



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

Wednesday, March 14, 2012
10:30 a.m.

Florida International University
Modesto A. Maidique Campus
Graham Center Ballrooms

Committee Membership:

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

Liaison:

Carlos B. Castillo, *Foundation Board of Directors*

AGENDA

- | | |
|---------------------------------------------------------------|----------------------|
| 1. Call to Order and Chair's Remarks | Cesar L. Alvarez |
| 2. Approval of Minutes | Cesar L. Alvarez |
| 3. Follow-up to Item from Previous Meeting | Douglas Wartzok |
| 4. Action Item | |
| AP1. Tenure as a Condition of Employment Nominations | Douglas Wartzok |
| 5. Information/Discussion Items (<i>No Action Required</i>) | |
| 5.1 Academic Affairs Reports | |
| ▪ Special Report: Engaged Students | Divina Grossman |
| ▪ FIU and Teaching in the 21 st Century | Patricia L. Price |
| ▪ Undergraduate Education Report | Douglas L. Robertson |
| ▪ Graduate Education Report | Lakshmi N. Reddi |

5. Information/Discussion Items *(Continued...)*

5.1 Academic Affairs Reports *(Continued...)*

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|-------------------------------------------------|-----------------|
| ▪ Enrollment Services Report | Douglas Wartzok |
| ▪ State University Degree Completion Initiative | Douglas Wartzok |

5.2 Foundation Report	Carlos B. Castillo
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5.3 Student Affairs Report	Rosa L. Jones
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5.4 Division of Information Technology Report	Robert Grillo
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6. New Business <i>(If Any)</i>	Cesar L. Alvarez
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7. Concluding Remarks and Adjournment	Cesar L. Alvarez
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*Next Academic Policy and Student Affairs Committee Meeting
is scheduled for Wednesday, June 6, 2012*

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 14, 2012

Subject: Approval of Minutes of Meeting held on November 22, 2011

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Tuesday, November 22, 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, November 22, 2012 at the Modesto A. Maidique Campus, Graham Center Ballrooms.

Supporting Documentation: Academic Policy and Student Affairs Committee
Meeting Minutes: November 22, 2011

Facilitator/Presenter: Committee Chair Cesar L. Alvarez

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
November 22, 2011**

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Cesar L. Alvarez at 12:40 p.m. on Tuesday, November 22, 2011, at the Modesto A. Maidique Campus, Graham Center Ballrooms.

The following attendance was recorded:

Present

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

Trustees Sukrit Agrawal and Gerald C. Grant, Jr., and President Mark B. Rosenberg were also in attendance.

Committee Chair Cesar L. Alvarez welcomed all Trustees, University faculty, and staff. He also welcomed Trustee Gerald C. Grant, Jr. to the meeting and thanked him for his previous service on the FIU Foundation, Inc. Board of Directors. Committee Chair Alvarez noted that since the Committee last met, Provost and Executive Vice President Douglas Wartzok concluded the appointment of Dr. Raul Reis as Dean of the School of Journalism and Mass Communication. He thanked outgoing Dean Lillian Lodge Kopenhaver for her years of dedicated service to the School and stated that he looked forward to meeting Dean Reis at the next meeting of the Academic Policy and Student Affairs Committee.

2. Approval of Minutes

Committee Chair Alvarez asked that the Committee approve the Minutes of the meeting held on August 17, 2011. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, August 17, 2011.

3. Follow-Up to Item from Previous Meeting

Provost Wartzok noted that as a follow-up to the last Board of Trustees meeting, Dr. Leslie Richardson, Director of the University's Center for the Advancement of Teaching would facilitate a presentation focused on the activities and support provided to faculty as they strive to balance cutting-edge research and teaching while also closing the digital divide in the classroom. Dr. Richardson provided an overview of the Center's services which include faculty learning groups, consultations, workshops and professional development.

Vice President for Engagement Divina Grossman noted that the individual Colleges and Schools also encourage and provide opportunities for faculty at all levels to build upon and continue to foster teaching excellence.

4. Action Items

AP1. Tenure as a Condition of Employment Nominations

Provost Wartzok presented the Tenure as a Condition of Employment Nominations for Committee review, noting that the six nominees were new hires whose prior positions made them eligible for tenure at FIU, 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. Florida International University 2011 Annual Report to the Florida Board of Governors

Provost Wartzok presented the Florida International University 2011 Annual Report to the Florida Board of Governors for Committee review, noting that the Annual Report reflected key University achievements and focused on core strengths within the context of the State University System. Provost Wartzok added that while not anticipated, the Board of Governors may require changes to the annual report. Therefore, he stated, a delegation of authority to the President to make changes required by the Board of Governors was also being requested.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees submit the 2011 Annual Report to the Florida Board of Governors for approval and authorize the University President to make changes in the Annual Report as required by the Board of Governors, if any.

AP3. Honorary Degree Nominations

Provost Wartzok presented the Honorary Degree Nominations for Committee review, noting that the Faculty Senate recommended three (3) candidates to receive a doctoral degree from the University. Provost Wartzok added that he and the President reviewed and approved the nominations to receive honorary degrees.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Florida International University Board of Trustees endorse Ms. Kimberly J. Green, Dr. Dipak C. Jain, and Mr. Roger L. Hammer as recipients of a doctoral degree *honoris causa* from Florida International University.

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

5.1 Special Report: Board of Governors Higher Education Strategies Workgroup “A Roadmap for Measuring and Increasing Relevant Outputs for the State University System”

Provost Wartzok provided a summary of the Board of Governor’s Higher Education Strategies Ad Hoc Workgroup meeting, noting that national trends in higher education were presented and added that further discussions are expected on how this data may interface within the framework of the State University System.

Committee Chair Alvarez requested that the Provost provide an update on the efforts of the Board of Governor’s Higher Education Strategies Ad Hoc Workgroup at the next regularly scheduled Committee meeting.

Provost Wartzok reported that the concept and components of the University’s Graduation Success Initiative (GSI) provide the necessary framework to ensure student on-time graduation. He noted that the GSI concept recognizes the importance of having entering undergraduates identify an appropriate major as early as possible, adding that students who identify a major early in their academic careers are more likely to graduate on-time. He provided an overview of the various GSI components which provide students with the necessary resources and tools, such as matching interests to majors, automated tracking, assessment, planning and registering for specific courses.

Provost Wartzok stated that Governor Rick Scott contacted the State University System presidents asking 17 questions regarding university operations, assessment, and accountability over the past five to ten years. He noted that the University’s Annual Report to the Board of Governors includes a number of the topics outlined in the letter. He added that FIU’s response to the Governor was made available online and emphasized FIU’s history of accountability, commitment to assessment of student learning outcomes, and record of strategic planning.

Reports

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

Provost Wartzok introduced the Special Report: FIU Efforts in Haiti, which highlighted the University’s ongoing commitment to recovery efforts. Associate Professor Jessy G. Dévieux, Assistant Professor Jacek J. Kolasinski, and Project Coordinator Brooke Wooldridge discussed the activities that they are involved in

which include projects to preserve the county's patrimony, scientific research and donations of education supplies and resources.

Committee Chair Alvarez commended FIU's Haiti Initiative for the ongoing and coordinated response and congratulated the University for remaining involved with the issues that affect the community at large.

6. New Business

No new business was raised.

7. Concluding Remarks and Adjournment

With no other business, Committee Chair Cesar L. Alvarez adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Tuesday, November 22, 2011, at 2:00 pm.

<i>Trustee Request</i>	<i>Follow-up</i>	<i>Completion Date</i>
Committee Chair Alvarez requested that the Provost provide an update on the efforts of the Board of Governor's Higher Education Strategies Ad Hoc Workgroup at the next regularly scheduled Committee meeting.	Provost and Executive Vice President Douglas Wartzok	Spring 2012

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 14, 2012

Subject: Follow-up to Item from Previous Meeting

Proposed Committee Action:
None. Discussion only.

Background Information:
Provost and Executive Vice President Douglas Wartzok will provide an update on the efforts of the Board of Governors' Higher Education Strategies Ad Hoc Workgroup.

Supporting Documentation: N/A

Facilitator/Presenter: Douglas Wartzok

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 14, 2012

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of three (3) candidates for Tenure as a Condition of Employment (TACOE).

Background Information:

Pursuant to Florida Board of Governors Regulation 1.001(5)(a), each board of trustees shall provide for the establishment of the personnel program for all of 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

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

Facilitator/Presenter:

Douglas Wartzok

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Florida International University
2011 - 2012 Tenure (as a Condition of Employment) Nominations

NAME	DEPARTMENT	PROPOSED RANK
Robert Stempel College of Public Health and Social Work		
Wasim Maziak	Department of Epidemiology	Professor
O. Dale Williams	Department of Biostatistics	Professor
Chaplin School of Hospitality and Tourism Management		
Randall S. Upchurch	n/a	Professor

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Wasim Maziak, Professor

Department of Epidemiology, Robert Stempel College of Public Health and Social Work

Wasim Maziak's professional journey spanned several countries and continents. He started in Aleppo-Syria where he earned his M.D., then to the former USSR where he earned his PhD, and to the US as a Humphrey Fellow at Emory University. He moved to the UK as a post-doctoral Fellow at the National Heart & Lung Institute, then to Germany where he served as an Alexander von Humboldt Fellow and then joined the faculty at the Institute of Epidemiology Social Medicine. Before coming to FIU, he worked as a Professor of Epidemiology at the University of Memphis. With funding from the National Institute of Health he established in 2002 the Syrian Center for Tobacco Studies (SCTS), a pioneer research and capacity building institution in the Middle East. Under the leadership of Dr. Maziak, the SCTS continues to receive financial support from international partners and agencies and has won in 2008 the very prestigious Hamdan Award for Best Medical College/Institute in the Arab World.

Dr. Maziak focuses on the study of the tobacco epidemic on multiple levels including defining local epidemiological trends in cross sectional and cohort studies, identifying toxic and addictive exposures associated with smoking using clinical laboratory methods, and developing cessation interventions for local smokers by applying qualitative research methods and randomized clinical trials. He is involved in the study of asthma in collaboration with the University of Munster, Germany, the study of HIV in the Middle East in collaboration with the Center for AIDS Intervention Research/Medical College of Wisconsin, and the study of cardiovascular disease risk factors and policies in the Mediterranean region through an international collaboration funded by the European Union.

Dr. Maziak's body of work is showcased through more than 100 peer-reviewed publications, including scientific reports in leading professional journals such as Science, British Medical Journal, International Journal of Epidemiology, American Journal of Public Health, Cochrane Collaboration, Tobacco Control, Annals of Epidemiology, Addiction, and Nicotine & Tobacco Research. It also earned him several honors and distinctions such as the WHO Director General's Award (2006), the American Cancer Society Special Award (2005), Scopus/Elsevier Award (2008), and The Said Foundation's Distinguished Alumni Award (2009).

O. Dale Williams, Professor

Department of Biostatistics, Robert Stempel College of Public Health and Social Work

O. Dale Williams holds a BS in Mathematics from Southeastern Louisiana University, and a Master of Public Health and PhD in Biostatistics from the University of North Carolina (UNC). He currently serves as Chair of the Department of Biostatistics and Interim Chair of the Department of Environmental and Occupational Health. Prior to coming to FIU, he was Professor of Medicine and Biostatistics, Division of Preventive Medicine at University of Alabama at Birmingham. He has 35+ years of experience with collaborative studies and clinical trials leadership. He served as director of the Coordinating Center for the Lipid Research Clinics Program, an activity that led to the creation of the Collaborative Studies Coordinating Center in the Department of Biostatistics, UNC, for which he was the founding director. He served as Dean of the School of Public Health at University of Alabama at Birmingham.

Dr. Williams served on the Steering Committee for the multi-national World Health Organization Monitoring Trends and Determinants in Cardiovascular Disease Project, for which he led much of the design for the data collection and handling systems synchronizing diverse data from multiple sites in multiple languages over 26 countries. He was responsible for coordinating research activities for the National Heart, Lung and Blood Institute (NHLBI) funded collaborations in the USSR, China, and Poland spanning more than 20 years. He now serves as the Principal Investigator for the Fogarty International Center sponsored Clinical Research Training in Non-Communicable Diseases in India program, which is enhancing clinical research expertise.

Dr. Williams was the founding director for the Center for Health Promotion and Disease Prevention at UNC. He has also served on or chaired numerous Data and Safety Monitoring Boards, other types of monitoring boards and advisory committees, and review panels and now serves as a standing member of the NHLBI Clinical Trial Review Committee.

Randall S. Upchurch, Professor
Chaplin School of Hospitality and Tourism Management

Randall S. Upchurch received his B.A. in Psychology, Masters in Counseling and Personnel Services, and Ph.D. in Practical Arts and Technical Education from the University of Missouri-Columbia.

Dr. Upchurch is currently the Associate Dean for the Chaplin School of Hospitality of Tourism Management at FIU. He is a recognized expert in the emerging field of timeshare development and has developed curriculum on the topics of timeshare resort operations, vacation ownership, and fractional ownership. Dr. Upchurch is a previous holder of the American Resort Development Association's *Professorship in Timeshare Development* award.

Dr. Upchurch has produced over 60 academic articles with many of those publications emphasizing timeshare development. He also is the editor of the American Resort Development Association's Timeshare Industry Resource Manual as well as the author of the leading textbook in the field titled *Timeshare Resort Operations*, an Elsevier publication. He has served continuously as a member on editorial review boards, as a consulting editor and guest/special edition editor and has given numerous professional presentations to academic institutions and industry organizations. His work and research has been supported by over \$4 million in grant funds. Furthermore, Dr. Upchurch has served as a consumer research consultant for Bluegreen Corporation (an independent developer), Hilton Grand Vacation (branded developer), and the American Resort Development Associations (the national association for timeshare industry).

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

March 14, 2012

Subject: Academic Affairs Reports

Proposed Committee Action:

None. Information/Discussion only.

Background Information:

The Special Report: Engaged Students highlights the experiences of several FIU students as interns for Florida Power and Light (FPL), and through service learning assignments involving the Chapman Homeless Assistance Center as well as the Miami Coalition for the Homeless. FIU and Teaching in the 21st Century provides a synopsis of the teaching-related support and initiatives currently available to FIU faculty. The Undergraduate Education Report focuses on efforts to improve the graduation rates immediately, occurring simultaneously with building the Graduation Success Initiative, a comprehensive University-wide system, which will result in more FIU undergraduates graduating on time. The Graduate Education Report provides an overview of the University Graduate School Professional Development Program as well as an update on the School's continuing efforts to ensure the highest level of service in the graduate admissions process. The Enrollment Services Report includes information on Spring 2012 semester enrollment figures, financial aid awarded, and concierge services. The Florida Board of Governors State University System Degree Completion Initiative provides information on the pilot project aimed at increasing the number of Floridians holding baccalaureate degrees by offering innovative programming and services for re-entering students to complete their degrees.

Supporting Documentation:

- Special Report: Engaged Students
- FIU and Teaching in the 21st Century
- Undergraduate Education Report
- Graduate Education Report
- Enrollment Services Report
- State University System Degree Completion Initiative

Facilitator/Presenter:

Divina Grossman
Patricia L. Price
Douglas L. Robertson
Lakshmi N. Reddi
Douglas Wartzok

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Florida International University Board of Trustees
Academic Policy and Student Affairs Committee
Special Report: Engaged Students

Jose Angel Perez

My name is Jose Angel Perez and I'm currently a Florida Power & Light (FPL) intern working out of the FIU call center. Convenience is the first word that comes to mind when I was considering this internship; having the availability to work at the same place where I go to school without having to worry about missing class, being tardy, or finding a parking spot were some of the most attractive aspects of the internship position. In addition to all these perks the position was to work with and become a part of a FORTUNE 500 company, which made the job seem so much more appealing! The day of the first information session I was not very optimistic. Everyone was dressed up, seemed older than me and much more qualified; I honestly did not think I had a chance at being selected as one of the candidates for the position. However, after a few interviews, a presentation, and much support from my parents, I was selected as one of the original students to take part in this new FPL-FIU internship project. As a Customer Care Representative with FPL I have close to mastered the art of customer service; learning and understanding how different people react to different situations has helped me become a better communicator, negotiator, and problem solver, all very important qualities that tie in directly with my Business and Marketing courses.

Although FPL is an immense company, I feel like I'm working with family at our FIU home. We have a superb management team and a spectacular supervisor that really makes me feel that I work with FPL not for FPL; all of the FIU care center representatives along with our quality coach really care for each other and support one another with scheduling, work tasks, and even school concerns. The accessibility of working with FPL as an intern on campus has tremendously aided in my success at school not only because of the flexibility of the work schedule, but because the internship has taught me how to effectively lead and communicate with peers and classmates in our numerous group projects and assignments.

The best part of all of this is that these great experiences are just the beginning; from where I am now there is only room to grow. So far with my time as an FPL intern working at the FIU Care Center I have earned 7 Monthly Recognition awards, 2 Performer of the Month awards and 2 Quarterly Top Performer Recognitions; and of course with the ease and accessibility between work and school, I have always maintained perfect attendance. With great enthusiasm I want to let you know that just recently I was offered a permanent position in the FPL Care Center's Business department. When I started with FPL I was happy that I had found a job; now that I'm graduating I'm happy that I have found the place where I am going to build my career. I want to thank FPL and FIU for all the opportunities; I know I'll keep taking advantage of them.

James D. Richardson

My name is James Richardson. I am a May, 2011 Cum Laude graduate of FIU with Bachelor of Business Administration degrees in International Business (Honors) & Human Resources Management, a Minor Certificate in Africa & African Diaspora Studies, and a graduate of the Honors College. I was asked today to provide some feedback regarding my experience as a member of the FIU/FPL Student Partnership Program. I use the word feedback on purpose. Feedback is a core business value that drives any company's success, and something that FPL deeply respects. Feedback is one of the main benefits of the company, of my experience as both an intern and a permanent employee, and the pinnacle reason why I chose to transition my FIU/FPL Student Partnership Program internship opportunity into a career position and chose FPL as an employer of choice.

The best way to describe FPL's commitment to feedback is by describing the company's commitment to its employees. The Management Team at FPL does an awesome job at establishing and sustaining a two-way street of communication, sustaining an open-door policy between management and employees, and maintaining these pathways of communication. Each employee's feedback towards job responsibilities, policies and procedures, operational elements an employee would like to see, or other ways to better the company never go unnoticed. I'm sure Management has probably heard some of the same feedback over and over and over again from employees as well as from our customers. As employees, it's understood that the desired resolution to every type feedback doesn't always happen. What's integral to this feedback is that regardless of who provides the feedback (customers, employees, or vendors), it's the knowledge that FPL management a) takes the time to listen; b) reflects on the feedback provided, and c) follows up with whomever provides the feedback that I find most valuable and most respectful about being an employee of the company.

The other pinnacle element of this feedback is how management itself provides feedback. The expectations of each employee are clearly stated, respectfully emphasized, and fairly monitored. The Management Team does an outstanding job at showcasing the successes within the Customer Care Center and developing achievable measures towards correcting specific areas that need improvement. As Jose stated, we don't work for the company. We work with the company. Yes, each of us has a boss. However, in day-to-day operations, each employee from top to bottom and from one department to another works in unison towards the objectives of the company and our customers. It's very refreshing as a line employee to know that I can seek assistance, guidance, or feedback from any supervisor, department, or member of management whenever it is needed. I rarely have to view my relationships within or outside of the Care Center in a corporate, bureaucratic, or boss/line employee fashion. It's a partnership towards

success of my individual goals, the team or department's objectives, the customer's objectives, and the company's objectives.

The final element I want to share about this reciprocal relationship of feedback between Management and employees is that it spreads to all levels of the company. As an intern at the FIU office and now as a full-time employee of the company, each of the interns, management team, and coworkers consistently congratulate each other on our successes, push each other to improve and become even better assets to FPL, and provide feedback and guidance on a regular basis. Although the customer service representative job at FPL isn't the easiest job, having this brand of support, trust, mutual respect, and communication makes the job enjoyable and makes me want to come to work each day and be successful.

Chelsea Byerly
SPC2608

My Experience with Service learning and the Miami Coalition for the Homeless

When I enrolled in SPC 2608 in the fall of 2011, I expected to learn how to give a speech. What I did not expect was that I would put my learning to use teaching someone else and that I would have the opportunity to contribute to a project designed to change both hearts and minds. My professor, Joann Brown, informed our class that she had teamed up with the Miami Coalition for the Homeless to offer public speaking training to the members of their Speakers' Bureau and we would be part of that effort. She explained that the project was designed to put a face on homelessness by having the homeless and formerly homeless tell their stories, speaking publicly about how they became homeless and their struggles to get back on their feet. By helping them become more powerful public speakers, we would be reinforcing our own learning and more importantly, we would be contributing to an effort to promote understanding and tolerance for the homeless.

The assignment consisted of our working in groups of four to assist a member of the Speakers' Bureau in preparing and presenting their story. For the first half of the semester, Professor Brown taught us the techniques we needed to properly deliver a speech. Once we had gained the skills and practiced giving our own speeches, it was time to share that knowledge with others. My team had the pleasure of working with Lisa, and we met with her four times throughout the semester. Initially, she was a bit shy, but she was willing to learn. She used our techniques to overcome her anxiety, and with practice, she improved exponentially. She went from giving a somewhat mechanical account of her life to delivering a poignant story of being orphaned and then being shuttled from one relative to another. With no one to guide her, she slipped through the cracks and began a series of bad choices that led to living on the street and years of struggle to get her life back on track. After her training, I felt I was listening to another person when she spoke, and I was deeply moved by her story.

This experience allowed me to put my academic knowledge to good use and changed my outlook on homelessness. The class and the service learning project provided me with an unforgettable opportunity, and what I gained will stay with me.

Kirk Staley & Tetiana Sagal
FIN 4303

Before enrolling in FIN 4303, a required course for our major, we heard rumors that even though the project in this section was a lot of work, for many it had been a life-changing experience. While the class members were given a list of possible locations, we knew from the beginning that the Chapman Homeless Assistance Center was the place we wanted to help “make a difference.” Many of the residents at the Center are homeless because they have been victims of unscrupulous mortgage brokers and real estate agents, a collapsing housing market and the resultant foreclosure crisis and are very mindful of the need to become financially literate. Therefore they embrace the opportunity to receive the relevant knowledge and skills to get them back on their feet.

Dr. Deanne Butchey provided the class with numerous resources to help make our tasks a little bit easier. She provided a handbook and worksheet and required the students to attend the Oral Lab to get feedback on developing good communication skills. The handbook provided step-by-step directions for the project, including how to define goals, as well as examples of presentations which have been vetted by organizations as the National Endowment for Financial Education and the Miami branch of the Federal Reserve Bank of Atlanta. The worksheet provided tools for helping us make the most impact and to make us feel comfortable doing this community service. It helped us identify what the residents currently know and what we needed to do to get them back on the right path, like a GPS. We were required to justify what we planned to teach them based on the needs of the target group, determine what we already knew as well as what new knowledge we had to access to improve the financial knowledge and skills of the residents of the center and help solve their problems.

The group project required us to work collaboratively to achieve our goals. Every group member came with a different perspective based on his/her background and could lend some insights on how the group as a whole could accomplish its mission. Each sub-group of two members could also decide in what areas they felt most comfortable teaching others, and as much as possible pair a Spanish/Creole speaker with an English only speaker. Kirk was the main organizer of the group, was in contact with the center’s community relations director, and determined the needs of the residents with the appropriate content coverage. Tetiana’s team has recently presented to an engaged group of residents on Identity Theft.

From this experience we learned that effective budgeting is a major concern of the homeless residents. We recognized that some seemingly minor problems can spiral out of control and cause unnecessary hardship. We learned this from a resident who spoke about how the poor usage of credit cards quickly caused huge personal problems. We were able to explain how banks determine credit worthiness, how credit scores are computed and give concrete advice on

how to repair low scores. Since Kirk's father is a bankruptcy attorney, he was able to provide stories of how even people with high incomes may file for bankruptcy because of lack of proper advice. The presentation about identity theft drew the immediate attention of the residents as well. Many of them had been victims of this crime and before acquainting them with the steps to be taken if affected, most of the listeners had no idea that there were organizations to help them solve this problem. In light of this learning experience we are even more determined to complete our business education and work tirelessly to transform the community in any way we can.

Florida International University Board of Trustees
Academic Policy and Student Affairs Committee

FIU AND TEACHING IN THE 21ST CENTURY

Patricia L. Price, Associate Professor of Geography and 2011-2013 Faculty Fellow

March 14, 2012

I have had the privilege and honor of serving as faculty at FIU for the past 16 years. Currently, I am an Associate Professor of Geography in the Department of Global and Sociocultural Studies. In addition, for the next two years I am the Faculty Fellow in the Office of the Provost, another distinct privilege and honor. In my role as Faculty Fellow I serve primarily as a liaison between the faculty and the administration, to educate each group about the other and keep the lines of communication open. Today I would like to give you a brief synopsis of the teaching-related support and initiatives available to FIU faculty. Though I will not have time to provide an exhaustive overview or much in-depth discussion of any one item, I do hope it suffices to say that I have been here for as long as I have primarily because of how rewarding it is to teach here. Ultimately teaching is about making meaningful connections with students in ways that help them learn effectively. And, at the end of the day the University is nothing without its students.

Geographers like to talk about “scale” and here at FIU our teaching support engages at all scales. Locally, in the departments, there are several exciting pedagogical projects underway. I would like to single out the physical sciences in particular here. Physics pioneered the Learning Assistant Program (LAP), which provides students who are interested in teaching with a variety of educational experiences early in their college careers. The LAP program has now been adopted by Chemistry, Earth Sciences, and Mathematics as well. This initiative will increase the supply of science teachers from FIU. Biological Sciences uses Peer Led Team Learning (PLTL), in which students who have successfully taken a course volunteer to tutor currently enrolled-students. Peer-led learning is an especially effective strategy for subject students consider difficult. Finally, and also in Biological Sciences, the successful Quantifying Biology in the Classroom (QBIC) initiative has created an interdisciplinary four year curriculum for students who wish to take a more quantitative approach to their BS in Biological Sciences. QBIC students integrate math, informational sciences, and statistics into their studies. I recommend a visit to the website (<http://qbic.fiu.edu/index.html>) for more information on this phenomenal program.

These local departmental initiatives nest within University-wide emphasis on pedagogical innovation. Team-based learning (TBL) is a method adopted as part of FIU’s Global Learning for Global Citizenship initiative. I was fortunate enough to attend the seminars by Larry Michaelson, who originated the TBL method, and to implement it in my class last year. TBL has students work in and even take exams in groups, fostering accountability among student peers. It focuses on active learning that occurs outside as well as inside the classroom. In my Cultural Geography course, student teams directly experienced fieldwork and conducted some first-rate geography research as undergraduates.

Teaching support is provided for faculty at all stages of their career. At FIU, most of this is orchestrated through the Center for the Advancement of Teaching (CAT). Novice graduate instructors are required to take a three day orientation. Some go on to become Certified Teaching Assistants, gaining experience in the philosophy, practice, and policies of University teaching through intensive workshops, observation, and writing. All new FIU faculty, as well, go through a teaching orientation before the Fall semester starts. I have been a regular presenter in these orientations, talking to new faculty about engaging students in very large classes. New faculty also have a series of workshops available to them, on topics such as learning styles, developing syllabi, and making the most of the first day of class. As faculty face the tenure and promotion process, the CAT provides formal classroom assessments of teaching, and written as well as verbal feedback to the faculty member. I went through this process and benefitted greatly from the assessment. Finally, for those of us mid-career and in danger of getting a little stale around the edges, the CAT hosts workshops throughout the semester – 63 of them for Spring 2012, for instance. I have taught the clicker (personal response system) workshop several times.

Technology use in the classroom seems to be synonymous with “Twenty-First Century Learning.” FIU does a great deal to foster faculty involvement with technology. I just mentioned clickers, which I use in my large classes in order to do course information recall quizzes the next day and to poll students on issues. The University has adopted a standard clicker system, the iClicker, so that students can keep their clicker for the four years they are here and use it in multiple courses, which reduces materials costs to them. Classroom spaces are built as well as redesigned to be e-classrooms and I have had the privilege of teaching in several of them. SIPA, RDB, and Green Library all have large class spaces that incorporate the latest classroom technology as well as great acoustics [image of GL 100, image of active learning concept classroom]. More and more faculty are using the same technology that students use to engage them in course material. Some use “wikis” to allow students to work in teams to collectively edit course assignments. Our science labs use animations to demonstrate experiments. I routinely use a blog to communicate with students and provide additional items of interest in large classes [image of my blog]. Many of the CAT workshops focus on how to effectively use technology to enhance learning.

However, no amount of technology can substitute for the basics of good teaching. As I said at the beginning, teaching is about making meaningful connections with students in ways that help them learn effectively. Or, as a recent *Chronicle of Higher Education* article put it, “It doesn’t matter what method you use if you do not first focus on one intangible factor: the bond between professor and student.” That is why at FIU we continue to emphasize measurement and accountability of learning, through academic learning compacts in the majors, and enumeration of learning outcomes for students annually. When employers are asked what they want in their newly-minted FIU graduate hires, they invariably state that they want workers who can write and speak effectively, and who can think critically. These are the qualities emphasized in our baseline accountability measures and curriculum content. FIU strives to help students with the basics – writing, time management, and effective study skills – through resources such as the Center for Excellence in Writing, hands-on instruction through Freshman Experience courses, and individual tutoring from faculty.

Here at FIU we have achieved a balance between tried and true, and cutting-edge, to deliver an educational experience that is world class. I am truly proud to be a part of this.

**Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee**

Office of the Dean, Undergraduate Education

February 7, 2012

IMPROVING ON-TIME GRADUATION RATES IMMEDIATELY

The on-time graduation rates for undergraduate students are important indicators of undergraduate student success.

The six-year graduation rate for FIU's last four FTIC cohorts has fallen a total of 6%, and the rate now sits at 41.0%, for the 2005 FTIC cohort (which indicates the percentage of FTICs who started in Fall, 2005, and graduated by the end of Summer, 2011). The average FTIC six-year graduation rate for public research universities is 57%. For Arizona State University, one of FIU's aspirational peers, the FTIC six-year graduation rate is 56%.

Clearly, improvement needs to be made in our undergraduate graduation rate.

It is worth underscoring that retention is necessary but not sufficient to increase graduation rates. In order to succeed academically and graduate on-time, students need not only to continue to take courses but also to take the right courses, i.e., courses which lead them to the goal of satisfying their degree requirements in a timely fashion.

Principles that are involved with improving on-time graduation are simple. Students need to identify a specific and appropriate goal. They need to have a clear path to achieve that goal. They need to receive prompt feedback about whether or not they are on that path. They need help to increase supports for achieving that goal and to diminish barriers. Advisors need to work proactively with students rather than reactively, reaching out to students not waiting for the students to come to them.

What is being done at FIU to implement these practices? A lot. Significant efforts both in the near- and long-term are being made university-wide, and the results are already promising. The last Undergraduate Education Report to the Board of Trustees described briefly the Graduation Success Initiative (GSI), a comprehensive, university-wide system which is being developed to improve retention and graduation rates over the long-term. This report focuses on efforts to improve the graduation rates immediately (graduation by end of Summer, 2012).

FTIC's

Beginning in Fall, 2011, an intense, cooperative effort began between Undergraduate Education's Office of Retention and Graduation Success and the advising units in each College or School with undergraduate programs.

In Fall, 2011, the Office of Retention and Graduation Success targeted specific students of the 2006 FTIC cohort who were good candidates to finish on-time (by the end of Summer, 2012). Four hundred and two (402) students were identified who were active and who had earned at least 100 credits by the beginning of Fall, 2011. In addition, a close inspection of the graduation evaluation for each of these students by the Director of Retention and Graduation Success determined whether or not the student was well positioned to graduate on-time.

The lists of these carefully-targeted students were then sent to the appropriate unit Dean with the recommendation that the College's or School's advisors contact their students and schedule graduation planning sessions with each student, which the unit advisors did with their Dean's direction and leadership.

It seems highly likely that the proactive practice of targeted contact and advising has had a positive effect, although it is impossible to isolate the cause. Thirty-five percent (141) of the 402 students who were contacted have now either graduated or applied for graduation.

For perspective, with two registration periods to go for on-time graduation (Spring and Summer, 2012), the rate for the 2006 FTIC cohort is already at 44%, which is a 3% improvement on the 2005 FTIC cohort rate of 41%. Another 3% (115) of the 2006 FTIC cohort have already applied for graduation in Spring, 2012. See Figure 1.

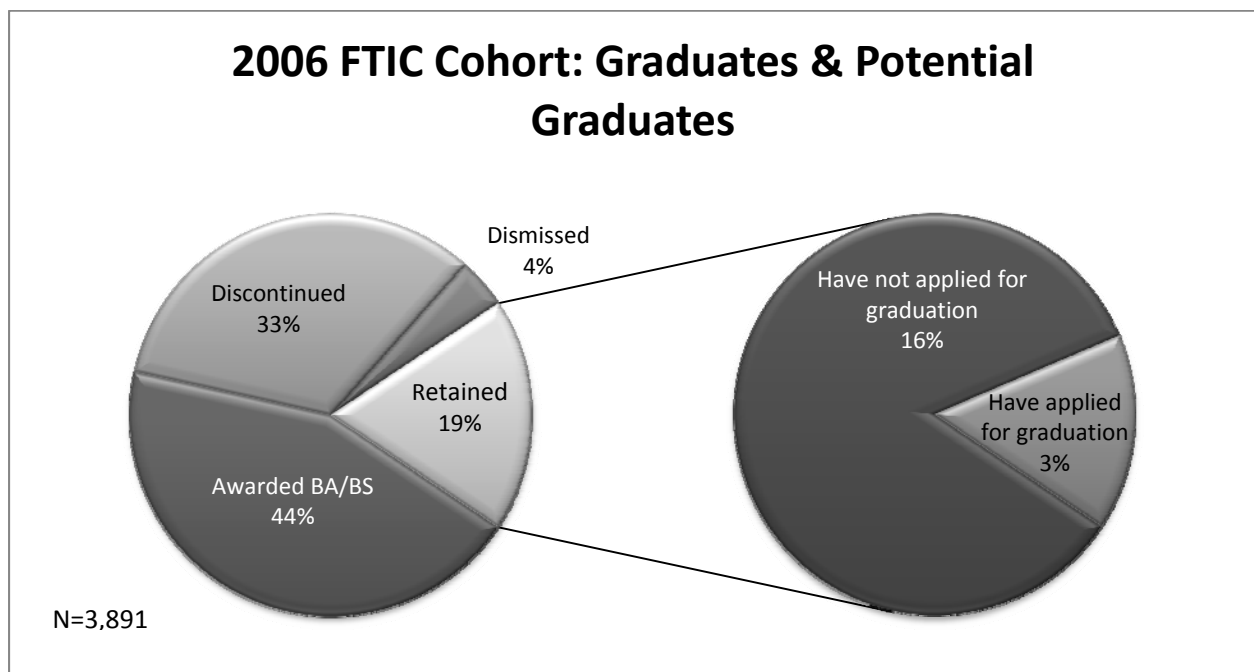


Figure 1. 2006 FTIC cohort, graduates and potential graduates, as of February, 2012.

In Spring, 2012, a similar process is being followed for the 2006 FTIC cohort: careful targeting of students and proactive contact and advising. The 2006 FTIC cohort students who have not graduated or applied for graduation and who will have 114 credits at the end of Spring semester and a minimum 2.0 GPA (7% of the cohort, or 280 students) have been identified by the Office of Retention and Graduation Success. The students' names and contact information have been sent to the Deans and advisors in the Colleges and Schools with the recommendation that the students be contacted in order to plan graduation for Summer, 2012.

Every 39 FTIC students who graduate on-time represent a 1% increase in the six-year graduation rate for the 2006 FTIC cohort. So with 44% (1,704) already graduated, another 3% (115) having already applied for graduation in Spring, 2012, and another 7% (280) with a legitimate possibility of graduating in Summer, 2012, the 2006 FTIC six-year graduation rate will definitely improve upon its current 41%. The target in the Work Plan for the 2007-2013 FTIC cohort is 46.6%.

AA Transfers

The measure of on-time graduation for AA Transfers is degree completion within four years of admission to FIU. As with the FTIC measure, FIU's performance has declined. After settling into two plateaus—about 62% for the four cohorts between 2000 and 2003 (62.9 %, 62.4%, 61.1%, and 62.6%, respectively), and about 60% for the three cohorts between 2004 and 2006 (60.7%, 60.7%, and 60.3%, respectively)—the 2007 AA Transfer four-year graduation rate has fallen to 56.5%. The 2009-2013 AA Transfer target is 62.7%.

A collaborative process among Undergraduate Education and the Colleges and Schools has been followed for AA Transfers, identical to the process implemented for the FTICs (see above). Careful targeting of students who are well positioned to graduate combined with proactive advising outreach appears to have produced positive results.

Every 20 AA Transfer students who graduate on-time represent a 1% increase in the four-year graduation rate for the 2008 AA Transfer cohort. With 53% (1,048) already graduated, another 5% (89) having already applied for graduation in Spring, 2012, and another 12% (235) with a legitimate possibility of graduating in Summer, 2012, the 2008 AA Transfer four-year graduation rate should improve upon its current 56.5% rate. See Figure 2.

2008 AA Cohort: 4-Year Graduates & Potential Graduates

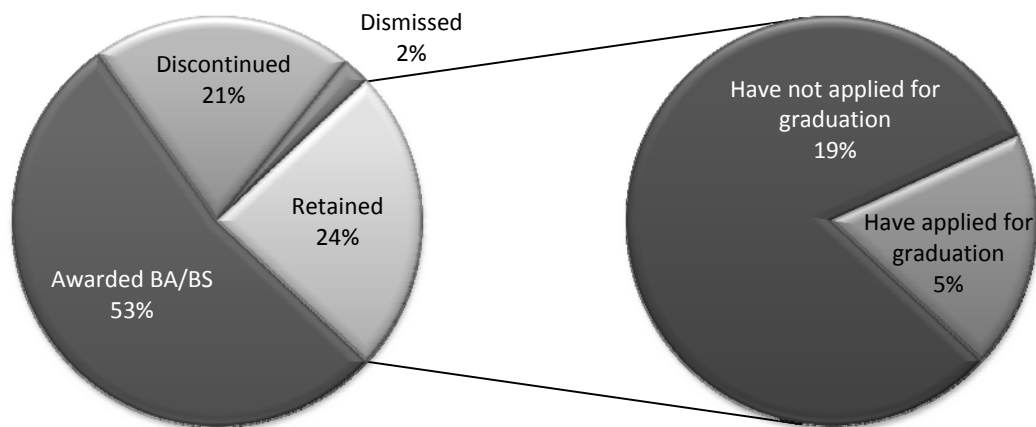


Figure 2. 2008 AA Transfer cohort, graduates and potential graduates, as of February, 2012.

Conclusion

This report focuses on what is being done immediately to help undergraduate students who are well positioned to graduate on-time to actually graduate. This immediate action occurs simultaneously with building the Graduation Success Initiative (GSI), an enduring, comprehensive, university-wide system which will result in more FIU undergraduates graduating on time. The GSI will be rolled out in its early form for cohorts beginning Fall, 2012, and future reports will provide more details regarding this transformative initiative.

UNIVERSITY GRADUATE SCHOOL REPORT

MARCH 2012

I. Introduction

This report consists of two sections, the first of which is dedicated to a description of the UGS Professional Development Program. The University Graduate School (UGS) recognizes that its long-term success and reputation will come from how well FIU graduate students are prepared for their post- graduation careers. Necessary ingredients for a top quality graduate education include professional development opportunities for graduate students that are designed to supplement academic disciplinary training. Seventy four percent of respondents to a 2011 UGS survey indicated Professional/Career Development workshops would be beneficial to them. Graduate students have indicated the need for additional student training in areas such as communication through speaking and writing, teaching skills for those who aspire to become professors, career development, leadership skills and time-management. UGS is committed to complementing the efforts of individual academic units to provide graduate students with these skills through the UGS Professional Development Program.

Secondary motives for an increased UGS focus on professional development training are to bring about a sense of collective belonging to the graduate student community at FIU and to enhance graduate student retention rates. UGS has identified graduate student professional development as an important strategic priority in 2011-12 in its pursuit to ensure successful and timely degree completion by graduate students.

The second section of this report will focus on our continuing efforts to ensure the highest level of service in the graduate admissions process. Graduate students' experiences with FIU begin with recruitment and admissions. In order to attract and enroll the highest caliber of students, the prospective student's first interaction with our University must be positive. Our data show that UGS has made great strides in improving the graduate student admission experience, with a 60-70% reduction in the number of students who report that they were not provided sufficient assistance during the admission process or were not treated well by the UGS.

II. UGS Professional Development Program

In an effort to prepare graduate students for a highly competitive and demanding job market, UGS has developed the graduate student Professional Development Program described in detail at http://gradschool.fiu.edu/Professional_Development_Program.html. This program supplements academic and research training with competencies in four categories – communication, professoriate training, leadership, and well-being.

The program assists students in their career development by serving as a gateway to campus resources and by providing direct services. It ties together and complements the efforts of established University resources, such as the Center for Excellence in Writing, Office of Career Services, Division of Research, Center for the Advancement of Teaching and the University Health Services. Events and workshops/lectures in all four competency areas are scheduled throughout the academic year. In addition, Graduate Student Appreciation Week is a week-long professional development event hosted by the University Graduate School and the Graduate and Professional Student Committee.

To encourage student participation in the Professional Development Program, UGS is working with the Center for Leadership and Service to offer a co-curricular transcript where graduate students' participation can be documented on an official university record. This record will strengthen students' CV's, and it will help students in presenting their professional skills to potential employers.

Communication Competency

Under this competency, graduate students will develop effective communication skills (oral and written) that will prepare them for job opportunities in academia as well as industry, government and non-profit organizations. In collaboration with the Center for Excellence in Writing and the College of Education Office of Academic Writing and Publication Support, UGS will develop resources for graduate students to enhance their communication skills. Efforts to support this competency included several workshops in fall 2011, including *Writing the Personal Statement*, *CV Writing*, *Communication Skills Workshop*, and the *Dissertation Writing Retreat*. Some of the workshops scheduled for spring 2012 include *Sharpening Your Networking Skills*, *Writing the Research Statement*, and *Conference Presentation Skills*. Some events are also offered at the Biscayne Bay Campus.

Professoriate Training Competency

This competency addresses the needs of doctoral students aspiring to become professors. Teaching is an important responsibility of a professor, and training in teaching provides graduate students with a significant advantage in their faculty careers. In collaboration with the FIU Center for the Advancement of Teaching, workshops are offered to provide graduate students with the opportunity to develop skills necessary for excellence in teaching and learning. The Center for the Advancement of Teaching offers certificates to graduate students completing the teaching training program.

Acquiring grantsmanship skills is also essential to aspiring professors. To that end, the UGS partnered with the Division of Research Graduate Grants Center to provide training and assistance to graduate students applying for fellowships and grants. The Center aims to increase the number of graduate students supported by external fellowships. It conducted a number of presentations to educate students about fellowships and application procedures. In fall 2011, presentations were conducted for the Biology Graduate Student Association, a group of first year psychology graduate students, the Department of History Graduate Student Association, graduate students in the Department of Epidemiology and Biostatistics, and for students attending Graduate Student Appreciation Week. An information session on the National Institutes of Health (NIH) fellowships was offered to doctoral students, and a National Science Foundation (NSF) session for master's and doctoral students is forthcoming.

In addition to the workshops provided by the Center for the Advancement of Teaching and Graduate Research Center, the UGS continues to provide funding for the Colloquium Initiative. The purpose of the UGS Colloquium Initiative is to support academic units in organizing distinguished lectures and seminar series for their graduate students. The UGS provides up to \$3000 for the support of colloquium proposals, which must have a matching commitment from the unit/college. Nineteen colloquium initiative proposals have been awarded for 2011-2012 AY. UGS has provided a total of \$55,000 in support of colloquium proposals and recipients include Modern Languages, Biology, Marine Science, Global and Social cultural Studies, Finance, Nursing, and Social Work. Among the events scheduled during the last academic year were SIPA's Visiting Distinguished Scholar Seminar Series, College of Nursing's Spring 2011 Colloquium/Seminar Series, and graduate seminars in Mechanical and Materials Engineering.

Leadership Competency

Leaders in all disciplines need the skills to envision future trends in their disciplines, to apply their expertise to address the needs of society, to communicate effectively with stakeholders of diverse backgrounds, and to attract resources to support their cause. In collaboration with the Center for Leadership at FIU, workshops and lectures are offered to train graduate students in these important skills. Distinguished lectures from leaders in industry and academia, and workshops on developing networking skills and ethical research are offered on a periodic basis. In spring 2012, scheduled events include workshops on *Ethics and Leadership* and distinguished lectures in the fields of *Women in STEM* and *Women in Business*.

Well-being Competency

Many elements can contribute to the student's well-being. Graduate students will need to balance academic and personal lives during the pursuit of their graduate studies. The mental strain often associated with research endeavors can be eased by a conscious approach to overall wellness. In collaboration with the FIU Health and Wellness Center, UGS facilitated a workshop on *Stress Management* and will host two more workshops in spring 2012 on *Stress and Time Management*.

Graduate Student Appreciation Week

UGS will host the Second Annual Graduate Student Appreciation Week in order to provide professional development opportunities and to recognize graduate students' accomplishments and contributions to FIU. The *UGS Provost Graduate Awards* honor and reward faculty and graduate student accomplishments in several categories. Designated awards for the 2011-12 academic year are:

1. *UGS Provost Award for Graduate Student Engagement (student award)*
2. *UGS Provost Award for Graduate Student Outstanding Paper or Manuscript (student award)*
3. *UGS Provost Award for Student Outstanding Product or Performance (student award)*
4. *UGS Provost Award for Mentorship of Graduate Students (faculty award)*

The schedule for the professional development and recognition events is as follows:

Monday, 2/27 and Tuesday 2/28

- Scholarly Forum (posters and presentations of students' original research)
- Graduate Student Resource Fair

Wednesday, 2/29

- Graduate Student Symposium
- Welcome Speaker: Dr. Magaly Spector, Vice President of Diversity and Engagement, UT- Dallas
- The Professoriate: Academic Panel
- Graduate Funding: Arie Spigel, Graduate Research Center
- Stress Management: Camila Pham, Health and Wellness Center

Thursday, 3/1

- GradSkellar @ Chili's Too and BBC

Friday, 3/2

- Baseball Home Game Opener
- Recognition Reception (Scholarly Forum winners, UGS Fellowship recipients, and UGS Provost Awards)

III. UGS Customer Satisfaction Efforts

Admissions operations continue to be a focus of our efforts to improve customer service, as it is the first point of student contact with UGS. To that end, every applicant is offered an opportunity to provide feedback during each stage of the graduate admissions process. A brief summary of student feedback from 2011 is provided in the table below.

The survey results, shown in figures 1, 2 and 3 below, regarding UGS admissions process are very encouraging, with improved ratings across the board when compared with last year's results. Eighty-four percent of respondents agreed that their overall experience with the process was positive, up from 67% percent last year. More importantly, the percentage of students who had some degree of dissatisfaction with the admissions process dropped from 27.6% in fall 2010 to 8.3% in fall 2011.

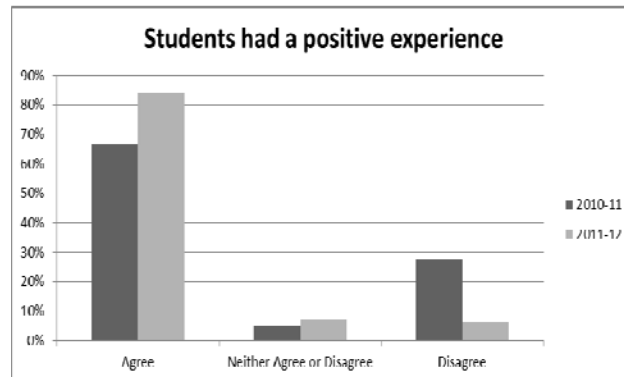


Fig 1. Percentage of students agreeing or disagreeing that they had a positive experience

It is important to the UGS that all of our applicants feel respected and valued by FIU and that we are appropriately responsive to their needs. This survey indicates we have made tremendous strides toward achieving these goals over the past year. For fall 2011, the number of students who did not feel valued or respected in our communications with them dropped by more than 50%. Likewise, the number of students who indicated that they did not get their issue or problem resolved by UGS staff also declined by more than half when compared with last year. UGS will continue to provide professional development opportunities and required training to all staff members during spring 2012 semester to further decrease levels of applicant dissatisfaction.

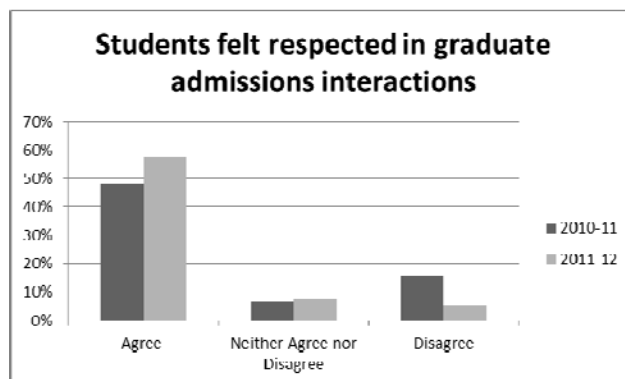


Fig 2. Percentage of students agreeing or disagreeing that they felt respected during interactions with graduate admissions

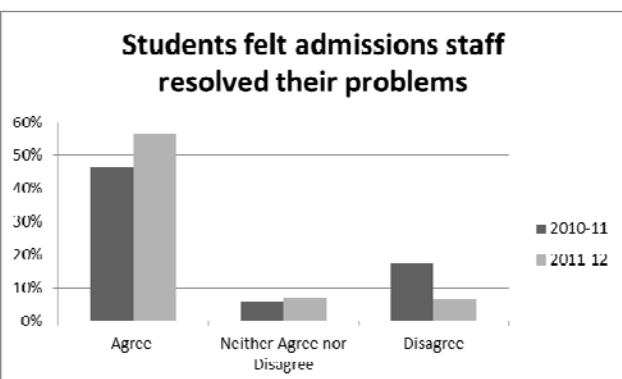


Fig 3. Percentage of students agreeing or disagreeing that they felt the admissions staff helped to resolve their problems

It appears that the individual departments and their graduate program directors have also improved in their services to graduate students. Fewer students reported that they did not get a response to their concerns from the department in a timely manner. However, apparent contradictions in the information provided by the academic department and by the Graduate Admissions continue to be of concern. UGS will work to redress these inconsistencies during the coming year.

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

MARCH 2012

I. University Enrollment

As of 21 February 43,491 students have enrolled in courses for the spring 2012 term. This represents a 4.5% increase as compared to spring 2011 enrollment of 41,625. In addition, the FTEs have increased by 3%, from 10,846 FTEs in spring 2011 to 11,144 in spring 2012.

By the end of fall 2011, the FTE total was 17,495 (5,696 for summer 2011 and 11,798 for fall 2011). That is an increase of 1,164 FTEs or 7% when compared with the end of fall 10.

II. New FTIC and Transfer Enrollment

For the spring of 2012, 193 new First-Time in College (FTIC) students, and 2,499 new transfer students enrolled in courses. The entering FTIC students had a high school mean GPA of 3.42 and a SAT mean of 1582 (three components).

For academic year 2011-2012, a total of 4,734 new FTICs and 8,283 new transfer students enrolled for courses. This represents an increase of 10% and 2%, respectively, when compared with the 2010-11 academic year. In total, there was an increase of 5% in new enrollees from 12,402 students in 2010-11 to 13,017 in 2011-12.

ACADEMIC YEAR	TYPE OF STUDENT	APPLIED	ADMITTED	ENROLLED
2010-2011	FTIC	20,112	9,987	4,313
	TRANSFER	17,314	12,453	8,089
<i>2010-2011 Total</i>		<i>37,426</i>	<i>22,440</i>	<i>12,402</i>
2011-2012	FTIC	21,790	10,917	4,734
	TRANSFER	18,188	12,721	8,283
<i>2011-2012 Total</i>		<i>39,978</i>	<i>23,638</i>	<i>13,017</i>

III. Financial Aid

The Financial Aid Office has disbursed \$336 million to 34,257 students so far for 2011-2012 compared to \$303 million to 31,764 students over the same time period for 2010-2011. Our yearly Free Application for Federal Student Aid (FAFSA) Campaign to encourage students to apply early is in full swing. The goal is to increase the number of applications submitted by the March 1st priority deadline.

The FAFSA campaign has been very successful. As of 14 February, 13,361 FAFSA applications have been submitted. This represents an increase of 20% when compared with point-in-time comparison of last year when 11,164 applications were submitted. Over the last 5 years, FAFSA applications have increased by 17%, from 36,271 applications in 2007-2008 to 42,451 in 2010-2011.

2011-2012 FAFSAs		2012-2013 FAFSAs	
App Date	Total	App Date	Total
January	7,199	January	8,289
February (2/1-2/14)	3,965	February (2/1-2/14)	5,072

IV. The Concierge Experience – Spring 2012

Concierge Enrollment Services has been improving services across all areas of Enrollment Services. As part of the plan to implement a One-Stop Center, various projects have been started to develop the infrastructure for the future center. A Forms Center was established to help alleviate some of the traffic congestion in the halls of the Primera Casa building during peak times. The Forms Center has been effective in reducing lines within the Offices of Financial Aid, Registrar, Admissions and Student Financials by allowing students to either drop off or pick up specific forms. By providing a centralized location, students can complete quick tasks without having to wait in line.

Concierge Enrollment Services has also taken a step in improving the communication with students by providing exceptional enrollment services through emails, social media, phones, as well as in-person interaction. Through these various communication modes, students can ask questions and resolve problems as they arise or at their convenience, often without having to make a special trip to come to campus. Another communication project that has been launched is the design and planned implementation of a one-stop website, which will make it easier for prospective students, current students, parents, faculty, staff, and alumni to access enrollment services information. The website is expected to go-live by summer 2012.

The next phase of the One-Stop Center implementation is the development of a One-Stop Enrollment Services Front Counter. The goal is to move from many different service counters to one centralized enrollment services counter. As a result, a cross training plan has been developed and is being implemented to equip staff with the necessary tools to assist students in a holistic and efficient manner. A pilot will take place summer 2012 with cross-trained personnel serving one unified counter for records, registration and financial aid. As part of the development of this One-Stop Counter, Concierge Enrollment Services is streamlining processes and procedures to better serve the university community.



STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

State University System Degree Completion Initiative

Dr. Pam Northrup, Associate Provost/Dean University of West Florida
January 18, 2012

www.flbog.edu

Pilot Partnership

- Florida Board of Governors
- Florida Distance Learning Consortium
- Florida International University
- University of Florida
- University of North Florida
- University of South Florida
- University of West Florida



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Board of Governors

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Purpose of this Pilot Project

- Test innovative, scalable, cooperative program models and instructional strategies to increase the number of Floridians holding baccalaureate degrees aligned with fast-growing occupations and overall workforce demands.



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Board of Governors

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The Model

- **Audience:** reentry students, including military and veterans
- **Curriculum Innovation:** online using excellence in online learning already in Florida, testing accelerated models for delivery
- **Degree Completion Advisors:** significant support to guide students to degree
- **Website Development & Centralized Advertising:** significant messaging of the initiative, use of resources that already exist in Florida
- **Evaluation:** Continuous Improvement
- **Administration & Collaboration:**
Five SUS institutions working together to offer degree programs that align to workforce needs in Florida.



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Goals

- Provide a **single point access** for students who have stopped out of college to re-enter, engage and complete bachelor's degree. *[in partnership with FDLC's and FACTS.org web presence]*
- Offer **innovative programming** to meet reentry student needs and busy schedules (online, accelerated) *[in partnership with SUS institutions]*
- **Guide** reentry students through convenient pathways to successful degree completion. *[using 'concierge' approach to academic advising]*
- Establish a network of **support services** among participating institutions.



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Two Phases of the Initiative

- **Phase 1: Pilot Project** – (2 years: Fall 2012-Spring 2014)
 - Limited academic offerings aligned with high demand occupations, fully online
 - Testing of curricular innovation to reduce time to degree
 - Limited number of partner institutions
- **Phase 2 – Full Statewide Degree Completion Initiative**
 - Expansion of partner institutions and academic offerings



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Phase 1: Pilot Programs

- Bachelors of General Studies, USF
- Bachelors of Interdisciplinary Information Technology, UWF
 - Selected specialization areas available for students from all six SUS participating institutions. (UF, FIU, UNF, USF and UWF)
 - Discussions are underway with St. Petersburg College and Florida State College at Jacksonville



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Pilot Curriculum Innovation

- Develop models of innovative uses of program delivery to include:
 - Online Courses
 - Accelerated Program Plans
 - Accelerated Course Scheduling
 - Prior Learning Assessment
 - Competency-Based Education
 - Collaborative Course Offerings Among Institutions



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Student Support Model

- Degree Completion Specialists at each institution to support student needs
 - Concierge Approach to Advising
 - Collaborative with other institutional Degree Completion Specialists
 - Provide seamless transition to students between institutions
- Utilize services and support through FDLC and FACTS.org



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Degree Completion Student Process

- **Step 1:** Select Bachelors Degree Completion Program
 - Bachelors of General Studies – USF
 - Bachelors of Interdisciplinary Information Technology – UWF
- **Step 2:** Select Specializations/Concentrations for Bachelors Degree
 - Student and advisor select from approved list
- **Step 3:** Complete degree with significant guidance & support from advisors located at each institution.



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Degree Administration

- Admissions through degree granting institution (for the pilot, USF and UWF will serve as degree granting institutions)
- Advising through home institution (USF, UWF)
- Concentrations available from authorized list of institutions (UF, FIU, UNF, UWF, USF)
- Student credit hours accrue to the institution offering the course
- Degree administration and reporting through home institution including monitoring of residency requirements and compliance with accreditation standards.



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Pilot Coordinating Council

Representatives from each participating SUS institution, Florida Board of Governors and Florida Distance Learning Consortium will:

- Maintain responsibility to align programs and specialization areas with workforce occupations and to ensure academic learning compacts and student learning outcomes are met
- Determine best practices for innovative program delivery
- Provide guidance for marketing efforts and ongoing student enrollments
- Ensure efficiency in the application and enrollment process
- Ensure alignment with SACS for reporting and quality assurance standards and guidelines



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Formative Evaluation

- Data collected and monitored each semester to determine pilot success
 - Student Success
 - applications, acceptances, admissions, enrollments, persistence, graduates, # of courses enrolled/completed/success. Monitor time to graduation. Student satisfaction, Graduate success.
 - Innovative Delivery Methods
 - Success of competency-based model? Success of Prior Learning Assessment? Success of shared specializations?
- Data will be reported to the Pilot Program Coordinating Council for revision as required (based on data).



Current Status of Pilot Project

- Degree Completion Model and Business Plan being finalized by work team of five SUS institutions, the Florida Distance Learning Consortium and Board of Governors.
- Two active degree completion programs in place to build upon (USF, UWF)
- All five institutions will offer specializations and concentrations to meet workforce needs (USF, UWF, UF, FIU, FAMU, UNF)
- Cooperative Program Agreement(s) drafted for credit transfer between partner institutions.



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Pilot Project Model (Annual)

- **1.6 million for SUS initiative ANNUALLY to develop and test the model**
 - Curriculum Innovation (\$400,000)
 - Testing competency-based education; prior learning assessment
 - Degree Completion Advisors (\$400,000)
 - Providing support to students at each institution
 - Website Development & Centralized Advertising (\$500,000)
 - Partnership with FDLC and FACTS.org Statewide Marketing
 - Evaluation (\$25,000)
 - Collect and monitor data, provide reporting
 - Administration & Collaboration (\$290,000)



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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 14, 2012

Subject: Foundation Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

Carlos B. Castillo, 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: Carlos B. Castillo, *FIU Foundation Board of Directors*

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 14, 2012

Subject: Student Affairs Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The Student Affairs Report highlights the various activities and services in which students participated through the end of the Fall 2011 semester, and the beginning of the Spring 2012 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

Division of Student Affairs – Summary Report February 2012

Introduction

The fall semester ended and spring semester began with much enthusiasm and school spirit. Fans showed up in throngs to support their team at the Beef O' Brady's Bowl in St. Petersburg and although, FIU fell to Marshall University, Panthers celebrated their blue-and-gold pride and sprit until the clock ran out. The spring semester began with renewed energy and activities, as we welcomed new students and a two week-long series of programs inspired by Dr. Martin Luther King's life and work.

Students have settled into their academic schedules and routines and are engaged in campus activities. Highlighted below are some of the programs and services provided within the Division of Student Affairs, since the last report:

Campus Life

- The Student Government Association supported travel for 265 students to attend the Beef O' Brady's bowl game, in St. Petersburg in December.
- During Fall Semester, over 20,000 different students participated in at least one program or activity sponsored by Campus Life.
- In light of recent incidents in the state and nation, Campus Life has strengthened its communication and hazing prevention efforts. The Office of Campus Life held a *mandatory* workshop for all Greek organizations on campus on January 25th to reiterate university policy. *"Hazing is specifically prohibited by FIU regulations, and it is also classified as a crime in Florida. We cannot tolerate hazing on our campus or in our university community, and anyone found responsible will face the gravest possible consequences, including expulsion and criminal penalties."* Campus Life also sponsored a workshop, "Buy in or Get Out", on January 11, at which various topics affecting the Greek community were discussed, including hazing, sexual harassment, apathy and alcohol.

Career Services

- Career Services facilitated four Business Etiquette dinners with over 300 students in attendance during the fall. The events were held at four locations and for the first time ever, Career Services took the show on the road and presented to Alpha Kappa Psi (a business fraternity) at the Renaissance Ballrooms in Miami. A new

collaboration with athletics also resulted in a customized etiquette seminar for athletes.

- Career Fair at the Biscayne Bay Campus was held on October 5, 2011 in the WUC Ballrooms. Thirty three employers showcased their local, national and international opportunities to 302 students and alumni. Participating companies included:

AAA Parking	Northwestern Mutual Financial Network
The Cosmopolitan of Las Vegas	USA Parking System
Aerotek	NR Windows, Inc.
AmTrust Bank, A Division of New York	Jack D. Gordon Institute for Public Policy and
Community Bank	Citizenship Studies
Becker Professional Education	Peace Corps
Burger King	Progressive Insurance
Carlos Albizu University	St. Regis Bal Harbour
CMA CGM (America) LLC	Target
Colonial Life	Telemundo Network
Costa Farms, Inc.	National Geospatial Intelligence Agency
Enterprise Holdings	The Vitamin Shoppe
FIU-Human Resources-BBC	United Health Group
WSVN Channel 7/Sunbeam Television	Us. Dept. of State, Bureau of Diplomatic
Corporation	Security
Institute for Child and Family Health	Off the Hookah
Guardian Ad Litem Program	vFinance Investments, Inc.
New York Life	Loews Miami Beach Hotel
W Hotels (South Beach)	

- Career Services made 35 presentations in Freshman Experience classes reaching 626 students. The presentations provide an overview of the services and resources available in Career Services and focused on the importance of major/career choices, the urgency of getting started on a career plan early as well as assessment tools available that help them decide on a career path.
- On December 15, 2011, the Career Services Office hosted an Open House event for employers that have consistently hired our students and alumni, and have participated in our activities and on-campus recruitment. There were a total of 25 employers in attendance.
- Career Services hosted its spring 2012 Career Fair on February 2, at the U.S. Century Bank Arena. The event was attended by representatives from seventy nine companies, of which twenty five were new to FIU recruitment and represented a wide variety of industries. Employer feedback is still being compiled, however verbal employer reviews were overwhelmingly positive regarding student preparedness, the venue and the hospitality and customer service offered by the Career Services staff. Below are the names of the companies who were new to the event.

ALSAC/St. Jude Children's Research Hospital
 Buckeye International, Inc.
 Court Options
 HJ Foundation Company
 Marlabs Inc.
 National Geospatial-Intelligence Agency
 OmniPoint, Inc.
 Skanska USA Building Inc.
 SPAWAR Atlantic
 The Disney Company
 Ultimate Software
 Warren Henry Automobiles
 Windhaven Insurance/Managers/
 Underwriters

Brightstar Corp.
 Cheerwine - Carolina Beverage Corporation
 Hillel Community Day School
 J.B. Hunt Transport
 Miami Neurological Institute
 Neff Rental LLC
 School District of Manatee County
 Southern Auto Finance Co.
 TEKsystems
 The TJX Companies, Inc.
 Visa
 Winn Dixie Corporation

Center for Leadership and Services

- On Saturday, January 14, 2012, FIU students, alumni, and members of the community gathered in observance of the annual Dr. Martin Luther King Jr. Day of Service hosted by the Center for Leadership & Service. Volunteers worked on several beautification projects at Gould's Park in Cutler Ridge, including building a community garden to help address sustainability needs within the surrounding community. Over 350 volunteers participated in the event, 317 of those were FIU students. The Center for Leadership & Service, Service for Peace, AARP, Miami Dade College, and Miami Dade Parks and Recreation partnered to bring this project to fruition. This annual Day of Service project serves as a tribute to Dr. Martin Luther King Jr. and provided our students with an opportunity to get involved in serving their community while remembering his legacy.
- On Saturday, January 28, 2012, Florida International University's students kicked-off the biggest college party of the year and had the time of their lives...for 25 hours. The steering committee of the 15th annual *Dance Marathon* set the goal of raising \$60,000 in support of the Miami Children's Hospital Foundation through the Children's Miracle Network Hospitals. Over 300 students registered for the event which was held at FIU's Recreation Center, at the Modesto Maidique Campus. Eleven miracle families visited and inspired the dancers throughout the 25 hours to share the impact the event has had on their recovery and life. The event ended with the closing ceremony on Sunday, January 29, 2012 where the steering committee announced the total amount surpassed their goal raising \$60,828.51.
- The 9th Annual FIU Student Leadership Summit was held on Saturday, February 4, 2012 at the Biscayne Bay Campus. Over 400 people participated in this one-day conference for current and emerging student leaders, featuring sessions on nine leadership competencies such as effective communication, diversity appreciation, interpersonal skills and leadership development. The Summit

offered 27 workshops presented by faculty, staff, and students giving participants a wide variety of choices for enhancing their leadership knowledge.

A new feature of the 2012 Summit was a partnership with Youth Leadership Miami, a leadership and civic responsibility program sponsored by the Greater Miami Chamber of Commerce. One-hundred high school students participated in the Summit and enjoyed a lunch discussion with FIU students about getting ready for college.

Disability Resource Center (DRC)

- In response to the increase in FIU students afflicted with Asperger's Disorder, the DRC has engaged in an intensive review of state-of-the-art programs and service models that are in operation at I.H.E.'s and are successfully serving Adult Autism Spectrum Disorder students. The Center is in the process of designing, pilot testing, and implementing a cohort based service program to meet the specific needs of students on the Autism Spectrum. Components of the program's service model include: faculty expertise and collaboration, external community collaboration and mentorship.
- As a result of a review of feedback from students, DRC has established direct access to the Blackboard Learning Management System. With the implementation of this critical linkage, we are able to access the contact information of instructional designers assigned to work with the specific course. The communication is now streamlined so that all the requisite stakeholders can implement the academic accommodations; ensuring full participation for students with disabilities. This process improvement is operational for students taking fully online courses supported by the Blackboard environment. Future service improvements are slated for 2011-12.
- DRC has developed and implemented a program offering opportunities for FIU students to volunteer with the DRC. This program's November kick-off was highly successful resulting in over twenty volunteer participants. The DRC's operations team is working diligently to expand the program so that it is fully integrated into our current infrastructure. The volunteer program will enable the DRC to seamlessly provide readers and scribes to students during high volume testing times.

Graham University Center

- The Graham Center is in the process of installing 5 LCD's in the following locations: outside GC 140; Career Services; Kaplan and Campus Life (two). Also in progress is the installation of the *virtual concierge* by the GC Information Center. The "virtual concierge" project is an initiative funded by Student Government Association to provide on-demand, electronic, University

information to students, parents, and guests of the Graham Center and the University. It is an interactive, freestanding, digital touch screen, which will be installed near the south entrance of the building, adjacent to the existing Information Desk. The electronic, high-tech, vertical kiosk will be fully customized to provide important FIU information such as University maps, Graham Center event venues, calendar of events, FIU news, and more.

- A ticker wall has been installed to deliver national and international news and FIU announcements. Seven clocks have been installed with the corresponding time in: Miami, Los Angeles, Rio de Janeiro, London, Dubai, Mumbai and Beijing, to promote Global awareness. GC 140 & 150 auditoriums have been fully renovated and feature self-contained, state-of-the art audio visual equipment. These “new” venues have generated a tremendous increase in reservations, while reducing labor intensity for AV/Media Support.

Grants and Precollege

- **FIU Upward Bound Math-Science Pre-Collegiate Programs**
The FIU program continued with its partnership with the Herbert Wertheim College of Medicine, S.H.A.R.P. (Students in Health and Research program) for the purpose of fostering academic success in the pursuit of a medical education, healthcare education, or related fields. This partnership also extends to the College of Arts and Sciences, which provides innovative and hands-on science labs for the participants.
- **McNair Program**
On Monday, December 12th FIU graduated its first ever McNair PhD student. Luis Lebolo, received his Ph.D. in particle physics. After completing his course work, Luis lived in Switzerland and worked at the CERN Particle Physic Lab for 3 years. Last year he returned to FIU to work on his dissertation. His major professor was Dr. Pete Markowitz.
- Juan Gil, a political Science major and 2010 McNair Fellow recently coauthored a chapter in a text book “Legacy of the Crash: How the Financial Crisis Changed America and Britain”. Juan has been accepted to four British Universities (Oxford, University of Bristol, New Castle and South Hampton). He is waiting to hear from Cambridge.

Housing and Residential Life

- Residence Life “Spirit” committee collaborated with FIU Athletics and hosted 3 *tailgate parties* for FIU football and Men’s basketball. The goal was to promote awareness and participation for FIU athletic events. The tailgates included appearances by the FIU Marching Band, the FIU Mascot- Roary, and the Dazzlers.

- Residential Life partnered with Undergraduate Advising to present, *“How To Get Ahead at FIU Without Really Trying”* an academic presentation series. Doug Hasty, the First Year Experience librarian also presented information about the Green Library, and how utilizing the Green Library can support academic success at FIU.
- The Bay Vista Housing Hall Council sponsored the *Annual International Dinner* as part of International Student and Scholar Services’ International Education Week. To expand the program, the Council paired up with the Indian Student Association and the International Students Club to provide a Culture Fest talent show during the dinner. Performances from students from China, Japan, Africa, India, Haiti, and other countries were a part of the entertainment. The attendance was the highest it has ever been with over 300 guests in attendance.
- The International Student & Scholar Services at Biscayne Bay Campus teamed up with Bay Vista Housing on Saturday, January 21st to take 40 international students on a Miccosukee Indian Village and Everglades Airboat Tour. Students were treated to an educational tour of the Indian Village, a picnic lunch, a gripping alligator show and the opportunity to actually hold a baby alligator! The best part of the trip, for many students, was meeting new people and of course, the Airboat Ride through the Everglades.
- Housing continues to work with Facilities in planning the “Parkview Student Housing Project”. Activation of the 620 bed housing project is scheduled for March 2012, with a completion date projected for June 2013.

Multi-Cultural Programs and Services (MPAS)

- The Office of Multicultural Programs and Services hosted the 21st Annual Dr. Martin Luther King, Jr. (MLK) Commemorative Celebration from January 11, 2012 through January 29, 2012, with twelve campus-wide events in honor of Dr. King. The Opening Reception held at the Patricia and Phillip Frost Art Museum featured a series of five multimedia interactive exhibits including artwork from FIU students, the winning thematic essays written by students who matriculated at FIU and a compilation of videos created for past MLK breakfast events at FIU. The MLK awards and speaker’s reception was held on January 12, 2012. Recipients of the MLK Essay Scholarships and Peace and Service awards were announced.

On January 13, 2012 the premier event, the MLK Breakfast, had a capacity audience of close to 600 people. The keynote speaker, Dr. Alvin Poussaint, Professor of Clinical Psychiatry, Harvard Medical School addressed the audience on this year’s theme, “Health Equity: A Lasting Legacy”, where he shared some intimate details of his work with Dr. Martin Luther King during the Civil Rights

era. As part of the celebration of Dr. Martin Luther King's Life, MPAS staff spearheaded the planning of FIU's Contingency to the MLK Parade held in Liberty City, on Monday, January 16, 2012. Over 275 FIU students including athletes, cheerleaders, marching band, Greek organizations, faculty, staff and a float led by President Rosenberg and key FIU administrators participated in this event.

Other events included the MLK Youth Forum and Peace Walk held on January 18, 2012 at the Biscayne Bay Campus, with close to 200 students from area middle and high schools attending. The program ended with a peace walk along the Biscayne Bay. On the same night, the Black Student Union hosted the MLK Dinner with over 250 students in attendance. During the entire month of January, members of the MLK Committee in conjunction with staff from the Frost Museum hosted over 400 high school students who toured the museum featuring the various MLK Exhibits. The MLK committee also collaborated with the College of Law to host "MLK Law Night" and the College of Medicine which held a lecture and discussion on "Inequality and Health-The Battle for Equality is the Battle for Good Health". Over 2000 people participated in this year's commemorative events.

Office of Student Conduct and Conflict Resolution

- In February, at the Association for Student Conduct Administration's (ASCA) Annual Conference, Graduate Assistant Stacey Butler, and Coordinator Tyler Groll teamed up to compete in the New Professional/Graduate Student Case Study competition. The pair was given a complex hypothetical case involving a sexual misconduct case and the implementation of the recently released *Dear Colleague Letter* from the US Department of Education's Office of Civil Rights. Their exceptional presentation, in front of four seasoned professionals, resulted in Stacey and Tyler taking first place. In addition, Associate Director Sarah Clegg Crawford began her term as the Florida State Representative for ASCA and Director Kristen Kawczynski began her term on the association's Board of Directors as the 2013 Conference Chair.
- In March, Associate Director Sarah Clegg Crawford will be awarded the American College Personnel Association's Commission for Student Conduct and Legal Issues New Professional of the Year Award at the annual convention. The New Professional of the Year recognizes "a new professional in student affairs who is involved in campus student conduct...known not only for their campus contributions but also for their involvement in expanding the field of student conduct affairs." Also, Director Kristen Kawczynski will be awarded the Commission's Tracy R. Teele Memorial Award recognizing "outstanding contributions to the area of student conduct affairs and legal issues and is the highest award given by the Commission for Student Conduct and Legal Issues."

Recreation Services

- Recreation Center usages reached almost 193,000, a 16.75% increase over Fall 2010 figures. In addition, Intramural Sports participations increased by 26% and PantherFIT group fitness class participants increased by 50% over last year.
- The *Lose It Program* has now reached over 2,000 lbs. lost with over 200 people going through the program. We have added a complimentary program – Gain It – for those wanting to add muscle mass through the same guided personal trainer process.
- Director Rob Frye was recently appointed to several committees of the National Intramural-Recreational Sports Association: Recreational Sports Journal Editorial Board, Research & Assessment Committee, and the Website Redesign Work Team.

University Health Services

- The Wellness Center served over 1,100 students through the facilitation of 53 classroom presentations on a variety of health topics. They also hosted 28 events including “The Cancer Awareness Fair” and “National Testing Day”. These events along with other collaborative projects such as “Sexpose” and the “UHS Showcase” (both in partnership with the Student Government Association), have allowed us to serve an additional 1,400 students.
- The number of students participating in the Merck Gardasil Patient Assistance Program is increasing as we continue to promote the vaccine as part of our cervical cancer prevention awareness program.
- The pharmacy is now participating in the State of Florida Prescription Drug Monitoring System. This program helps identify and deter/prevent drug abuse and diversion.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 14, 2012

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 current projects which provide continued support to faculty, staff and students in areas such as PantherSoft, Information Technology Security Office, and the Support Center.

Supporting Documentation: Division of Information Technology Report

Facilitator/Presenter: Robert Grillo

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FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

DIVISION OF INFORMATION TECHNOLOGY

March 14, 2012

I. Administrative Software Unit (PantherSoft)

- a.** The PantherSoft Campus Solutions Team, along with members of Undergraduate Education and academic units, are working on Phase 2 of the 'Graduation Success Initiative'. This phase will include functionality for students and advisors to track progress towards their graduation and advise if they are "on or off" track within their career program requirements. The system will monitor progress and communicate alerts for students and advisors to meet if certain criteria are not fulfilled during each semester. Students will be able to view their major maps in a 'Student Planner' and easily enroll for the next semester with the list of courses available and needed to complete their major. This project is scheduled to go-live for Fall 2012.
- b.** The PantherSoft Human Resources Implementation went live on December 24, 2011. Since the project go-live date, two pay periods have successfully been completed in the new system. The new PantherSoft Human Resources system provides easier and more user-friendly functionality for employees and managers through a single sign-on solution and streamlined business processes through the use of workflow-based approvals. The project team trained over 2,000 employees and managers in November and December, and held open labs during January in order to assist employees and managers with time entry and approvals.
- c.** The FIU Mobile Team is currently working on their 2012 release cycle and beyond, which will include expanded integration to PantherSoft Human Resources and Financials. Visits to m.fiu.edu, our web services for mobile, has increased from 4,300 visitors in 2011 to over 12,000 visitors on the first day of classes for Spring 2012. Our mobile strategy will continue to enhance the university experience via smartphones and tablet devices.
- d.** PantherSoft's eForms Project continues to work with Enrollment Services, the Division of Human Resources and the University Graduate School to reduce paper-based operations for these offices. The PantherSoft team and the Division of Human Resources completed the rollout of online sign-on packages for employees, as well as online eForms for high-volume paper-based forms. This initiative will continue for the Office of Financial Aid and University Graduate School to evaluate all paper-based forms being utilized.
- e.** The Financials Team has completed the Design Phase of the new Chart of Accounts Redesign Project. The team is now focused on mapping, developing and testing the data in the "Build Phase" of the project. This project will allow the University to better

manage its financial accounting, its reporting capabilities through the financials system, and allow academic and administrative units to better analyze their financial data.

- f. The PantherSoft Financials Team has completed the rollout of the Smart Billing application for the College of Business Administration and the Division of IT. This application will enhance and streamline the way departments perform internal billing transfers through the use of the workflow functionality. The application replaces multiple paper-based forms used by the University. The application was made available to all units during the month of February 2012.
- g. The Campus Solutions Team, along with the Division of Enrollment Services has selected a company to provide students and alumni with the ability to request and receive online transcripts. The project will enhance the way students and alumni request transcripts, provide Enrollment Services a better tracking mechanism, and ultimately reducing manual processing of transcript requests within the Registrar's Office. The project is schedule to go-live in June 2012.
- h. The PantherSoft Portal and Financials Teams are set to begin working to integrate the Financials system to MyFIU. This will allow PantherSoft Financials end-users the ability to go through MyFIU portal for self-service and administrative purposes. A timeline for the project is currently being developed.

II. Network Engineering and Telecommunications

- a. The division is involved in the planning, implementation and deployment of an enhanced security strategy that will help minimize the risk of FIU's exposure to sensitive data loss. The division will leverage existing security tools to secure workstations and servers. Since security is a layered approach, the strategy encompasses different areas including securing end user devices, network infrastructure, email communication, and online training.
- b. The Network Engineering and Telecommunications team is actively involved in the construction of the new Science Classroom Complex building plus the design of the network, WiFi and telephony infrastructure for several new buildings including Parkview Housing, Stocker AstroScience Center, Robert Stempel College of Public Health and Social Work, the mixed use auxiliary building and the new student welcome center.

III. Information Technology Security Office

- a. The FIU Information Technology Security Office has been involved with one privacy incident during this period. Recently the office was notified that personal information was inadvertently posted on a publicly accessible website. The information, consisting of the names and Social Security Numbers of nineteen current and former faculty and staff was posted on The Florida International Board of Trustees (BOT) website in connection

with archived materials from a previous BOT meeting. All the 19 individuals have been notified as required.

- b. The division has developed three task forces to support the security strategy set forth and mentioned in section II a. These task forces consist of university IT administrators and faculty senate technology committee members. In addition, areas that manage highly sensitive data such as the Health Care Network are part of the security task forces. Throughout the implementation of the security measures, the task forces will regularly update the university administration and community to inform them of these new initiatives.

IV. Support Center

- a. The university support 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. The Support Center continues to improve its efforts to increase service levels. We are preparing to launch several more functions for remote desktop support which will enable staff to interface with more operating systems and platforms being utilized on campus. During the months of October, November and December 2011, the support center provided service to the students in the areas outlined below:

1. **Call Center** received 13,617 calls and handled 13,255 calls. Ninety-seven percent of calls were serviced by the call center. The remaining three percent of the calls were not directly handled by the support center representative because 1) the caller found the answers through online resources provided by the call center, or 2) the caller “dropped” the call, meaning the caller hung up.
2. **Library Services** handled 1,637 requests at MMC and 303 requests at BBC.
3. **Field Team** was assigned 345 cases at MMC and resolved 334. BBC yielded 138 cases where 133 were resolved. The tickets which remain open are due to field team members awaiting a response from the end-user or hardware parts waiting to be shipped.
4. **Hardware and Software Services** handled 676 requests during this period with an average time of 1.6 days to resolve.

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