graduate enhancement for FY 2012-13. This request will support cluster hires in health and environment and the new Ph.D. programs in Biochemistry (2011), Biomedical Sciences (2012), and Environmental Science and Policy (2013). Health and Environment are two of the four broad strategic themes in the University's strategic plan, and both areas represent historically long-term foci of FIU.

The most critical part of our health initiative is the creation of the Academic Health Center (AHC) integrating the Herbert Wertheim College of Medicine, the Robert Stempel College of Public Health and Social Work, and the College of Nursing and Health Sciences, the Department of Biomedical Engineering in the College of Engineering and Computing, and select departments in the College of Arts and Sciences. Building on current strengths, the AHC will focus faculty recruitment in areas pertaining to environment and reproductive health. This initiative will complement the broader strategic focus of the University by providing an economic anchor through production of high technology science and innovation and increased graduate enrollment in STEM, and health-related fields.

The School of Environment, Arts and Society (SEAS) continues to integrate teaching and research in environmental issues with particular relevance to South Florida, such as water, climate change, hurricanes, and coastal environment. A new undergraduate degree in Sustainability, incorporating classes from Business, Engineering, Architecture, Public Health and other fields within the College of Arts and Sciences, will be a priority. The Ph.D. in Environmental Science Policy will address an increasing demand for individuals with interdisciplinary training in sciences, policy, and management to address pressing environmental issues that must balance sustainability and conservation with economic and social benefits. FIU's environmental strengths would make it a popular destination for individuals seeking such training.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

These new programs will enhance PhD production, research productivity, resources for interdisciplinary training of students, and links with agencies as PhD graduates are hired.

Expected outcomes by 2015-16:

223 FTE students receiving services or participating in the programs.

31 Additional degrees: 20 bachelor's, 6 master's and 5 doctoral degrees.

A major focus of the Health and Environment initiative is the fostering of a knowledge and innovation economy in the State of Florida. As part of this initiative, the university is pursuing partnerships with private sector and other institutions of higher education to establish a high-tech corridor for life sciences.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

Not applicable.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Work Plan Issue Title:	Access through Growth
Priority Number	4
Recurring Funds Requested:	\$4,580,559
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$4,580,559

- I. Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

As stated in the 2010-2015 *Worlds Ahead Strategic Plan*, one of Florida International University's goals is to achieve enhanced student learning and academic excellence. As the only public research university in South Florida, FIU is committed to increasing access and degree production in the knowledge economy. Therefore, during the next five years, the University plans to increase enrollment by 2,000 academically qualified students per year.

Under the proposed plan, FIU will wisely use the funds to hire 47 talented faculty members, convert 5 adjuncts to instructor positions, and establish an Enrollment Management Office dedicated to serving students through course planning and enrollment management.

It is critical to the University and the State to maintain the quality of the instruction and the academic experience students receive while improving access and degree production.

- II. Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

The funds would allow FIU to maintain a 27:1 Student/Faculty ratio while increasing total headcount by 2,000 students per year as follows:

Year	Headcount
2011-12	46,010
2012-13	50,010
2013-14	52,010
2014-15	54,010

Additionally, we expect this investment to increase annual production of baccalaureate degrees from 5,663 to 7,308 by year 2015.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	Student Academic Support Center	2009	\$10,740,500.00	2

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Work Plan Issue Title:	Community Engagement
Priority Number	5
Recurring Funds Requested:	\$951,358
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$951,358

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The university has made strides in its partnerships, internships and service-learning components across the institution and has been recently classified as a Community Engaged University by the Carnegie Foundation for the Advancement of Teaching.

Our partnerships within and across the university must build on mutuality and reciprocity and, where appropriate to our mission, provide necessary infrastructure and accountability.

The internship opportunities for our students must be centralized and optimized to maximize benefits to the students and take advantage of the learning opportunities that abound. Our service learning components, threaded across a variety of disciplines, must be enhanced to ensure that learning is occurring.

These three initiatives are all research based approaches to provide high impact educational practices that have been documented to improve the quality of education.

- II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

The University plays a critical role in the economic development of South Florida with partnerships in the private sector and with other institutions of higher education.

These internships not only provide rich and meaningful academic experiences but also contribute to meet the needs of the community.

Currently, the University services approximately 1,470 students per year and we expect this to increase 5% per year. Through this initiative we expect the number of students receiving services or participating in the program for the next five years to be:

2012-13 1,544
2013-14 1,621
2014-15 1,702
2015-16 1,787
2016-17 1,876

III. **Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

Not applicable.

University: Florida International University
Five-Year Capital Improvement Plan (CIP)

University: Florida International University
Five-Year Capital Improvement Plan (CIP)

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PECO Projects														Educational Plant Survey Recommended (Yes or No)	Academic Program to Benefit from Project (e.g., Biology)	Gross Square Feet
Priority		Actual Appropriation						Priority								
No.	Project Name	2011-2012	Code	2012-2013	Code	2013-2014	Code	No.	2014-2015	Code	2015-2016	Code	2016-17	Code	Total	
1	FACILITIES INFRASTRUCTURE /CAPITAL RENEWAL - UW (P,C,E)			\$10,500,000		\$10,500,000		1	\$10,500,000		\$10,500,000		\$10,500,000		\$52,500,000	
2	STUDENT ACADEMIC SUPPORT CENTER - MMC, BT-882 (C,E)			\$10,740,450				2							\$10,740,450	
3	STRATEGIC LAND ACQUISITION - UW (A)			\$2,000,000		\$2,000,000		3	\$2,000,000		\$2,000,000		\$2,000,000		\$10,000,000	
4	SATELLITE CHILLER PLANT EXPANSION - MMC (P,C,E)			\$7,000,000				4							\$7,000,000	
5	HUMANITIES CTR., (ARTS & SCIENCES) - MMC (P,C)(P,C,E)			\$24,008,221		\$12,144,779		5							\$36,153,000	
6	REMODEL./RENOV. OF EXIST. EDUC. SPACE - MMC (P,C,E)(P,C,E)					\$20,515,000		6	\$19,647,331						\$40,162,331	
7	GREEN LIBRARY EXPANSION - MMC (P,C)(C,E)(C,E)					\$13,000,000		7	\$21,000,000		\$4,800,000				\$38,800,000	
8	CLASSROOM/OFFICE, (ACADEMIC III) - BBC (P,C)(C,E)					\$4,038,392		8	\$20,000,000		\$7,835,608				\$31,874,000	
9	GRADUATE SCHOOL OF BUSINESS, Phase II - MMC (P,C)(C,E)(C,E)					\$3,298,097		9	\$21,430,730		\$10,000,000		\$6,264,319		\$40,993,146	
10	SCIENCE LABORATORY COMPLEX - MMC (P,C)(C)(C,E)							10			\$29,461,453		\$32,945,115		\$62,406,568	
11	REMODEL./RENOV. OF STUDENT ACADEMIC SUPPORT - BBC (P,C,E)(P,C,E)							11			\$24,565,000		\$5,009,571		\$29,574,571	
12	REMODEL./RENOV. OF ACADEMIC DATA CENTER - MMC (P,C,E)(P,C,E)							12			\$12,775,000		\$7,557,500		\$20,332,500	
13	ENGINEERING BUILDING - EC (P,C)(C,E)							13			\$1,081,164		\$13,543,227		\$14,624,391	
14	TRAINING COMPLEX - MMC (P,C)(P,C,E)							14			\$1,513,248		\$16,968,899		\$18,482,147	
15	HONORS COLLEGE - MMC (P,C)(C,E)							15			\$2,018,860		\$18,583,362		\$20,602,222	
16	SOCIAL SCIENCE, Phase II - MMC (P,C)(C,E)							16			\$11,062,331		\$18,224,145		\$29,286,476	
		\$0		\$54,248,671		\$65,496,268			\$94,578,061		\$117,612,664		\$131,596,138		\$463,531,802	

Challenge Grant Projects											No	All	21,987
17	STADIUM/STUDENT ACADEMIC MEETING ROOMS, MMC (C,E)			\$1,026,240				17					
18	COLLEGE OF LAW BT-832, MMC (E)			\$304,444				18					
19	IHRC- WALL OF WIND TESTING FACILITY- PH. II, MMC (E)			\$100,000				19			No	Engineering	1,981
20	COLLEGE OF NURSING & HEALTH SCIENCES, MMC (E)			\$163,618				20			Yes	Nurs./Health	n/a
21	HOSPITALITY MANAGEMENT - CARNIVAL STUDENT CENTER, BBC (P,C,E)			\$500,000				21			No	Hosp.Mgt.	2,550
22	ENGINEERING CENTER- LAB REMODELING AND EXPANSION, MMC (E)			\$25,000				22			No	Engineering	312
23	HOSPITALITY MANAGEMENT - BEVERAGE MANAGEMENT CENTER, BBC (P,C,E)			\$1,782,318				23			No	Hosp.Mgt.	9,600
24	GRADUATE SCHOOL OF BUSINESS- PHASE I, MMC (E)			\$411,406				24			Yes	Business	87,528
25	PATRICIA AND PHILLIP FROST ART MUSEUM, MMC, BT-839 (E)			\$97,000				25			Yes	Arts	46,874
26	BROAD AUDITORIUM, SOCIAL SCIENCES - Phase I - MMC (P,C,E)			\$258,601				26			Yes	Int'l Studies	1,520
27	STOCKER ASTROPHYSICS CENTER, MMC, BT-814 (P,C,E)			\$637,320				27			No	Sciences	6,866
	TOTAL	\$0		\$5,305,947		\$0			\$0				\$4,313,026
GRAND TOTAL													\$467,844,828

Codes: P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 7, 2011

Subject: Foundation Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

Gerald C. Grant, Jr., FIU Foundation, Inc. Board of Directors Liaison will report on the activities of the Foundation Board since the last meeting of the Board of Trustees Academic Policy and Student Affairs Committee.

Supporting Documentation: N/A

Facilitator/Presenter: Gerald C. Grant, Jr., *Executive Committee, FIU Foundation Board of Directors*

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 7, 2011

Subject: Academic Affairs Reports

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The Undergraduate Education Report reviews the current pedagogy and placement methods in place which are aimed at improving student success in critical skill areas that have been shown to have an effect on student retention and graduation. The Graduate Education Report introduces incoming Dean of the University Graduate School Dr. Lakshmi N. Reddi and provides updates on graduate student enrollment and doctoral degree production. The Division of Research Report provides an overview of initiatives implemented to support faculty and grow the breadth and quality of the research enterprise at the University. The Enrollment Services Report provides a summary on University enrollment figures for the summer 2011 semester, as well as financial aid allocations for the fall 2010 and spring 2011 semesters.

Supporting Documentation:	Undergraduate Education Report Graduate Education Report Research Report Enrollment Services Report
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Facilitator/Presenter:	Douglas L. Robertson Kevin O'Shea Andres G. Gil Douglas Wartzok
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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE**

**UNDERGRADUATE EDUCATION REPORT
JUNE 2011**

Placement and Pedagogy in Critical Skill Areas

As reported earlier (November, 2010), statistical analysis reveals certain courses to be strong predictors of undergraduate student academic success as measured by retention and graduation rates. For example, College Algebra is one such predictor. In recent years, 7 out of 10 students fail to pass College Algebra. Students who fail to pass College Algebra are 75% less likely to graduate in six years than students who pass the course and are almost 20% less likely to persist to the next semester. Improving student success in gateway courses in critical skill areas such as mathematics is clearly necessary to improving overall retention and graduation rates for FIU undergraduates. Writing and reading are other critical skill areas, but this discussion focuses on mathematics.

Two interventions have been made to improve student success in gateway mathematics courses such as College Algebra: (a) all First-Time-In-College students (FTICs) are required to take a mathematics assessment (ALEKS) prior to registering for a mathematics courses, which creates a basis for placing each student in a mathematics course which is at the student's proper skill level, and (b) two pedagogical experiments (supplemental peer instruction, called Wal-Mart after the granting agency; and computer-assisted mastery instruction, called Emporium by the initial developers). This report presents data regarding both interventions.

A total of 3,455 FIU students took the ALEKS mathematics placement assessment in Summer, 2010, or early Fall, 2010, and also enrolled in Fall, 2010, mathematics courses. The following tables focus on the critical indicator course, College Algebra, and shows the percentages of students who passed College Algebra (i.e., earned a grade of C or above) in Fall, 2010.

Four different course pedagogies were used: (a) Regular, (b) Wal-Mart, (c) Extended Non-Wal-Mart, and (d) Emporium. Wal-Mart sections were double-length sections that alternated lecture with peer-assisted group problem-solving. Extended non-Wal-Mart sections were double-length math sections that did not necessarily employ the pedagogies of the Wal-Mart sections. Emporium sections were an intervention in which students worked on course material in supervised computer labs with periodic exams.

Table 1 creates baseline data for guiding students to the proper level of mathematics course. For example, it appears from these data that students who score less than 29 on the ALEKS assessment should perhaps be advised to take a different mathematics course.

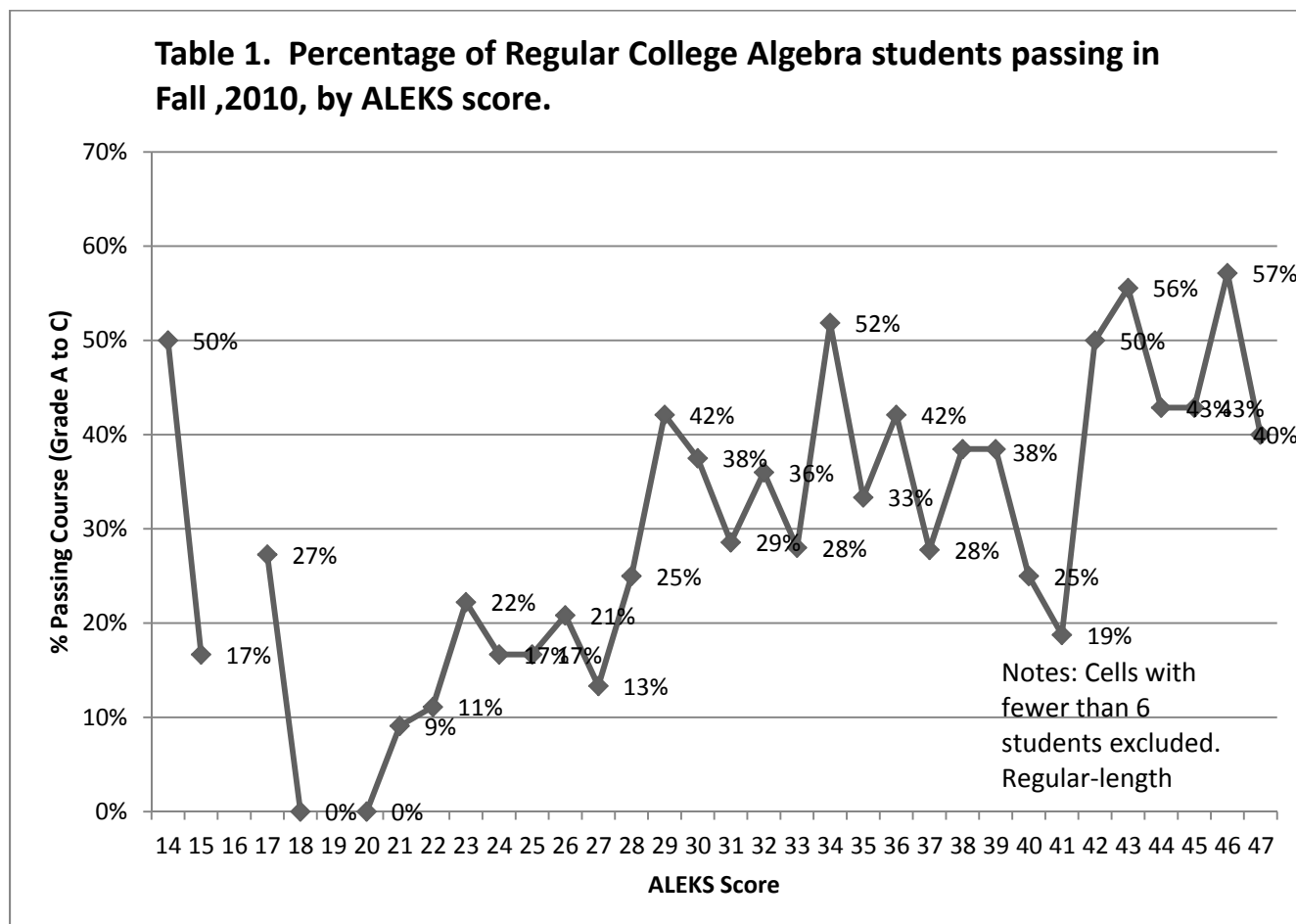
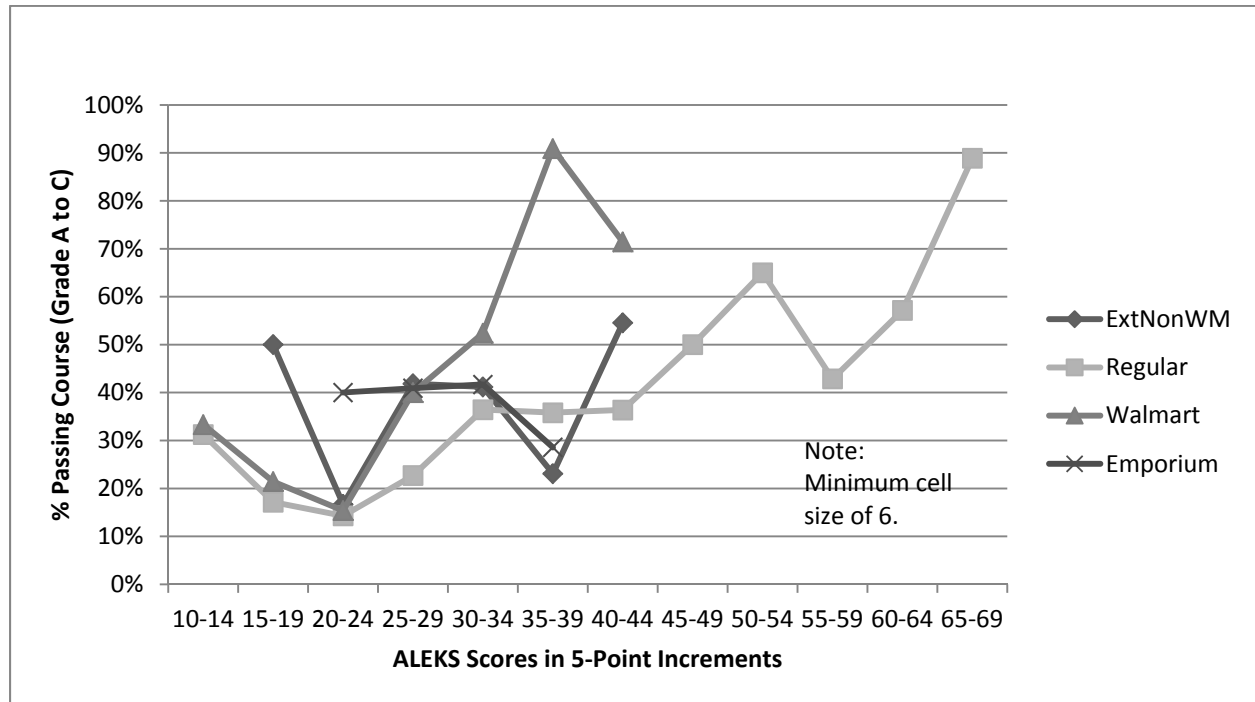


Table 2 demonstrates the relative effectiveness of different pedagogies in the same course (College Algebra) for students with the same ALEKS scores. It appears that if the ALEKS threshold score of 29 is applied, that the Wal-Mart pedagogy is most effective as measured by pass rate.



Incidentally, the sample size for the non-Regular sections (Wal-Mart, Extended Non-Wal-Mart, and Emporium) are smaller than for the Regular sections, which may explain why the pattern for the Regular sections extends over a greater range of ALEKS scores than for the non-Regular sections.

By developing systematic interventions such as placement and pedagogy in critical skill areas, steady improvement in undergraduate student success, as measured by retention and graduation rates, will occur.

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

**GRADUATE EDUCATION REPORT
JUNE 2011**

I. Introduction

Dr. Lakshmi N. Reddi, Ph.D., P.E., has been appointed Dean of the University Graduate School (UGS) effective 1 July 2011. Dr. Reddi currently holds the Gerry and Ruth Hartman Professorship and serves as the Chair of Civil, Environmental, and Construction Engineering, at the University of Central Florida. Prior to joining UCF in 2007, Dr. Reddi was at Kansas State University for fifteen years where he rose through all professorial ranks and headed the Department of Civil Engineering during 2000 – 2007. During his career at Kansas State University, he directed the Civil Infrastructure Systems Laboratory, served as the Outreach Director of the Midwest Hazardous Substance Research Center and as the Interim Director for the University Transportation Center. He was also the founding Director of an interdisciplinary graduate certificate program at KSU in geo-environmental sciences and engineering, which crossed through several sciences, engineering, and humanities.

Dr. Reddi's academic career has been highly interdisciplinary. He has established fruitful collaborations with researchers from such diverse disciplines as Architecture, Biology, Chemistry, Computer Science, Physics, Biomedical Engineering, Entomology, Humanities, Education and Agronomy. He has secured about eight million dollars in external funding from federal agencies (NSF, NASA, FHWA, EPA), state agencies and regional centers, and local industries.

The University community is grateful for the significant contributions of Interim Dean, Dr. Kevin O'Shea. Under his 18 months of leadership, UGS to continued to improve services to stakeholders. Some of the ways in which services and the graduate student experience have been improved include:

- increases in academic support service personnel including a full-time Asst. Dean, a Coordinator to handle submission of Electronic Thesis & Dissertations and a Director of the Grad Grants Center;
- improved management of the thesis and dissertation process through revision of all of the required forms and implementation of a new annual evaluation form for doctoral students designed to provide more specific feedback to students regarding both expectations and performance;
- increased financial support for graduate students by providing health insurance to students awarded competitive external fellowships, lobbying for a 1.5% cost of living raise for Graduate Assistants, and creation of a FIU McNair Graduate Fellowship to recruit top minority applicants; and

- implementation of the first annual Graduate Student Appreciation Week to recognize the contributions of graduate students to the FIU community and to reward both students who are doing outstanding research and faculty who are dedicated and passionate in mentoring graduate students.

II. Graduate Enrollment

Table 1 compares Grad I and Grad II FTE enrollment for each college/school during the 2009 and 2010 academic years. Significant increases in Grad I FTE were seen in the School of Hospitality Management, College of Architecture and the Arts (CARTA) and the College of Nursing and Health Sciences (CNHS). However, these gains in Grad I FTE were offset by a large loss of Grad I FTE in the Chapman School of Business and in the College of Education. Although there appears to be a reduction in FTE in the College of Engineering and Computing (CEC), the apparent change is probably a result of first year doctoral students being classified as Grad II instead of Grad I per the new BOG guidelines. The overall graduate FTE (total of Grad I and II) in the CEC remains virtually unchanged from 2009 to 2010.

Hospitality Management continues to grow its master's programs and attributes part of its success to recruiting students from the Tianjin-FIU Bachelor's in Hospitality Management and from the FIU undergraduate program through the 4+1 combined BS/MS program. The increases seen in CARTA are the result of full implementation of the 5-year accelerated master's degree programs (architecture, interior design and landscape architecture). The CNHS has experienced growth in Athletic Training and Occupational Therapy, but the largest growth in that college was due to expansion of programs for training Adult and Family Nurse Practitioners in order to meet local need for more advanced practice nurses.

The loss of 79 FTE from the Chapman School of Business is likely due to several factors. Fewer students were enrolled in the EMBA program and the Downtown MBA in 2010-11 than in 2009-10 due to significant competition for MBA students among local (University of Miami; NOVA) business schools as well as others (University of Florida). The College of Business also started a self-supporting (non-FTE generating) online MBA, and it is possible that the online MBA program took some enrollment from the other program.

Grad II FTE grew significantly, absorbed in large part to the BOG reclassification of first year doctoral students from Grad I to Grad II. The College of Arts and Sciences (CAS) enjoyed an overall growth in FTE of ~10%, with a concurrent growth in Grad II FTE of 33.4%. The CNHS also increased Grad II by 36% while holding Grad I steady. The Robert Stempel College of Public Health and Social Work achieved a modest increase in Grad II growth without enrollment a loss in Grad I FTE.

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

COLLEGE		GRAD I FTEs	% Change	GRAD II FTEs	% Change
Architecture and The Arts	AY 09-10	246.40	13.76%	0.80	
	AY 10-11	280.30		0.30	
Arts and Sciences	AY 09-10	564.80	-0.81%	258.60	33.41%
	AY 10-11	560.20		345.00	
Business Administration	AY 09-10	962.00	-8.19%	24.60	15.04%
	AY 10-11	883.20		28.30	
Education	AY 09-10	428.10	-8.46%	83.60	1.08%
	AY 10-11	391.90		84.50	
Engineering & Computing	AY 09-10	291.80	-9.60%	140.50	21.14%
	AY 10-11	263.80		170.20	
Nursing & Health Sciences	AY 09-10	465.50	3.20%	129.00	36.43%
	AY 10-11	480.40		176.00	
Public Health and Social Work	AY 09-10	405.10	5.58%	34.60	24.86%
	AY 10-11	427.70		43.20	
Hospitality Management	AY 09-10	149.30	19.56%	0.00	
	AY 10-11	178.50		0.00	
Journalism & Mass Communication	AY 09-10	92.80	-10.34%	0.00	
	AY 10-11	83.20		0.00	
University Graduate School (Coursework taken in FIU/UM Program)	AY 09-10	0.10		1.20	
	AY 10-11	0.30		0.90	
Total	AY 09-10	3605.90	-1.56%	672.90	26.08%
	AY 10-11	3549.50		848.40	

III. Doctoral Degree Production

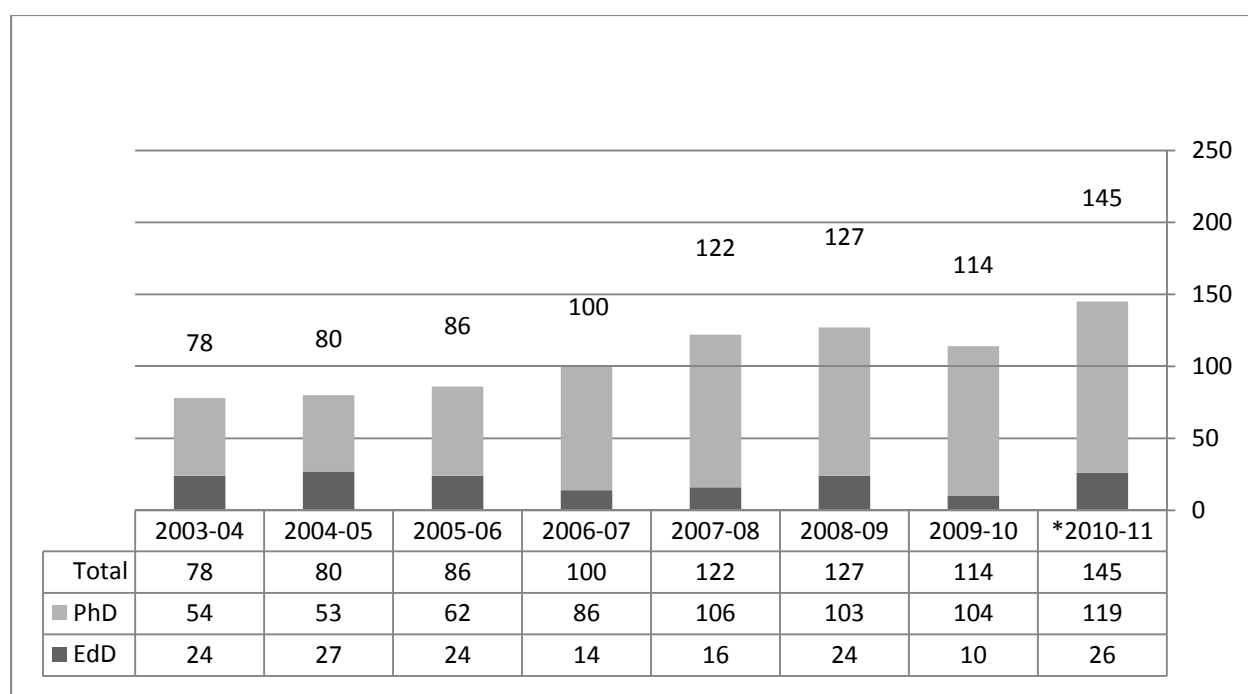
Over the last three academic years (AY 07-08 to AY 09-10), the University has conferred approximately 105 PhDs, and the number of EdDs has fluctuated between 10 and 24 per year. In the 10-11 AY, PhD production increased significantly to 119, and EdD production was at the high end of their normal range at 26 (figure 1). This represents an all-time high research doctorate production of 145 in AY 10-11.

It is hard to know whether this higher level of production represents the beginning of a new trend because there are a number of factors that may account for this significant increase in PhD production. This increase may, in part, reflect the graduation of a backlog of candidates who were delaying graduation due to the slow economy. It is also certainly due in part to the closure of the PhD in Industrial and Systems Engineering, which had 10 graduates in this period, as

those students had to finish their program before the end of the 10-11 AY. This increase in doctoral graduation rates may also be the result of UGS and college efforts to move students toward more timely completion of degrees through forced compliance with continuous enrollment requirements and enforcement of other relevant policies, high numbers of Dissertation Year Fellowship awards in 09-10 (awardees would graduate in 10-11), and working with units to apply best practices for student advising and financial support.

The number of Professional Doctorates awarded increased from AY 09-10 to AY 10-11, although it is expected that the number of JDs and DPTs awarded will level off. Beginning 2010 there were fewer students admitted to the School of Law. The number of DPTs should also level off as their program is cohort-based and the admitting class is held constant at ~ 50 students.

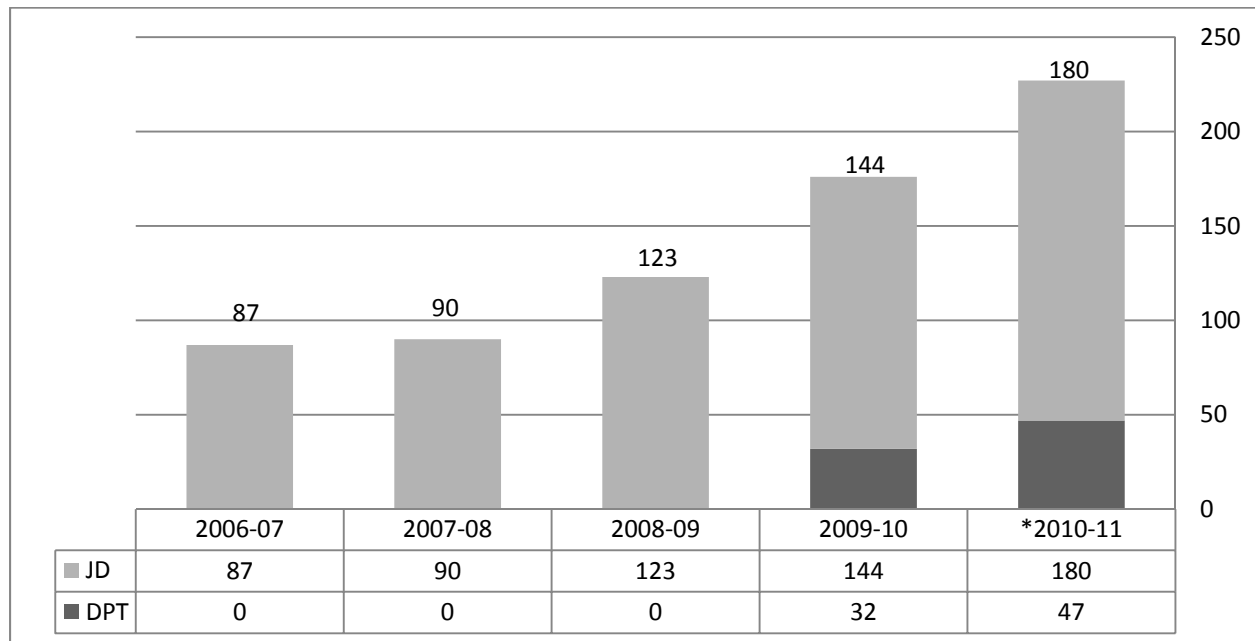
Figure 1: Ph.D. and Ed.D. Degrees Awarded at FIU



***Spring 2011 numbers are preliminary**

Figure 2 shows the Doctoral degrees awarded in the professional fields, i.e. Juris Doctor (JD) and the Doctor of Physical Therapy (DPT). The DPT program had its first cohort of students graduate in Fall 2009. The number of JDs awarded has reached an all time high of 180, but this number will begin to taper off in the 2012-2013 AY as a consequence of the strategic decision to reduce the size of the incoming class beginning Fall 2010.

Figure 2: Professional Doctoral Degrees Awarded



***Spring 2011 numbers are preliminary**

IV. Financial Support of Doctoral Students

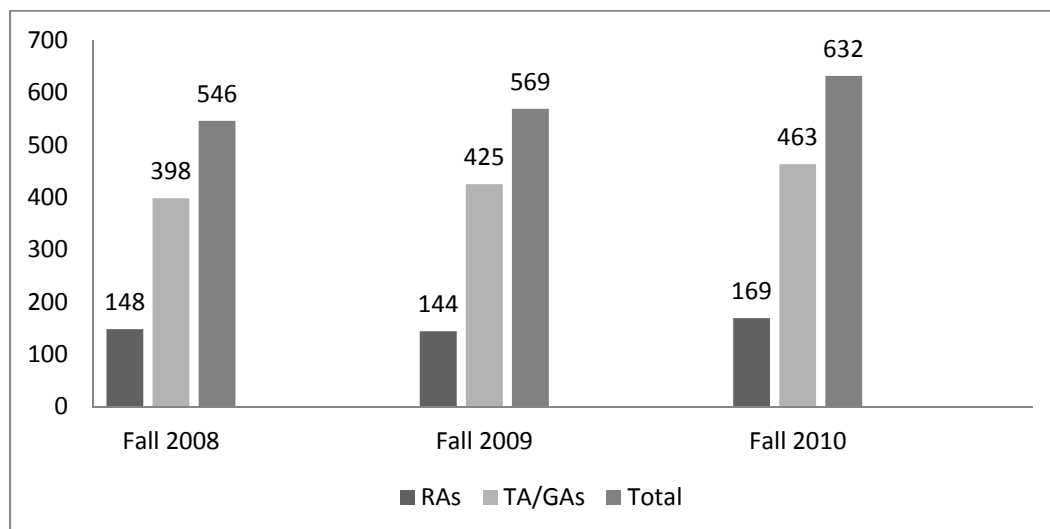
Stipend Increases and Annualization:

As a continuation of the Strategic Initiative to increase stipends for doctoral students on graduate assistantships, UGS provided doctoral students a 1.5% increase to their base stipend for academic year 2010-11. In addition, UGS allocated 17 additional full stipends to units based on their completing the doctoral program reviews (excluding COM). The funding for doctoral stipend increases and new lines totaled \$2,092,975 (Table 2). The annualization of PhD stipends began in Summer 2008 and was directed toward students who held 9-month teaching assistantships in PhD programs. The additional cost of annualizing these stipends for Summer 2011 was \$935,695.

Table 2: Summary of Funding for Strategic Initiatives 2010-11

	Ph.D. Students Supported	Amount Paid Out for Stipend Increases & Full Stipends	Amount Paid Out for Annualization	Full Stipends Provided
Health	24	\$ 94,872	\$ 67,400	0
Sciences	114	\$ 748,930	*	11
Engineering	77	\$ 418,605	\$ 246,049	3
Humanities/Social Sciences	165	\$ 671,046	\$ 588,814	2
Education	11	\$ 44,319	\$ 33,432	0
COM	1	\$ 23,000	*	1
Business	23	\$ 92,203	*	0
Total	415	\$ 2,092,975	\$ 935,695	17
* Stipends annualized				

The overall number of Ph.D. students supported on graduate assistantships has increased by 16% from Fall 2008 to Fall 2010, with the number supported on grants (C&G) increasing by 14% and on non-C&G funds increasing by 16% (Figure 3; non-C&G includes E&G, auxiliary, overhead and student fee accounts). Most of this increase in PhD students supported on E&G funds is the result of a strategy, on the part of the academic units, of redistributing stipend money from the support of master's students to the support of doctoral students. While the increase in the number of RAs has not kept pace with the number of TA/GAs, the overall trend for grant funding of doctoral students has improved significantly over the past two years from around \$900,000 in Fall 2008 to \$1.2 million in Fall 2010.

Figure 3: Ph.D. Students Supported on Graduate Assistantships

Fellowships and Enhancements:

The amount of financial support provided in the form of fellowships and fellowship enhancements (to Research Assistantships or McKnight Fellowships), as well as the number of awards, has leveled off (Figure 4). The total number of awards dropped from 97 awards last year to 87 awards this year. Total funding for fellows dropped 3% over last year (see Figure 5). This change is due in large part to fewer qualified nominees for the Dissertation Year Fellowship. In addition, fewer Presidential Fellow nominees accepted FIU's offer of admission. The Presidential Enhancement Assistantship program had no nominees this year and was subsequently discontinued. Only the Doctoral Evidence Acquisition program had a significant increase this year.

Figure 4: UGS Fellowship and Enhancement Funding

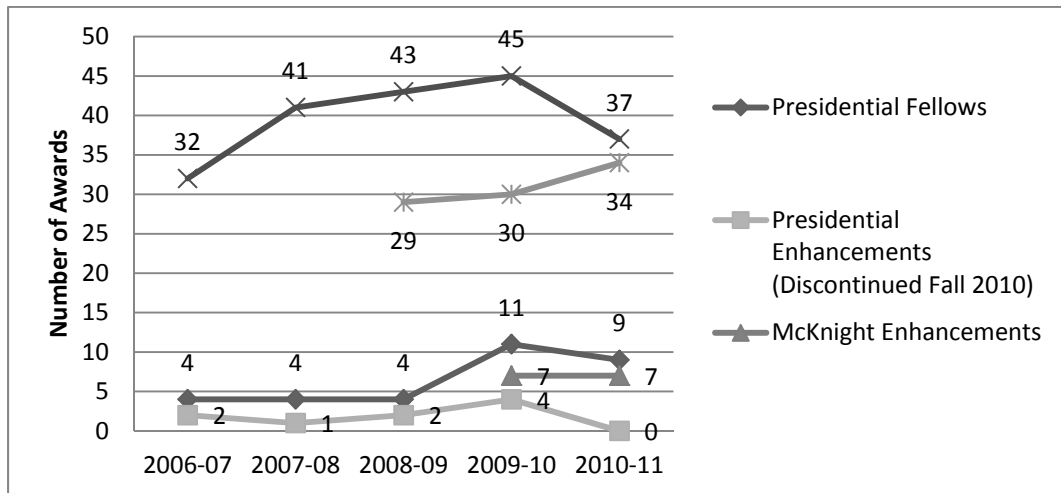
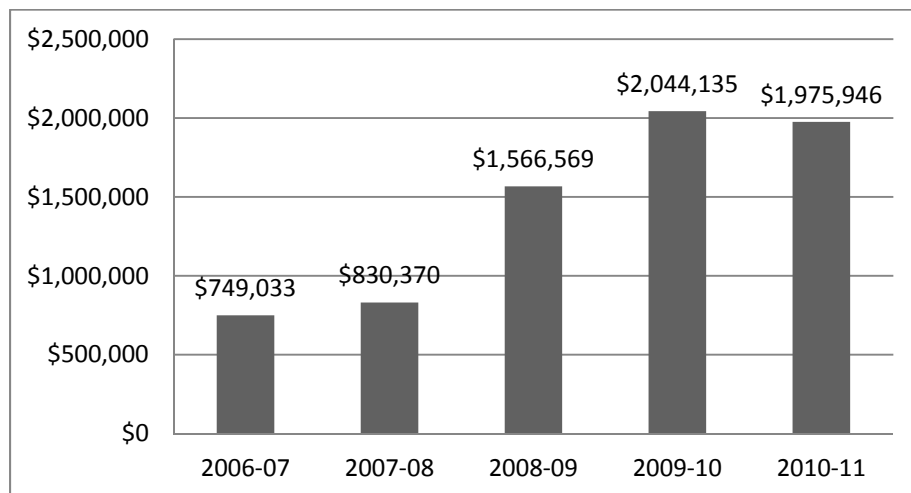


Figure 5: Total Fellowship Funding



V. Academic Support for Recruiting and Developing Scholars

Doctoral Program Reviews:

Draft departmental doctoral program self-studies are complete and site visits by external reviewers have been conducted for 11 programs, the most recent being Physics, College of Education, and Civil and Environmental Engineering. The site visit for Electrical and Computer Engineering will likely take place in early fall 2011. The UGS has had initial meetings with the Graduate Program Directors and Department Chairs next cohort of programs scheduled for review: Global and Sociocultural Studies, Political Science, International Relations, Mechanical/Materials Engineering, Biomedical Engineering and Business Administration. Summer 2011 will be spent on data collection by the program and UGS, with the meetings with faculty and doctoral students beginning in Fall 2011. After these reviews are complete, the final 5 reviews will be conducted with Public Health, Economics, Geosciences, Spanish and Dietetics & Nutrition.

Enhancement of Graduate Recruitment Initiative:

For the 2010-2011 AY, 20 recruitment proposals were funded by the UGS. The deadline for proposals was moved up this year to December 10th to allow for adequate processing of proposals and ID transfers.

The 20 funded proposals included individual and joint proposals from the following departments: Biomedical Engineering, History, Music, Biology, Modern Languages, Public Administration, Earth and Environment, Nursing, Global & Sociocultural Studies, Psychology, Physics, Economics, Social Work, Mechanical & Materials Engineering, Art/Art History, Spanish Journalism, International Relations, Interior Design/Architecture, Chemistry/Biochemistry. The proposed recruitment activities were as diverse as the departments that submitted proposals. Several departments used their recruitment funds for revamping of recruitment materials; others

used them to bring high caliber students to campus; and others used the funds to go to discipline-specific conferences for recruiting purposes, domestically and internationally. For AY 2010-2011, the amount of funds distributed toward recruiting activities totals over \$87,000.

Graduate Recruitment Efforts:

Our graduate recruiter, Albert Hoyt, attended several large undergraduate research conferences during Spring Semester 2011, including the First Annual Florida Undergraduate Research Fair and the 25th annual National Conference on Undergraduate Research (NCUR). He also attended a Graduate and Professional School Enrollment Corporation (GAPSEMC) seminar and the 24th annual National Association of Graduate Admissions Professionals (NAGAP) conference in Washington, DC for professional development. Current efforts have been made to update a new Graduate Prospect Brochure in conjunction with External Relations and the graduate communication plan CRM is in its final stages of development with testing to begin in the beginning of May. The first annual McNair Graduate Fellowship competition was completed successfully with two awardees (one doctoral and one masters) and admissions reviews for Fulbright students has reached its final stage with all program decisions expected by early May.

Graduate Student Appreciation Week:

FIU's inaugural Graduate Student Appreciation Week (G-SAW), held March 28-April 1, 2011, was a fantastic success.

The Scholarly Forum, organized by the Graduate Student Senators, kicked off the week on Monday and Tuesday with poster and oral presentations from over 100 students across the disciplines. Following that, the Graduate Student Resource Fair was held on Wednesday at the Betty Chapman Plaza. Graduate students had an opportunity to learn about graduate-specific services offered by many of our campus partners including Statistical Consulting, the Office of Research Integrity and Housing & Residential Life.

The first Graduate Student and Faculty Recognition Reception took place on Thursday where Scholarly Forum winners (including McNair students who took part in the Forum for the first time this year) and UGS Provost Award recipients were announced. The recipients of the UGS Provost Awards are listed below:

UGS Provost Award for Graduate Student Engagement:

Svetlana Tyutina, Modern Languages

UGS Provost Award for Graduate Student Outstanding Paper or Manuscript:

Steven Whitfield, Biological Sciences

Julio Capo, Jr., History

UGS Provost Award for Mentorship of Graduate Students:

Dr. Sarah J. Mahler, Global & Sociocultural Studies

Dr. Arun Prakash, Finance & Real Estate

Friday, the final day of G-SAW, included a day of programming by and for graduate students: the Student Affairs Graduate Association (SAGA) hosted a free Professional Development “Boot Camp”; the Graduate Senators hosted a Global Awareness Session titled “Uprisings in the Arab World & US Foreign Policy”; and the Modern Languages GSO (along with three other graduate student organizations) hosted an evening GradSkellar, open to all students, at Chili’s Too.

All G-SAW events were hugely successful and a reflection of the dedication to/by graduate students and faculty in building Graduate Student Life at the University. With the continued support of the FIU community, we are confident that G-SAW will become one of FIU’s great traditions.

Note: G-SAW’s weeklong events were sponsored by the SGA, UGS and GSFC (now, the Graduate and Professional Student Committee).

Graduate Degree Audit:

In collaboration with Undergraduate Education, the SASS Office and PeopleSoft Consultants, the University Graduate School (UGS) has completed the following milestones in implementation of the Graduate Degree Audit:

- The College of Law was the first college to go-live for advisors and students at the same time.
Go-live date for Law was on September 17, 2010.
- To date, all graduate programs have been configured and approved.
- Panther Degree Audit (PDA) went live for Faculty and Staff on February 14, 2011.
- PDA trainings were attended by two hundred graduate faculty and staff (including Associate Deans, Chairs and Graduate Program Directors).

The "go-live" date for graduate degree-seeking students (with fall 2009 admit date, onward) has been scheduled for May 31st, 2011.

Center for Excellence in Writing:

During the AY 2010- 2011, the CEW saw 573 graduate students, up approximately 25% from 2009-2010 AY. Graduate students accounted for approximately 22% of the total number of students registered with CEW. In addition, 24% of the overall number of graduate students had individual sessions with graduate level tutors. The CEW offered the following workshops:

- Dissecting the Prompt (How to make sense of a writing assignment)
- Writing the Personal Statement
- Exposed: Ten Secrets to a Smashing Paper
- How to Properly Cite in a Paper [In collaboration and co-presented with a research librarian]

Additionally, UGS and the CEW will be hosting the first Dissertation Writing Retreat for doctoral students across the disciplines. The goal is to help writers who are stalled, isolated, off-track, or those with a short time line for graduation to make substantial progress towards completing their dissertation over a 5-day period. The retreat is scheduled for May 2 through May 6, 2011. UGS received 13 applications and we anticipate inviting 10 students to participate in the week-long retreat.

Graduate Student ListServes:

Based on past survey feedback and in order to better disseminate information regarding involvement, funding, social/academic opportunities, the UGS established two listservs during the spring 2011 semester for graduate students. One listserv includes all active master's and doctoral students. The second listserv includes only active doctoral students. Communications are sent approximately twice per week to the general graduate student listserv and on an as needed basis to the doctoral student listserv. The types of communication include research opportunities, campus workshops and fellowship/funding information. The UGS has also partnered with the Center for Excellence in Writing and the Graduate & Professional Student Committee (formerly the Graduate Student Funding Committee) and other offices in sending out time-sensitive information to FIU's graduate student community via these listservs as well. Students have the option to unsubscribe from the listservs if they so choose.

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

**DIVISION OF RESEARCH UPDATE
JUNE 2011**

The Division of Research has been steadily implementing several initiatives to support faculty, and grow the breadth and quality of the research enterprise at FIU. Below is an update on the initiatives reported in the prior BOT report.

- We recently conducted the third annual Customer Satisfaction Survey for the Division of Research. Preliminary results indicate continued improvement in all areas of service provided by the Division of Research. A detailed summary of the survey results will be provided in the final fiscal year report to the BOT this coming fall.
- As of April 1, 2011, the previous single panel Institutional Review Board (IRB) at FIU has been replaced by a dual panel IRB structure that includes a Social and Behavioral Panel (SB-IRB) and a Health Sciences Panel (HS-IRB). The implementation process included appointing a Chair of the HS-IRB, recruitment and appointment of new members to both panels, a mentorship and training program for new IRB panel members, modification of current policies and procedures to accommodate the new two-panel IRB structure, and completing the registration process for new members with the appropriate federal regulatory agency. All of these goals are now complete and the new IRB panels are fully functional and operating to review the human subjects' research conducted by FIU faculty, staff, and students. These changes were necessary in order to accommodate the research generated by the College of Medicine and the Academic Health Center.
- The creation of a center to facilitate and support research collaboration between FIU and Miami-Dade County Public Schools (M-DCPS) is being explored, along with opportunities to obtain funding for evaluation of collaborative initiatives between FIU and M-DCPS.
- In the Division's efforts to "build an excellent physical and technological infrastructure that is appropriate to FIU's size and aspirations to research excellence,"¹ twelve research labs/facilities have been modernized through the end of March 2011, with 29 more under renovation. Efforts to date include 33 labs renovated in 2009, and 21 in 2010, with a value of \$8M.
- The search for a coordinator of the planned Graduate Grants Center is nearly complete. Three well-qualified candidates were interviewed during March and April 2011. The name of a top candidate has been forwarded to Human Resources to complete the hiring process. We hope to conclude the hiring process shortly.

¹ FIU Worlds Ahead 2010-2015 Strategic Plan

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

**ENROLLMENT SERVICES REPORT
JUNE 2011**

I. University Enrollment

As of May 2, 2011, a total of 43,913 students enrolled in courses for the spring 2011 term. This represents an 8% increase when compared to spring 2010, when 40,495 students had enrolled around the same time.

In addition, the full time equivalent (FTE) enrollments have increased by 6%, from 10,316 FTEs in spring 2010 to 10,968 in spring 2011. For the 2010-2011 academic year, the university has an annual target of 25,086 FTEs.

II. New FTIC and Transfer Enrollment

In the spring of 2011, 331 new First-Time in College (FTIC) students, and 2574 new transfer students enrolled in courses. The entering FTIC students had a high school mean GPA of 3.44 and a SAT mean of 1542 (three components). The University continues to build both FTIC and Transfer enrollment. We saw a 123.65 % increase in FTICs in the spring 2011 term over spring 2010, and a 25.99 % increase in Transfer students compared to last year. The average SAT score for incoming students was 1473* (three components) in the State of Florida, and were 1432 (three components) in Miami-Dade County, respectively**.

New Student Headcounts	Spring 2010	Spring 2011	% Change
First Time in College	148	331	123.65%
<u>Transfers</u>	<u>2043</u>	<u>2574</u>	<u>25.99%</u>
Total New Students	2191	2905	32.59%

*College Board **Florida Department of Education

III. Financial Aid

The Financial Aid Office completed the fall and spring semesters' financial aid allocations (2010-2011) disbursing record amounts of aid to a record number of students, (\$306 million dollars to 32,434 students as compared to \$250 million dollars to 29,207 students for fall/spring 2009-2010). Pell Grant was offered to 16,104 students for fall/spring 2010-2011 vs 13,969 for fall/spring 2009-2010.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 7, 2011

Subject: Student Affairs Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The Student Affairs Report provides an overview of the programs and initiatives which were offered during the spring 2011 semester.

Supporting Documentation: Student Affairs Report

Facilitator/Presenter: Rosa L. Jones

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

**STUDENT AFFAIRS REPORT
JUNE 2011**

INTRODUCTION

Spring semester 2011 is ending with the same enthusiastic campus life activities with which it began in January. Over 3,380 students participated in six graduation ceremonies and others are looking forward to summer classes, summer internships and time to plan for the 2011-2012 academic year. Highlighted below are some of the programs and services provided by Student Affairs since the last report:

Career Services

- **Career Fair – Modesto A. Maidique Campus**
The Spring Career Fair which was held on February 3, 2011 at the Century Bank Arena was once again, an opportunity for students and alumni to network with employers and access information on full time employment and internships. Seventy-seven (77) employers and seven hundred and fifty (750) students and alumni attended the Career Fair.
- **Career Fair – Biscayne Bay Campus**
The Biscayne Bay Campus had its annual Career Fair on February 16, 2011 in the Wolfe University Center Ballrooms. Two hundred and fifty six (256) students and alumni and thirty-three (33) employers participated in the event.
- **Engineering Showcase**
In March, the Career Services Office hosted an Engineering and Computing Showcase. This event provided an opportunity for student groups to demonstrate their projects, skills, abilities, and knowledge while networking with employers and industry professionals. Ten (10) student groups and seventeen (17) companies participated in this event.
- **Housing and Residential Life**
In February the Career Services Office presented ‘How to be Spicy’ for Housing and Residential Life’s First Year Residents Succeeding Together (FYRST) Explore residents. The FYRST program is a special residential learning community for first year students located in Panther and Lakeview Halls at the Modesto Maidique campus and Bay Vista Housing at Biscayne Bay campus. FYRST helps students acclimate to the university in a fun and supportive environment. FYRST Explore is designed to provide assistance to those students who wish to explore different majors. Career Services staff collaborated with FYRST Explore Resident Assistants to design a program where residents would receive information about possible majors, internships and careers.

- **Career Development Workshops and Special Presentation Requests**

At all three locations of the Career Services Office, students and alumni are provided with information regarding career development skills. The workshops which also prepare students for the Spring and Fall Career Fairs as well as for the world of work include: *How to Choose a Major, Resume and Cover Letter Writing, Interviewing Skills, Internships 101, How to Prepare for a Career Fair, Where the Jobs Are, Salary Negotiation, Networking Skills, Oral Presentation Skills, CV Writing Workshop and How to Write a Personal Statement.* Other workshops conducted were for the Student Government Association, the Biology and Athletics Departments and several SLS classes. In conjunction with the workshops hosted by the Career Services Office, presentations were made to a total of six hundred and sixteen (616) students for the period February to April.

- **Resume Café**

The Resume Café at the Modesto A. Maidique Campus, Biscayne Bay Campus and the Engineering Center provide resume critiquing services for all students. At the three locations, three hundred and forty-two (342) students had their resumes critiqued for the quarter.

- **Executive Protégé Initiative**

In April, forty-three students (43) graduated from the spring Executive Protégé Initiative (EPI) program. This is a career development program that consists of a number of workshops and presentations geared to help students prepare for the workplace. They received a certificate of completion and a medallion to recognize their achievement.

- **Business Etiquette Dinner**

A business etiquette dinner was held in March at the Biscayne Bay Campus where fifty-six (56) students were instructed by a Career Services staff in the art of social etiquette skills while dining.

- **Information Sessions**

Opportunities for students to gain additional knowledge and interact with recruiters are provided when employers conduct information sessions on campus to inform students about their organizations and prospects for employment. During the period February to April, twenty-nine (29) employers conducted information sessions at the Modesto A. Maidique Campus, Biscayne Bay Campus and Engineering Center. A total of five hundred and twenty-eight (528) students attended these sessions.

- **On Campus Interviews**

Employers conduct interviews on campus in the Career Services Office to recruit talented FIU students and alumni. For the period February and April a total of twenty-two (22) employers interviewed one hundred and seventy-six (176) students.

Center for Leadership & Service

- **8th Annual Student Leadership Summit**

The annual Student Leadership Summit was held in February at the Biscayne Bay Campus. The purpose of the summit is to provide leadership education and training for current and emerging student leaders. Over three hundred students, staff, and faculty members participated in the one-day leadership conference. President Rosenberg welcomed the group. Tricia Downing, world-class athlete, shared an inspiring keynote address about perseverance and motivation. Twenty-four different workshops were conducted on leadership topics in concurrent sessions during the day.

- **2011 FIU Relay for Life**

Led by a committee of FIU students, the 7th FIU Relay for Life took place at MMC on Friday and Saturday March, 4th and 5th. The overnight event is the culmination of nine months of planning, and fundraising activities. As a result, seventy-seven teams of students, staff, alumni, and community members raised \$96,000 for the American Cancer Society making the 2011 Relay the biggest event since FIU began to participate seven years ago. Funds go to support the work of the American Cancer Society inpatient services, education, advocacy and cancer research.

- **Alternative Breaks (AB)**

One hundred and fifty students provided over 5,000 hours of service to communities in need during Spring Break. Students focused on social issues such as homelessness, poverty, HIV/AIDS, and the environment. Service sites included ten domestic communities throughout the U.S and international sites in the Dominican Republic, Guatemala, Jamaica, Nicaragua, and a new site in the Galapagos Islands. The AB model develops active citizenship by engaging students in issue education, community engagement and reflection about their learning experiences.

- **Academy of Leaders (AOL)**

The Academy of Leaders is FIU's premier leadership development program for emerging leaders. This semester, four tracks of AOL took place, including a group at MMC and BBC, one group of student athletes, and one group of Greek organization members. Along with intensive leadership training, the students engaged in service projects as a means to practice their leadership skills. Projects included environmental clean-ups, working with social service agencies, and a benefit soccer tournament.

- **Civic Engagement Medallion of Distinction**

Twenty-two students earned the Civic Engagement Medallion and wore them during the spring commencement ceremonies. The Medallion represents a combination of academic achievement and exemplary service to the community. Undergraduate students must have a minimum 3.0 GPA and complete 200 hours of community service to receive the medallion. Graduate students must have a minimum 3.5 GPA and complete 100 hours of community service.

- **Social Justice Living Learning Community**

This new living/learning community is a collaborative effort between Center for Leadership and Services and Residential Life. Throughout the year residents have participated in learning sessions on the meaning of social justice and methods for taking action around causes that impact their communities. The program concluded its first year with a service project with the Miami Rescue Mission where they prepared food and fed the homeless and a field trip to observe a court trial related to a social issue they have been studying.

Multicultural Programs and Services

- **The Office of Multicultural Programs and Services, Biscayne Bay Campus,** sponsored the SAGE (Scholarship Awarding Global Excellence) Scholarship Reception and Silent Auction in April. The SAGE scholarships are provided to current international and transfer students who are excelling academically and are involved in university life. Five students were awarded scholarships in the amount of \$500 each based on their superior academic performance and extracurricular involvement.
- **Housing & Residential Life**
Residential Life staffs partnered with the Office of Sustainability and Panthers Going Green (PGG) to create, develop and implement the *Black Out, Green on Program* in the FIU Housing Quad. Several Resident Assistants (residential student leaders) assisted and contributed to this very successful event. The event included live music and dance performances, sponsorships from SGA and the Residence Hall Association (RHA), as well as many other green organizations on campus that provided goodies such as: t-shirts, reusable tote bags in exchange for plastic bags, glow sticks, and reusable water bottles. Over 200 students attended this event.
- In March Residential Life staff, in collaboration with the Indian Student Association and the Pakistani Student Association, hosted a viewing party for *The Cricket World Cup Semifinals* match between India and Pakistan. Over 100 residents attended.
- In April, Residential Life staff hosted *The 13th Annual Dean's List Gala* to recognize residential students who achieved a 3.5 or greater grade point average during the fall 2010 semester. More than 225 people (including faculty and Deans from various academic units) attended this signature event.

Campus Life Programs

- Student Programming Council hosted speaker Collins Tuohy, adopted sister of Michael Oher (Baltimore Ravens and movie "The Blind Side") who spoke about diversity and community responsibility. More than 400 students attended this event.
- The Black Student Union hosted a statewide Leadership Conference in February with more than 125 student leaders attending. They also held Step Show – with members of the National Pan-Hellenic Council (NPHC) groups from around the state participating.

More than 1200 students and community participants attended. The BSU hosted an end of year Tendaji Gala recognizing student success and graduating seniors. More than 225 students attended.

- The Student Programming Council (SPC) hosted Spring Uproar concert featuring the band, Far East Movement and rap singer, Flo-Rida. More than 4,500 individuals attended.
- The Department of Campus Life in conjunction with Vice-President Dr. Rosa Jones hosted the annual Student Life Awards. The event showcased and recognized University top student leaders.
- The Student Government Association elections posted the best student turnout for voting in recent history. More than 6,800 students voted. The new President and Vice Presidents of SGA are: Patrick O'Keefe, President (MMC) and Sanjeev Udhani, Vice President (MMC); Denise Haplin, President (BBC) and Emilio Collyer, Vice President (BBC).

Ronald E. McNair Trio Collegiate Program

- The McNair Scholars Program provides undergraduates with the unique opportunity to gain research experience under the mentorship of faculty members at some of the top research institutions throughout the country. The program selected its 8th Cohort of 25 Fellows to begin their Summer Research Experience this summer. Fifteen of these students will do research at various universities throughout the United States, and ten students will work with faculty at Florida International University to complete their research.
- McNair Fellow, Anisley Valenciaga, was recently selected as the recipient of the American Association of Physicists in Medicine Minority Undergraduate Summer Experience. She will be attending UCLA for her summer research experience. She is a junior, majoring in Biomedical Engineering. Only three such awards are made nationally, each year.
- McNair Fellows from the 7th Cohort participated in the FIU Annual Scholarly Forum (March 28th and 29th), a two-day event that provides graduate and professional students the opportunity to network and present their research to the FIU community. Grouped by similar research interests, oral and poster presentations were judged by panels composed of faculty members. Recognition and monetary awards were presented to the highest ranked presentations in each group. The winners also received 1st, 2nd, and 3rd place for their research and poster presentations. Several of the McNair Fellows (undergraduates) were recognized for their research poster presentation and Ms. Khadija Kathiria, a senior in Biology and McNair Fellow from the 6th Cohort, won first place overall as an undergraduate competing in a Graduate School Forum.

- *The McNair Journal* is the official journal of the Ronald E. McNair Scholars Post-Baccalaureate Achievement Program at Florida International University. The research presented in the McNair Journal is the culmination of research conducted by the undergraduate McNair Fellows during the course of the summer. The students' research is peer reviewed by faculty members at Florida International University during our Annual McNair Research Symposium. Many of the scholars have presented their work at conferences and symposia throughout the country. The 7th Cohort McNair Journal will be published for the first time on the FIU's Library Digital Commons website which is a site designated for master theses and dissertations.
- Under the leadership of the office of Pre-Collegiate, Grants and McNair Program and partnership with the College of Engineering, Florida International University was selected to become a member of the prestigious National Consortium for Graduate Degrees for Minorities in Engineering & Sciences (GEM Consortium).

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 7, 2011

Subject: Division of Information Technology Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The Division of Information Technology Report provides an update on initiatives and services being provided to the University in key areas such as PantherSoft, enterprise systems operations, network infrastructure, web services, and media technology.

Supporting Documentation: Division of Information Technology Report

Facilitator/Presenter: Robert Grillo

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

**DIVISION OF INFORMATION TECHNOLOGY REPORT
JUNE 2011**

Administrative Software Unit (PantherSoft)

The Administrative Software unit manages the University's core enterprise-wide applications. Its mission is to facilitate FIU's mission by improving the University's administrative functions and business processes through the implementation of campus solutions, financial management, contracts & grants, human resources, and payroll systems. Many initiatives continue to be developed and provided to the university based on this platform. The new services being provided are as follows:

- a) The PantherSoft Degree Audit system continues to be piloted by student advisors and is scheduled for summer 2011 go- live for students. Students will be utilizing Panther Degree Audit this summer and the state legacy system will be retired.
- b) The PantherSoft team continues to work with Undergraduate Education and the academic units in developing the "on & off track" system for advisors and students. This graduation success application will support the vision of the University to increase student retention and graduation rates.
- c) The team has launched a new project for the areas of enrollment services, controllers, research, human resources, and the graduate school. This project called "e- Forms" will enable these areas to place all paper processes online and route the necessary forms for approval. This initiative will be integrated with our PantherSoft system, and have all forms and documents tied to the students' record.
- d) In the financial system an enhancement to improve the ability to assign, transfer and approve assets within departments and organizations utilizing workflow approvals is being developed. The tentative implementation date is July 2011.
- e) Our mobile technology team is developing many services for students in the Learn 9 application. These are applications which are delivered from the Learning Management System and will enhance the student experience via a mobile and tablet device. In addition, we are planning to add shopping cart features for course enrollments and the "drop & add" function for classes.
- f) The PantherSoft Human Resources and Payroll project continues to be in the fit/gap analysis phase. We have initiated the third milestone which includes the discussion of the requirement for time and labor, contracts, general ledger, base human resources, and security.

- g) The team continues to update PantherSoft with the latest financial aid regulations and application development tools for our enterprise portal, campus solutions, and financial management system.
- h) The team is working with Enrollment Services to enhance the student and alumni transcript request process by providing official transcripts via email and electronic posting methods. This will significantly reduce manual processing within the registrar's office.

Enterprise System Operations

- a) As part of the Division of Information Technology strategic plan, supporting research computing is critical to the overall success to increase research and funding opportunities for the Office of Sponsored Research. The Division of Information Technology is implementing a High Performance Computing (HPC) cluster for use by faculty and their graduate assistants to help them achieve their research goals. A HPC environment is a collection of servers that can run scientific research or computational jobs in parallel across many servers. By achieving these results, research jobs that would normally take days, weeks or even months can be completed in hours or days – substantially speeding up research initiatives. The Division is partnering with researchers in the first phase of the HPC initiative, which consists of using various research applications such as STATA, R, SAS, and custom programs. The team will also utilize applications developed by the University of Wisconsin-Madison to manage resource intensive computing jobs in an HPC environment. The end goal of this project is to provide support for many academic researchers and graduate assistants requiring High Performance Computing power.
- b) The university faculty and staff received an increase in email quota from two (2) gigabytes of storage to four (4) gigabytes of storage. This newly-increased quota will allow faculty and staff to have more emails accessible from anywhere. This infrastructure upgrade supports the overall growth plan of the University.
- c) The SharePoint project continues to develop and test the faculty tenure tracking process. This new initiative will support automated workflow approvals for the academic units.

Network Engineering and Telecommunications

- a) The teams continue to upgrade the network infrastructure to replace obsolete and non-supported network hardware. 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.
- b) The design and implementation of the construction of the School of International Public Affairs has been completed and is fully operational. In addition, the team is working on the Health Care Network build out project, which will be located in PG5.

- c) The design, development, and implementation for the technology infrastructure for College of Business new Downtown Campus at 1101 Brickell Ave continues to make progress and is scheduled to be completed by July 2011. The university entered into an agreement with FPL to provide dark fiber networking for the college.

Network Engineering and Telecommunications Statistics

Telephony Statistics

During the time period of January 1st, 2011 to May 2nd, 2011 the University telephone operators received and processed 55,121 calls for directory assistance and general information. In addition, the Service Management Group handled 485 telecommunications related service requests and the voice technicians handled 390 telephone related service requests.

Wireless Network Statistics

- Average daily wireless network usage: 1,060 simultaneous connections
- Daily usage at the Student Housing: 444 simultaneous connections
- Daily guest usage: 759 simultaneous connections
- Unique users of wireless network in April: 16,756
- Unique users of wireless network in March: 16,032
- Unique users of wireless network in February 2011: 18,333

University Call Center and Field Team

The university call center and the field team support all technology requests made by students, faculty, and staff. This includes troubleshooting technology issues, application password resets, and servicing individual hardware and software issues. As highlighted below, the statistics show that in the month of January, 8,008 calls were received and 5,840 calls were handled. Seventy three percent of the calls received were serviced by the call center. The remaining twenty seven percent of the calls were not directly handled by a support center representative because 1) the caller found the answers through online resources provided by the call center, or 2) the caller hung up. In addition, the “tickets received” versus “tickets resolved” is illustrated for a four month period. Some tickets received in a particular month are resolved the following month since the field team member is awaiting a response from the end user or hardware parts are pending delivery. The university call center continues to improve its efforts to increase service levels. We are preparing to launch several new remote desktop support functions which will enable staff to connect directly with operating systems and platforms utilized across campus.

	Calls Received	Calls Handled	Field Team Tickets Received\Resolved
January	8,008	5,840	336\226
February	5,250	4,648	336\329
March	4,901	4,716	299\286
April	5,500	5,041	314\268

Enterprise Web Services

Enterprise Web Services (EWS) provides full graphic and Web design services for faculty, research grants, academic departments and the FIU community. This team collaborates with the Broadcast Video, course capturing and iTunesU support teams; Enterprise Operations with our Learning Management System called Moodle for development and support; Instructional Photography for Web and print materials such as posters, brochures, flyers, etc.; and the Resource Center to provide Web design and development training and workshops for faculty, graduate students and staff. EWS also analyzes and makes recommendations for complying with Web standards & patching security flaws in FIU websites. EWS continuously updates the technologies used to develop the FIU Web presence in an attempt to mitigate security intrusions.

The team has been focusing on leading the Web strategy for the Division and developing intranet and extranet sites with MS SharePoint. This allows academic units and departments to have the flexibility to authenticate with appropriate credentials and leverage existing technology on a secure architecture for the University. Some of the key projects they are currently working on are the Graduation Success application, migration of outdated sites to newly redesigned ones, and consolidating the Division's sites to be consistent with University branding and marketing strategies.

Media Technology

The Media Technology group continues to update and upgrade classrooms as part of the funding received from the student technology fee. The team is planning to install new media equipment in (12) twelve additional classrooms in the Primera Casa (PC) building and (5) five additional course capturing classrooms at Modesto A. Maidique Campus by fall 2011. Our team at Biscayne Bay Campus has begun evaluating all technological requirements for faculty and students to ensure that upgrades are maintained accordingly. In addition, other technology fee proposals are being supported by this group such as the renovation of the Wolfsonian Museum auditorium, café, and conference room. This continuous effort will enhance the equipment in the classroom and instructional media every semester for our students to ensure that the latest technologies for educational success are provided.

Information Technology Security Office

The FIU IT Security Office has observed a reduction of compromised systems during this period. In addition to the IT Security Office consulting and risk assessment that we conduct on a continuous basis, we have participated in the development of the MS SharePoint and MS Office Communicator environment, and the IT Security Awareness and Red Flag Identity Theft Prevention training. In April of 2009, we began our media sanitization process. To date, we have cleaned or destroyed 10,011 computer storage devices. We have completed the assessment for the Toshiba security devices and determined that the Toshiba security implementation works as intended. We have also been involved with the development of the Paperless Workflow Initiatives with the pilot project being the faculty tenure and promotions process and paperless catalog modification process.

Copyright infringements:

March/April 2011 - 27

Compromised systems:

March/April - 7

Administrative Access Request:

March/April 2011 – 50

Media Sanitization:

Total computer storage devices sanitized – 10,011

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