



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

Thursday, November 29, 2012
10:30 am *approximate start time*
Florida International University
Modesto A. Maidique Campus
Graham Center Ballrooms

Committee Membership:

Cesar L. Alvarez, *Chair*; Claudia Puig, *Vice Chair*; Jose J. Armas; Mayi de la Vega; Laura Fariñas;
C. Delano Gray

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. Action Items | |
| AP1. Tenure as a Condition of Employment Nominations | Douglas Wartzok |
| AP2. Master of Laws (LL.M.) New Degree Program Proposal (<i>Revised</i>) | Douglas Wartzok |
| 4. Information/Discussion Items (<i>No Action Required</i>) | |
| 4.1 Foundation Report | Carlos B. Castillo |
| 4.2 Academic Affairs Reports | |
| ▪ Enrollment Services Report | Luisa M. Havens |
| ▪ Graduate Education Report | Lakshmi N. Reddi |
| ▪ Undergraduate Education Report | Douglas L. Robertson |
| 4.3 Division of Research Report | Andres G. Gil |
| 4.4 Student Affairs Report | Larry Lunsford |
| 4.5 Division of Information Technology Report | Robert Grillo |
| 4.6 University Engagement Report | Irma B. Fernandez |

- | | |
|--|-------------------------|
| 5. New Business <i>(If Any)</i> | Cesar L. Alvarez |
| 6. Concluding Remarks and Adjournment | Cesar L. Alvarez |

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 29, 2012

Subject: Approval of Minutes of Meeting held on September 5, 2012

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, September 5, 2012 at the Modesto A. Maidique Campus, MARC International Pavilion.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee Meeting held on Wednesday, September 5, 2012 at the Modesto A. Maidique Campus, MARC International Pavilion.

Supporting Documentation: Academic Policy and Student Affairs Committee
Meeting Minutes: September 5, 2012

Facilitator/Presenter: Committee Chair Cesar L. Alvarez

This page intentionally left blank



FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
SEPTEMBER 5, 2012

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 1:33 p.m. on Wednesday, September 5, 2012, at the Modesto A. Maidique Campus, MARC International Pavilion.

The following attendance was recorded:

Present

Cesar L. Alvarez, *Chair*

Claudia Puig, *Vice Chair*

Jose J. Armas

Mayi de la Vega

Laura Fariñas

C. Delano Gray

Carlos B. Castillo, FIU Foundation, Inc. Board of Directors

President Mark B. Rosenberg was also in attendance.

Committee Chair Cesar L. Alvarez welcomed all Trustees, University faculty, and staff. He also welcomed Trustee C. Delano Gray, who was recently elected Chair of the University's Faculty Senate.

Committee Chair Alvarez noted that the University recently held a University-wide celebration for Dr. Rosa L. Jones, former Vice President of Student Affairs and faculty member in the School of Social Work, in honor of her forty years of service and dedication to the University. He further stated that Dr. Larry Lunsford, Associate Vice President of Student Affairs agreed to assume responsibilities of Interim Vice President as of August 18, 2012, while the University conducts a national search for the Vice President of Student Affairs.

Committee Chair Alvarez also noted that the 2011-12 academic year marks Joyce J. Elam's fifteenth and last year as Executive Dean of the College of Business where she will have been the longest-serving Dean in the history of the College. He added that after stepping down as Executive Dean, Dr. Elam will remain in her position as Dean of the University College and will continue to serve as a faculty member in the College of Business.

Committee Chair Alvarez thanked Executive Dean Elam for her commitment to the University and College of Business, and announced that the University would hold a celebration in her honor later in the month. Committee Chair Alvarez stated that Dr. David R. Klock was appointed Dean of FIU's College of Business Administration and Ryder Business Eminent Scholar Chair in Business Administration, effective September 30, 2012.

Committee Chair Alvarez announced that Dr. Luisa M. Havens was appointed Vice President for Enrollment Services, effective October 15, 2012. He noted that Dr. Havens is the Executive Director for Enrollment Services and Director of Admissions and Recruitment at the University of Texas at El Paso where she has responsibility for Admissions, Registrar, Financial Aid, Military Services, New Student Orientation, Student Testing and Assessment, in addition to the One-Stop Office that she developed.

Committee Chair Alvarez reported that in accordance with State University System of Florida Board of Governors' directives, the Student Code of Conduct Regulation 2501 was amended to reflect: more specificity in the definition section of the regulation as to the number of days for advance notification to the student of the charges made against him/her (5 business days) and the student's right to inspect the record (3 business days); notification to a student who is suspended or expelled of his/her right to appeal to the court; and allowing students to bring to the disciplinary hearing an advisor of his/her choosing (previously only members of the University community could serve as advisors). He stated that the changes, which had already been completed, were noticed on the Board of Trustees website (<http://bot.fiu.edu>.)

2. Approval of Minutes

Committee Chair Alvarez asked that the Committee approve the Minutes of the meeting held on June 6, 2012. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, June 6, 2012.

3. Action Items

AP1. Tenure as a Condition of Employment Nominations

Provost and Executive Vice President Douglas Wartzok presented the Tenure as a Condition of Employment Nominations (TACOE) 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. Provost Wartzok noted that Dr. David R. Klock, newly appointed Dean of the College of Business, was among the TACOE candidates..

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. Proposed Amendment to the Bylaws of the Florida International University Academic Health Center Health Care Network Faculty Group Practice, Inc.

Provost Wartzok presented an amendment to the Bylaws of the Florida International University Academic Health Center Health Care Network Faculty Group Practice, Inc. (FIU-HCN) for Committee review. He noted that on July 26, 2012, the FIU-HCN had approved the amendment and stated that the FIU Board of Trustees must approve the amendment prior to it becoming effective.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees' approval of the Bylaws of the Florida International University Academic Health Center Health Care Network Faculty Group Practice, Inc. (FIU-HCN), as amended and restated on July 26, 2012, and authorize FIU-HCN Management to take all actions necessary pertaining to these amended bylaws.

AP3. Honorary Degree Nomination

Provost Wartzok presented the Honorary Degree Nomination for Committee review. He stated that the nomination to endorse His Majesty Don Juan Carlos I de Borbon of Spain as a recipient of a doctoral degree *honoris causa* from Florida International University was recommended by the Faculty Senate on Tuesday, June 12, 2012 and approved by the University's President and Provost, to receive an honorary degree at Commencement.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees' endorse His Majesty Don Juan Carlos I de Borbon of Spain as a recipient of a doctoral degree *honoris causa* from Florida International University.

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

4.1 Foundation Report

Carlos B. Castillo, FIU Foundation, Inc. Board of Directors Liaison to the Board of Trustees Academic Policy and Student Affairs Committee provided the Foundation Report. He provided several updates since the last Academic Policy and Student Affairs Committee meeting, noting that at the closing of the 2011-12 fiscal year, the investments total fund was at a loss of 1.5% with the underperformance stemming from the equity side of the portfolio. He stated that through August 31, 2012, the investment portfolio experienced a gain of approximately 3.0%, or \$5.2 million. He also noted that the 2011-12 fiscal year fundraising total was \$53 million, which surpassed the goal of \$37 million and added that beginning with the current fiscal year, the capital campaign goal of \$750 million will be reflected as FIU's fundraising target.

4.2 Academic Affairs Reports

Special Report: A Golden Panther Experience

Provost Wartzok introduced Carlos Gomez, an alumnus who recently graduated with Bachelor's degrees in International Business and Finance with Honors and invited him to provide remarks on his experiences as a student at FIU. Mr. Gomez shared that he was grateful for the many academic and extracurricular opportunities the University provided to him as an undergraduate student. He spoke about travelling abroad to China and learning Mandarin, assisting in the development of Honors College courses with the Associate Dean, serving on the Executive Board of the International Business

Honors Society, and engaging the community through collaboration with Sweetwater City officials on neighborhood initiatives. He added that in addition to his involvement in extracurricular activities, he held part-time employment in order to assist his family financially. He commented that due to his coursework, activities, and employment he completed his undergraduate degree in six years. He stated that the robust academic and extracurricular activities that he engaged in were critical in helping to prepare him professionally and personally as he pursues his Master's degree at Stanford University.

Reports

Committee Chair Alvarez requested that the Graduate Education, Undergraduate 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.

5. New Business

No new business was raised.

6. 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 Wednesday, September 5, 2012, at 2:01 pm.

MG
9/20/12

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 29, 2012

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of seven (7) 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 or 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
-------------------------------	-----------------

This page intentionally left blank

Florida International University
2012 - 2013 Tenure (as a Condition of Employment) Nominations

NAME	DEPARTMENT	PROPOSED RANK
College of Arts and Sciences		
Richard Beardsworth	Politics and International Relations	Professor
Raul Gonzalez	Psychology	Associate Professor
Frank O. Mora	Politics and International Relations	Professor
Tudor V. Parfitt	Religious Studies	Professor
College of Business		
Richard Klein	Decision Sciences and Information Systems	Associate Professor
College of Engineering and Computing		
Nasir Ghani	Electrical and Computer Engineering	Associate Professor
Shuliang Jiao	Biomedical Engineering	Associate Professor

This page intentionally left blank

Richard Beardsworth
Department of Politics and International Relations
College of Arts of Sciences

Richard Beardsworth earned his Ph.D. in Political Philosophy from the University of Sussex in 1991. After accepting a position at the American University of Paris (AUP) the same year, he rose to become Professor of Political Philosophy and International Relations as well as Director of the Graduate Research Center in the Division of International Politics, Economics and Public Policy before accepting a position in the Department of Politics and International Relations at FIU in 2012. Professor Beardsworth's scholarship is interdisciplinary, focused primarily on the intersection of political theory and international relations. In general, his research explores relations among value, law and power in world politics. While his first two books focused on major figures in contemporary philosophy (Nietzsche and Derrida), his more recent work examines cosmopolitan political theory at the global level and, in particular, the difficulty of relating ethical responsibility to power politics in a world sharply constrained by collective action problems. He has also published numerous articles on critical theory and the philosophy of technology.

Dr. Beardsworth has won several awards for his scholarship and teaching, including the "Aldo and Jeanne Scaglione Prize for a Translation of a Scholarly Study of Literature" (in 2002, for a translation of Jean-François Lyotard's *Confession of Augustine*), the American University of Paris Distinguished Professor of the Year award (1995), the AUP University Curricular Innovation Prize for the honors program in Philosophy, Politics, and Economics (2007), and the University Student Government Association Award for Professorial Excellence at AUP (2011). Professor Beardsworth was instrumental in building AUP's professional MA program in International Relations and Public Policy, and he has remained actively engaged in university administration throughout his career, in addition to establishing a distinguished record as a scholar and teacher.

Raul Gonzalez
Department of Psychology
College of Arts and Sciences

Raul Gonzalez received his Bachelor's in Psychology from Florida International University, his Master's in Clinical Psychology from San Diego State University, and his Ph.D. in Clinical Psychology jointly from San Diego State University and the University of California. He began his academic career as an assistant professor of psychiatry and psychology at the University of Illinois at Chicago in 2006. The translational clinical research conducted by Dr. Gonzalez can be broadly described as examining the interplay among HIV, substance abuse, and neurobehavioral functioning. His research has furthered understanding of how certain drugs may be harmful (or in some cases beneficial) to individuals with HIV. This work has significant translational value and furthers basic understanding of brain processes affected and involved in drug addiction and HIV, as well as informs development of new treatments, prevention strategies, and public policy.

Dr. Gonzalez has a consistent history of federally-funded research. His first grant as a principal investigator was obtained as a graduate student and consisted of a supplement to a Parent P01 (PI: Igor Grant). This was followed by a National Research Service Awards (NRSA) post-doctoral fellowship and later a K23 grant funded by the National Institute on Drug Abuse (NIDA) that focused on understanding how cannabis use among emerging adults may affect impulsive behavior as assessed by various neurocognitive laboratory measures. Recently, his first R01 as a principal investigator was funded by NIDA to conduct a longitudinal investigation aimed at identifying neurocognitive risk factors for cannabis addiction, neurocognitive deficits from cannabis use, and how the two may interact. Shortly thereafter, his second R01 application was approved for funding by NIDA to study how cannabis use affects neurocognitive functioning among HIV+ individuals, and some of the underlying neuroimmunological mechanisms that may be involved.

Currently, Dr. Gonzalez has 38 published peer-reviewed manuscripts (3 of which are in press), 4 invited book chapters, and five additional manuscripts under review. Dr. Gonzalez has been a lecturer in various neuropsychology related topics at the University of Illinois at Chicago, has given grand rounds at various Illinois State Mental Health Hospitals and local universities, and has mentored many students. He is also a co-sponsor on a NIDA-funded predoctoral NRSA. Dr. Gonzalez has served as Director of Continuing Education for the International Neuropsychological Society and a Member of the American Psychological Association Division 40 Ethnic Minorities Affairs Subcommittee.

Frank O. Mora
Politics and International Relations
College of Arts and Sciences

Frank O. Mora earned his Ph.D. in International Studies and a M.A. in Inter-American Studies from the University of Miami. Prior to that, he graduated with a B.A. in International Studies from The George Washington University. He began his academic career in the Department of International Studies at Rhodes College in 1994 where he served as founding director of the Latin American Studies Program and Department Chair. From 2004 to 2009, as a Professor of Latin American Studies and National Security Strategy at National Defense University, Dr. Mora taught courses on Latin American politics, global security, and strategy to senior military and civilian officers. Dr. Mora also taught and lectured at the Western Hemisphere Institute for Security and Cooperation, the Universidad Catolica of Peru, Florida International University, the U.S. Air Force Academy, Rhodes College, Air War College, Inter-American Defense College, the University of Miami, the Marine Command and Staff College, and the Instituto de Altos Estudios Estrategicos in Paraguay.

Dr. Mora is the author or editor of five books and numerous academic and policy articles and monographs on hemispheric security, U.S.-Latin American relations, civil-military relations, and Latin American foreign policy. Dr. Mora has also observed elections in several countries, including Paraguay, Peru and El Salvador. He has spoken at numerous conferences in the United States, Latin America and Europe. His opinion pieces and other commentaries have appeared in the *New York Times*, *Miami Herald*, *La Tercera* (Chile), *Wall Street Journal*, *CNN*, *Los Angeles Times*, *El Tiempo* (Colombia), *National Public Radio*, *Voice of America*, and *USA Today*. He most recently is serving as Deputy Assistant Secretary of Defense for Western Hemisphere Affairs for the United States Department of Defense. In this position he oversees policy issues and defense relations involving countries in the hemisphere as well as U.S. government funding of hemispheric defense cooperation, and the integration of U.S. Northern Command and U.S. Southern Command. He will complete his current assignment in 2013 and will begin at FIU in June 2013.

Tudor V. Parfitt
Department of Religious Studies
College of Arts and Sciences

After being awarded the Goodenday Fellowship at the Hebrew University in Jerusalem in 1968, Tudor Parfitt completed a Ph.D. in Oriental Studies at Oxford. In 1974 he was appointed Parkes Fellow at the Parkes Institute for the Study of Jewish/non Jewish Relations in the University of Southampton and shortly afterwards took up the lectureship in Modern Hebrew at the School of Oriental and African Studies (SOAS) University of London. While serving as Professor of Modern Jewish Studies at SOAS, Parfitt founded the Centre of Jewish Studies and was its director from 1993 to 2006 and again from 2010-11. He was also Chair of the Middle East Centre at SOAS for 4 years and Chair of the Senior Common Room for 15 years. In 2012 he was a Distinguished Visiting Scholar in the Global Engagement Program at the University of Pennsylvania, Sheila Biddle Ford Foundation Fellow (spring term) at the W.E.B. Du Bois Institute Harvard University and Visiting Professorial Fellow at the Isaac and Jessie Kaplan Centre for Jewish Studies and Research, Cape Town, South Africa.

Over his career, Dr. Parfitt's primary academic interests have included the Sephardi/Mizrahi communities of the Muslim world, Jewish-Muslim relations, Hebrew and Hebrew Literature, Judaizing Movements, Jewish genetic identity and the discourses surrounding it, attitudes towards Jews and Zionism in South Asia and Jews in Asia and Africa. In recognition of this work he was made corresponding fellow of the Académie Royale des Sciences d'Outre-Mer. His book about the Lemba *Journey to the Vanished City* was awarded the Wingate Trustees' Prize. He was one of the first historians to use genetics as a tool of history and his work in this area has brought him to a world-wide audience. He has contributed to two genetics articles for Nature and has frequently commented on genetics and society on BBC and other media. He was the vice president of The Society for the Study of Ethiopian Jewry from 1997-2005 and in 2010 was appointed honorary president of the International Society for the Study of African Jewry. He has appeared on '60 Minutes' and presented and written a number of documentaries for BBC, PBS and the History Channel among others. He has written, edited or co-edited 24 books and a large number of articles. His works have been translated into 13 languages.

Richard Klein

Department of Decision Sciences and Information Systems
College of Business

Richard Klein earned his Bachelor's and Master's degrees in Economics from Boston University, his Master's in Technology Management from Mercer University, and his Ph.D. in Business Administration from Georgia State University. He comes to FIU from Clemson University, where Dr. Klein developed and delivered initial online course offerings, including Management of Information Systems, Management of Personal Computing Applications, and Project Management.

Dr. Klein's research program focuses on theoretical and practical issues that influence the implementation, use, and consequences of healthcare informatics and management systems. Dr. Klein is engaged in an ongoing study of patient use of electronic medical records via the Internet, surveying both patients and their healthcare providers. Over the past decade, Dr. Klein's research program has produced works in several premier journals including, Decision Sciences, the Journal of Operations Management, MIS Quarterly (a UT-Dallas list journal), Information and Management, the Journal of Management Information Systems, and the European Journal of Information Systems. Further, Dr. Klein has authored four published journal articles and is lead author on four others. His pipeline includes nearly a dozen papers, with submissions and invited revisions to the European Journal of Information Systems, the Journal of the Association for Information Systems, the Journal of Management Information Systems, and MIS Quarterly, among others.

Nasir Ghani

Department of Electrical and Computer Engineering
College of Engineering and Computing Science

Nasir Ghani, Ph.D., was a tenured Associate Professor and Associate Department Chair in the Electrical and Computer Engineering Department at the University of New Mexico (UNM). Dr. Nasir Ghani received his Bachelor's degree in Computer Engineering from the University of Waterloo, his Master's degree in Electrical Engineering from McMaster University, and his Ph.D. degree in Electrical & Computer Engineering from the University of Waterloo, all in Canada. Prior to joining academia, Dr. Ghani worked for over 6 years in various industry research and development roles at Nokia Research, Sorrento Networks Inc, IBM and Motorola. His extensive industry experience has given him a strong understanding of broader technology trends and allowed him to identify emerging research areas and help transition research into practice.

To date, Dr. Ghani has built up an extensive and very high-profile research program in the overall cyber-infrastructure and services areas, and has received funding from key industrial, governmental, and defense organizations totaling over \$3.5 million. This record includes awards from the National Science Foundation, Department of Energy, Defense Threat Reduction Agency, Qatar Foundation, Sprint-Nextel Corporation, and the Naval Surface Warfare Center. He also received the prestigious National Science Foundation CAREER Award for his work in multi-domain networking design in 2005. Currently he has published over 160 technical papers, articles and several book chapters. He has also co-chaired numerous networking conferences and workshops and has guest-edited special issues of some leading journals, including IEEE (Institute of Electrical and Electronics Engineers) Network, IEEE Communications Magazine, and Cluster Computing. Dr. Ghani is a Senior Member of the IEEE and has also served as chair of the IEEE Technical Committee on High Speed Networks from 2007-2010. He is active as an Associate Editor for the IEEE Communications Surveys & Tutorials and IEEE Systems journals and has served on the editorial board of IEEE Communication Letters from 2002-2011. Furthermore, he has been a regular invited panelist at many National Science Foundation, Department of Education, and international (EU, Asian) funding review panels.

Shuliang Jiao

Department of Biomedical Engineering
College of Engineering and Computing

Shuliang Jiao received his Ph.D. in Biomedical Engineering from Texas A&M University, where he also completed a postdoctoral fellowship. Dr. Jiao began his academic career as an associate professor in the Department of Ophthalmology at the University of Southern California. Dr. Jiao's research goal focuses on the prevention and curing of blindness through technological innovations. The field of his research is high resolution biomedical optical imaging with a focus on ophthalmic applications. The technologies he is currently developing are optical coherence tomography (OCT), photoacoustics microscopy, and multimodal imaging. Dr. Jiao has made significant contributions to polarization-sensitive OCT. He first proved experimentally and theoretically that the degree of polarization of the backscattered light measured in OCT is unity.

Dr. Jiao's research has received funding in excess of \$6.5 million from agencies such as the National Institute of Health, Department of Defense, National Institute of Biomedical Imaging and Bioengineering, United States Army Medical Research Acquisition Activity, and Juvenile Diabetic Research Foundation. He has published more than 50 peer reviewed journal papers and 2 book chapters. He holds 4 US patents, one of which has been licensed to Carl Zeiss Meditech, a leading ophthalmic OCT manufacturer. He also has 5 non-provisional US patent applications.

This page intentionally left blank

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

November 29, 2012

Subject: Master of Laws (LL.M.) New Degree Program Proposal *(Revised)*

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Master of Laws (LL.M.) degree (CIP 22.0202) new program proposal.

Background Information:

The Master of Laws new program proposal was approved by the Florida International University Board of Trustees on June 14, 2012. Since then, the State University System of Florida Board of Governors has requested the confirmation of the approval of this degree as a standalone degree in the FIU College of Law.

This program advances the educational mission of FIU and the College of Law. Offering an LL.M. is a mark of academic standing for law schools in the United States.

The proposed LL.M. program directly supports institutional goals and the Florida State University System's Strategic Planning priorities and accountability measures.

Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*

Supporting Documentation: Request to Offer a New Degree Program: Master of Laws (LL.M.) degree (CIP 22.0202)

Facilitator/Presenter: Douglas Wartzok

This page intentionally left blank

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida International University
University Submitting Proposal

Fall 2013

Proposed Implementation Term

College of Law

Name of College(s) or School(s)

Name of Department(s)/ Division(s)

Law

Academic Specialty or Field

Master of Laws

Complete Name of Degree

22.0202

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President

Date

Signature of Chair, Board of Trustees

Date

Vice President for Academic Affairs

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	10	7.5	\$15,480	\$116,099	\$0	\$0	\$116,099
Year 2	14	10.5					
Year 3	19	14.25					
Year 4	24	18					
Year 5	28	21	\$11,909	\$250,079	\$0	\$0	\$250,079

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

(a) Level: The Master of Laws (LL.M.) is a professional graduate degree in law offered to candidates who already hold a first degree in law. In the United States, the first degree in law is the Juris Doctor (J.D.), obtained after three years of full-time graduate or professional study after an undergraduate degree in any discipline, usually a B.A. or B.S. In most other countries of the world, the first degree in law is an undergraduate degree obtained after three to five years of university study, usually an LL.B. or, for example, in many Spanish-speaking countries, the *Licenciado*. Thus, the common element of all students for the LL.M. is that they have already completed one law degree. For students holding a J.D. as the first law degree, obtaining the graduate degree of LL.M. produces the odd sequence of titles by having first obtained a “doctorate” followed by a “masters.” This is an accepted anomaly based on the historical names of various degrees in law.

(b) Emphases, tracks, and credit hours: FIU contemplates a single track of 24 credits. A discussion of the 24 credit requirements is found in VIII (C) on page 18. Twenty-four credit hours is the standard allocation of hours for the LL.M. in the United States.

(c) The LL.M. is intended for foreign lawyers already holding a first degree in law. The LL.M. is 24 credits and is based entirely on coursework. Nonetheless, it seeks to provide a great deal of flexibility in the curriculum by requiring only 2 courses, United States Law I: Methods, Sources and Structure and United States Law II: Scholarship and Perspectives (USL I & II). The remainder of the 24 credits (20 credits) will be made up from courses already offered in the J.D. curriculum and selected by the student and the student’s adviser with the individual interests and needs of the student in mind. Thus, the LL.M. makes the broad range of our curricular offerings available to the student.

(d) Overall purpose and opportunities: The overall purpose of the LL.M. is to provide students with additional, specialized training in areas of law they were unable to explore completely during their first law degree. For foreign students, the LL.M. provides an introduction to and in-depth study of law in the United States. An LL.M. from the United States is often an informal entry requirement to large firms or elite legal practices in foreign countries. It signals to employers, other lawyers, and the business community that the lawyer has a general conversant level of understanding of United States legal institutions, substantive law, and practice. It also marks an acceptable level of legal English for transnational work and legal representation in English-speaking markets and in English-language contexts such as international arbitrations and international tribunals.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)**

The State University System Strategic Planning Goals, as expressed in the *Strategic Plan 2005-2013*, function on two levels. The first level is the system as a whole and the second level is the recognition of the distinctive missions of each of the state's 10 universities and its liberal arts college. FIU's LL.M. is consistent with both the overall goals of the system and with the individual goals of the University.

System Goal 1: Access to and production of degrees. The State University System has established a goal of producing 17,514 degrees at the master's level in the 2013 academic year. By implementing an LL.M. program, FIU College of Law would produce approximately 24 additional master's degrees per year when the program is running at full capacity. The LL.M. would provide significant access to Florida residents who already have a first law degree from a foreign country and live in the South Florida area. Currently a Miami student wishing to do an LL.M. in a public law school would have to travel over 300 miles to Gainesville or over 450 miles to Tallahassee. For foreign students, Miami is much more accessible to home countries around the world than both Gainesville and Tallahassee. Furthermore, the extant LL.M. programs at UF and FSU have limited enrollment. The comparable program at UF (LL.M. in Comparative Law) limits enrollment to 20 students. The comparable program at FSU (LL.M. in American Law for Foreign Lawyers) limits enrollment to 7 students. Just as FIU's part-time J.D. program has enabled scores of students to become lawyers who would otherwise not be able to pursue legal studies, the part-time option at FIU would mean that students with their first degree in law living in Miami would be able to pursue their LL.M. without having to leave their jobs during the period of study. This too greatly increases the accessibility of the program. The LL.M. directly supports the goal of access to and production of degrees.

System Goal 2: Meeting statewide professional and workforce needs. One component of this statewide goal is to stimulate economic development through high-wage and high-demand jobs with an annual degree production in this area of 11,671 by the year 2013. Most LL.M. students obtain jobs in private legal employment and earn high wages. The LL.M. indirectly supports the goal of meeting statewide professional and workforce needs by increasing the number of high-wage degrees from FIU and the State University System.

System Goal 3: Building world-class academic programs and research capacity. In this goal, the state is focused on research funding, the excellence of academic programs, and faculty scholarship and recognition. The LL.M. contributes to this goal in several ways. First, it will increase the visibility of FIU and its College of Law throughout the world, as students are recruited and admitted to the LL.M. from many countries outside the United States. The LL.M. itself will offer academically rigorous programs that both enhance the quality of students at the College of Law and enrich the educational experiences of the J.D. students who will interact with them on a daily basis. Only approximately 130 of the 200 or so ABA accredited law schools in the United States have LL.M. programs and these are usually the better known and better ranked schools. Thus, merely having an LL.M. program will associate FIU with the more academic and prestigious law schools in the country. The presence of an LL.M. program will also help us attract faculty who know that LL.M. students add to the intellectual richness and experiential diversity of a student body. Some faculty members will particularly enjoy and benefit from the academic exchanges and professional relationships they are able to have with LL.M. students.

The LL.M. directly supports the goal of building world-class academic programs and research capacity.

System Goal 4: Unique institutional responsibilities of FIU. FIU has identified five strategic themes for the twenty-first century. The first theme is “international.” Because FIU was originally chartered with a mission of promoting international understanding, an LL.M. program that brings more international students to campus and gives them the opportunity to learn with and interact with the College of Law’s J.D. students is strongly tied to the institutional mission of FIU and the strengths the College of Law has already developed in the fields of international and comparative law. FIU’s international reputation will be enhanced by offering an LL.M., and the College hopes to recruit its students for the program from around the world but with particular attention to Latin America and the Caribbean, an area that is often overlooked by many LL.M. programs which focus their attention more on Europe and Asia. Ancillary aspects of “international” such as the cultural and ethnic diversity of South Florida and the globalization of the Florida and national economies are also served by the LL.M. Students from Florida and the world will both gain and share learning and expertise in law through the program. Thus, the LL.M. will increase the community’s diversity and capacity to act as global citizens trained in law. Global citizenship also points to the second FIU theme related to the LL.M., “Florida and local economic development.” Because the State of Florida seeks to be a “global leader in knowledge-based jobs” and because FIU seeks to provide the economy of the local community with “expertise in management, law, economics, and commerce” among other technical abilities, the LL.M. will produce students who are able to contribute either to their home economies or to the local economy of South Florida through their graduate study of law. (Board of Governors’ Strategic Plan, June 9, 2005, p. 16). Thus, the LL.M. directly supports two of FIU’s strategic themes as enunciated the Strategic Plan: the goal of FIU maintaining and improving its international projection and the goal of providing expertise in law and related fields.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

Because the LL.M. is designed for internationally trained lawyers and legal professionals, this program is properly included the “Economic Development” Area of Programmatic Strategic Emphasis. In fact, the LL.M. satisfies needs in both prongs of “Economic Development,” “Globalization” and “Regional Workforce Demand.” Although the Globalization and Regional Workforce Demand aspects are more fully discussed below in II(A), dealing with institutional and state level accountability, some of the essential aspects bear repeating in this section because they specifically address the two general prongs enunciated for the Economic Development category of Programmatic Strategic Emphasis.

Strategic Emphasis Prong 1: Globalization. As the legal market in the world has expanded into a global marketplace for legal work, law firms and other providers of legal work are reaching out to seek new markets to increase their activity and profit. Thus, many firms and providers of legal services are reaching beyond their traditional market and borders. As legal work crosses borders, lawyers and legal professionals now need expertise in and a greater understanding of other legal systems. Only by studying in multiple systems can today’s legal professionals speak with authority about how to provide solutions to their clients’ challenges.

Cross-border legal professions have to be cross-border legal thinkers. The FIU LL.M. will fulfill the need for this kind of global training in law. Employers are aware of these fundamental shifts in legal practice and legal services. They seek legal professionals with these broader cultural understandings of the law and with a greater awareness of law's place in the global economy.

Strategic Emphasis Prong 2: Regional Workforce Demand. For the same reason that legal service providers outside the United States seek lawyers holding an LL.M. from a law school in the United States, employers in the United States also view the lawyer with a foreign law degree and U.S. legal training through an LL.M. as an attractive addition to firms providing legal advice across borders. Indeed, many of the inquiries the College of Law receives that concern our offering an LL.M. are from local professionals who already have a first law degree from another country. These possible students do not contemplate leaving Miami or South Florida. Instead, they hope to gain greater professional expertise in United States law to assist them in their jobs as business professionals who are faced with a need for a fuller understanding of United States law. Some of these individuals may be Foreign Legal Consultants under the Florida Bar, others may be paralegals in large international Miami-based firms, and other may be individuals whose daily work brings them into contact with the United States legal system in regulatory matters, business decision-making, banking and finance.

Other foreign attorneys resident in Miami may seek the LL.M. at FIU as a way to satisfy other state bar requirements for admission to those state bars. While the LL.M. is not a path to taking and passing the Florida Bar, other states recognized the LL.M. or credits in an LL.M. program as satisfying some of the requirements necessary to take the bar exam in those states. New York and Louisiana are notable examples. Having passed the bar in one of these states, a Miami foreign attorney with this license to practice in the other state may return to Miami to handle certain areas within the federal jurisdiction, such as immigration, or practice in the field of international arbitration (a growing industry in Miami), or serve as a corporate general counsel.

Thus, the LL.M. satisfies both prongs of the "Economic Development" Area of Programmatic Strategic Emphasis. Because the State of Florida seeks to be a "global leader in knowledge-based jobs" and because FIU seeks to provide the economy of the local community with "expertise in management, law, economics, and commerce" among other technical abilities, the LL.M. will produce students who improve the local economy of South Florida and the global projection of South Florida through their graduate study of law.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

This program will be offered on the main campus of the university.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The need and demand for the LL.M. program must be placed in the context of FIU's goal of preparing students to be global citizens and in the context of the changing market for legal services on a world-wide scale. In the expanding global legal market, firms are seeking new markets to achieve their profit goals.¹ As new markets emerge internationally, firms are seeking to find new market sources outside their traditional borders. This has led to the relatively new trend of outsourcing legal work, which has created "a growing demand for legal expertise in cross-cultural legal systems."² Thus, to stay competitive, many lawyers must master more than one legal system and "must develop the ability to work more effectively with clients and colleagues across borders, in highly complex commercial transactions."³ Obtaining an LL.M. degree in the United States is one way to accomplish this.

According to The National Association for Law Placement (NALP), in today's increasingly global legal market, more and more employers are recognizing the value of hiring lawyers with U.S. LL.M. degrees. "An internationally trained attorney with a U.S. LL.M. degree can be a valuable asset not only to a firm's overseas offices but also to a U.S. office with significant exposure to international clients and deals."⁴ Therefore, employers prefer lawyers who have "developed additional expertise and demonstrated a substantial commitment to self-development."⁵

The FIU College of Law offers a J.D. program that prepares students for ethical and effective practice of law in this increasingly global and multicultural world. By offering an LL.M., the College of Law will continue to make great strides in its mission to provide instruction that incorporates important developments in the globalization of law. The proposed LL.M. degree program will foster international diversity among the student population, prepare law graduates to enter the global legal market, provide more opportunities for practical and specialized training, and will generate tuition revenue.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

The College responds to frequent inquiries about the existence of an LL.M. program at FIU. These inquiries come from prospective students already in South Florida who have a first degree in law and are seeking to continue their studies here locally and from prospective students abroad. These inquiries are usually received by both the College's Office of Admissions and its Office of International & Graduate Studies. The Office of Admissions receives approximately

1 William R. Eckert III, *Globalization Within the Legal Profession and the Continuing Implications of the ABA-First Degree Rule*, Malet Street Gazette, 2004.

2 *Id.*

3 Nicolás Zambrana Tévar, *Can a Higher Legal Education Go Global?*, The University of Navarra School of Law Global Law Program

4 Jessica Hernandez & Clara Solomon, *The LL.M. Toolkit – Hidden Talent: How Hiring Internationally trained Lawyers with U.S. LL.M. Degrees Can Add Value to Your Firm's Business*, The National Association for Law Placement, 2009.

5 *Id.*

200 walk-in or phone inquiries and 27 email inquiries a year for the LL.M. The Office of International & Graduate Studies receives an additional approximate 45 phone inquiries a year. Thus, there were an estimated total of over 250 inquiries for an LL.M. program at FIU in the past year. This number of inquiries is even more impressive when one considers that the College of Law has no information on its webpages or other announcements indicating any offering or planned offering of an LL.M. This local interest reflects national trends.

Lawyers at various career stages seek to obtain an LL.M. degree for a number of reasons, including to: develop an expertise within a particular field, change their career focus, enhance their credentials, become a law professor, gain a global perspective, gain a competitive market advantage, and seek an intellectually challenging experience.⁶

In today's competitive legal job market, many law school graduates are looking for ways to distinguish themselves from the competition. An increasing number of both domestic and foreign law graduates are turning to the LL.M. degree to give them an advantage over the competition. According to The National Law Journal, "the number of LL.M. degrees conferred by American Bar Association-approved law schools grew by 65% between 1999 and 2009 — far outpacing the 13% growth in J.D.s during the same period. In 2009, 5,058 students completed LL.M.s, compared to 3,069 a decade earlier."⁷ The College of Law hopes to compete for these students in a growing market and is particularly well-suited to seek students in the Latin American and Caribbean region who tend to be not solicited as strongly by most law schools in the United States.

The demand for a U.S. LL.M. degree by internationally trained law graduates has greatly increased in recent years. According to the American Bar Association, "in the past few years, there has been a large increase in the number of graduates from schools located outside the United States enrolled in advanced degree programs (such as the LL.M.). In fact, roughly half of all the individuals currently enrolled in LL.M. programs are graduates of foreign law schools."

For foreign-trained lawyers who seek an LL.M. degree, the United States is an ideal place to obtain such degree. Pursuing an LL.M. degree in the United States offers many advantages for a non-U.S. lawyer. The sophistication of the U.S. legal system makes it an influential example for legal professionals looking to redesign their own legal systems as well as for interpreting their current laws.⁸ For example, from a Latin American perspective, understanding the culture of American lawyers seems strategically desirable, considering that the expansion of economies and markets in the Western Hemisphere has been produced and largely influenced by the close relationship with the United States.⁹ This phenomenon has prompted U.S. law firms to increase their presence in Latin America.¹⁰ In turn, Latin American firms or law offices have transformed their practice, increasingly adapting to the style of the law firms of the United States.¹¹

Furthermore, obtaining an LL.M. degree allows foreign law graduates to learn the way

⁶ Richard Montauk, *What can an LL.M. Degree do for you?*, www.llmstudy.com

⁷ Karen Sloan, 'Cash cow' or valuable credential? The National Law Journal, Sept. 20, 2010.

⁸ Richard Montauk, *LL.M. Guide: Masters of Laws degrees at law schools in the U.S.*, www.llmstudy.com

⁹ Marta Vides de Gonzalez, Manuel Gomez, & Luis Perez-Hurtado, *The American Way: Los Abogados Latinoamericanos como Estudiantes de Maestria en los Estados Unidos de America* (The American Way: Latin American Lawyers as Graduate Students in the United States) *Boletín Mexicano de Derecho Comparado*, nueva serie, año XLIV, núm. 130, enero-abril de 2011, pp. 351-402.

¹⁰ *Id.*

¹¹ *Id.*

United States lawyers reason.¹² Learning the common (or ‘case’) law method and its reasoning process is particularly valuable for lawyers trained in civil law.¹³ Understanding United States legal reasoning process and how American lawyers are trained makes future interactions with American lawyers easier.¹⁴ Knowledge of American substantive law and legal institutions is particularly helpful for foreign lawyers whose clients will have interests in the United States or who will represent clients abroad. An LL.M. from a law school in the United States can also signal to the legal profession throughout the world that the lawyer has a sufficient level of legal English to discuss legal issues on a highly technical level. United States lawyers seeking foreign counsel will often look for lawyers at firms who demonstrate this level of legal English through their successful completion of an LL.M.

Another practical advantage for foreign students to obtain an LL.M. degree from an American law school is that it allows them to meet certain requirements to be licensed to practice law in certain states.¹⁵ For example, with the right selection of coursework during the LL.M., students may be eligible to sit for the New York Bar. The College of Law will seek to provide a course of study that meets the requirements of New York for students interested in this possibility.

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

LL.M. programs at private law schools in the Miami area are not similar to this program, mostly because they are either substantially more expensive or geared towards a particular area of study. The University of Miami offers LL.M. programs in the following specific areas: International Law, Tax, Real Property Development, Estate Planning, and Ocean and Coastal law. Thus, each of the University of Miami programs has a very focused area. The closest program to the FIU general LL.M. offered by the University of Miami may be the “LL.M. in International Law with a specialization in United States and Transnational Law for Foreign Lawyers.” Tuition and fees for this LL.M. at the University of Miami are approximately \$38,000 for the 2011-2012 academic year. The LL.M. programs offered by St. Thomas University are also narrowly focused. One is an LL.M. in Intercultural Human Rights; the other is an LL.M. in Environmental Sustainability. They are approximately \$25,000 and \$22,000, respectively.

LL.M. programs at private law schools in the rest of the state are not similar to this program, again mostly because they are either substantially more expensive or geared towards a particular area of study. Stetson has an LL.M. in International Law costing approximately \$33,000 in 2011-2012 and an LL.M. in Elder Law costing approximately \$32,000 in 2011-2012. Florida Coastal School of Law in Jacksonville offers an LL.M. for foreign lawyers that is

¹² *Id.*

¹³ Richard Montauk, *LL.M. Guide: Masters of Laws degrees at law schools in the U.S.*, www.llmstudy.com

¹⁴ *Id.*

¹⁵ *Id.*

delivered entirely in an online format for approximately \$15,000 in 2011-2012.

LL.M. programs at the University of Florida in Gainesville and at Florida State University in Tallahassee that are similar to the general LL.M. at FIU have limited enrollments (20 at UF and 7 at FSU). FSU offers an LL.M. in American Law for Foreign Lawyers with enrollment capped at 7 students. UF offers several LL.M. degrees. Perhaps the best-known LL.M. at UF is its LL.M. in taxation, often ranked among the top tax LL.M.s in the country. UF also offers an LL.M. in Comparative Law, an LL.M. in Environmental and Land Use Law, and an LL.M. in International Taxation. The closest program to the FIU LL.M. offered by UF may be the LL.M. in Comparative Law with enrollment capped at 20 students. Tallahassee is over 450 miles from Miami and Gainesville is over 300 miles from Miami; geographically there are no similar programs available in South Florida. Additionally, because Miami is more accessible for foreign students travelling to Florida and has substantial appeal as a city for individuals around the world, it is expected that, over time, FIU will attract many foreign students for the LL.M.

On March 23, 2012, the directors of similar LL.M. programs at UF and FSU were contacted to solicit their comments regarding the effect of an FIU LL.M. on their enrollments and to explore possibilities of collaboration. On the same date, Dean Donna R. Christie, Associate Dean for International Programs at the Florida State University College of Law, responded that “We have such a small program that I don’t know what the impact would be on our enrollment, but since we do get some students who were based in the Miami-area prior to coming to our program, it might have some impact.” Also on the same date, Professor Pedro A. Malavet, Director of the LL.M. in Comparative Law at UF, responded “Luckily, Gainesville attracts so many international students that we get enough for our needs.” He also responded that he was “intrigued by the possibility of collaboration.” FIU is committed to exploring these possibilities with UF.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

Enrollment projections require gazing into the future. In truth, it is impossible to estimate with certainty the number of students who will apply to or accept an offer for the LL.M. at FIU. Nonetheless, the J.D. program has established itself in a short time as a highly competitive program within the state. For the entering class of fall 2011, the College had over 2,500 applicants. Based on the success of the J.D. program, the College of Law expects similar success with the LL.M. program. Many of the elements that will draw LL.M. students to the FIU College of Law are those that draw our present J.D. students: affordability, flexibility in plan of study, a progressive curriculum that highlights international and comparative law, personal attention to the student, accessibility and opportunity, all in an exceptionally beautiful building on an attractive campus. Miami offers excellent professional contacts for foreign students and many lawyers around the world would welcome the opportunity to study here. Other attributes of the College of Law may make it particularly attractive to LL.M. students. Because of the faculty’s commitment to international and comparative law as a whole, the faculty has numerous

experts in these fields which will welcome students from around the globe, particularly Latin American and Caribbean students. The College of Law has no less than four faculty members who regularly write and teach on international criminal law and human rights. The College of Law has no less than seven faculty members who regularly write and teach on law in Latin America and the Caribbean. Thus, it is likely that the College's faculty and its particular expertise in international and comparative law will make it a sought-after location to study for foreign students. The LL.M. will not require students to change majors.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

The College of Law prides itself on the diversity of its student body and faculty. Only nine years in existence, the College of Law has recently been ranked as a Top 10 School for Hispanics by *Hispanic Business*. The College was recently ranked 1st for faculty diversity by the *Princeton Review*. Also in the *Princeton Review* survey, the College ranked 2nd in the "Best Environment for Minority Students" category. The College was also ranked a Top 10 Best Value school in the nation by the *National Jurist*. The *National Jurist* ranking comes on the heels of the recently released Sisk report expanding the Leiter Rankings of the scholarly impact at all law schools accredited by the ABA, where the College of Law ranked 3rd among Florida law schools. R. Alexander Acosta, Dean of the College of Law, has been named one of the 100 most influential Hispanics in the country by *Hispanic Business*. Diversity leads to diversity and the College of Law will continue to be a welcoming place for all students.

Because the general LL.M. is tailored for foreign lawyers, it is likely and hoped that the College will draw a significant number of applicants from Latin America and the Caribbean. In fact, the College anticipates announcing its LL.M. programs widely in Latin America, a region often neglected by LL.M. programs in the country. The College's faculty has ties to individuals in legal education in a number of countries -- such as Argentina, Brazil, Canada, Chile, Colombia, Costa Rica, France, Haiti, Germany, Mexico, Peru, Rwanda, South Africa, Spain, and Venezuela -- and hopes to use these ties to publicize the LL.M.

Peng Lu, Ph.D. is Assistant Provost for China Programs at Florida International University. In the past three years he spent most of his time in China and set up several programs in Tianjin and Qingdao, from initial contact to full management. The largest one is the FIU-Tianjin College of Hospitality Management, a \$27-million project funded by Tianjin. This is the largest U.S. educational cooperation in China. Dr. Lu has offered help to ensure that our program is sufficiently advertised in China. To the extent that foreign students come from South America, the Caribbean, Africa, and Asia, there will be a positive impact on the diversity of the student body and the possibility of intercultural exchanges for all students within the walls of the College of Law.

Signature of Equal Opportunity Officer

Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

The LL.M. program will be stand alone program in the College of Law. The program will consist of 24 credit hours.

The projected expenses for the program include:

- 1) an overhead apportionment of the general J.D. faculty offering general J.D. courses, which will be taken as the electives by the LL.M. students;
- 2) an overhead apportionment of a Coordinator who will be administering the program for year 1;
- 3) the additional costs incurred by 2 new LL.M. specific courses, (USL I and USL II) paid as faculty overloads;
- 4) additional operating expenses specific to the LL.M. program; and
- 5) additional costs incurred by a fulltime Coordinator for the LL.M. program, year 2 and forward.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

This program compliments the existing J.D. program. The reallocation of resources reflected in Table 3 reflects those expenses related to the LLM students that will be enrolled in the existing courses offered by the J.D. program. These costs are shown to reflect the true expected cost of instruction for the program. ABA requirements do not allow the LL.M. to impact adversely the financing of the J.D. program; therefore the E&G proceeds from the LL.M. program will be used to pay for its apportioned E&G costs.

The start-up and administration of the program for the first year will be supported by the Associate Dean of International & Graduate Studies and the Coordinator of International & Graduate Studies. The Associate Dean's position was created to oversee international and graduate activities at the College of Law. Advancing the planning for and bringing about the LL.M. is part of the duties of this position. It is a 12 month position and the Associate Dean is

given a course-load reduction of one course. This program will have no impact on the undergraduate programs at FIU.

The College of Law has made significant investments in buildings, student services, career services, library and other administrative areas and will be able to accommodate these additional students.

The College of Law has its own office of admissions and admissions practices, registrar's office and student record-keeping system, financial aid office, student services staff, and career services office. The LL.M. is a professional graduate degree composed of completed course work, as distinguishes it from an M.A. or M.S. that usually requires more than one academic year of study and a substantial written thesis. Because of the administrative capacity of the College of Law and the unusual nature of the LL.M. in the academy, the Provost, Dean of the Graduate School, and Dean of the College of Law have agreed that primary administrative responsibility for the LL.M. will be at the College of Law.

While there will be no impact on the undergraduate population of FIU, J.D. students will benefit from the increased contact with international and graduate students both inside and outside the classroom. In the classroom, LL.M. students often share their experiences of law and legal practice in the home countries from first-hand knowledge. Outside the classroom, the opportunities for international exchange of knowledge, culture, and social activities are limitless.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

None.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

None.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The quantitative benefit to the university is that the LL.M. will increase the number of master programs offered at FIU and will move the College of Law into that group of usually higher-ranked law schools that offer the LL.M. An LL.M. program will increase the number of highly trained graduates in law available for the local and state markets. The addition of an LL.M. program and its associated publicity may indirectly and positively affect the reputation of the College of Law for the purposes of national rankings. It will increase the College of Law FTE's by 21 upon full implementation and maximize the use of existing resources in the college of Law as illustrated in Table 2.

The qualitative benefits deal with the enhanced educational experience for all students at the College of Law and the national and international exposure the program will bring to the College of Law and the university. It will bring more foreign students to campus and enrich the academic and cultural life of the College of Law and the university. It will increase the College of Law as a research and graduate professional institution and as a place that is able to attract and maintain faculty. Because there have been numerous enquiries about an LL.M. program, it will demonstrate that the College of Law is meeting the challenge of providing programs the local and state communities are seeking.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)

Not applicable.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not applicable.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not applicable.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not applicable.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

FIU has identified five strategic themes for the twenty-first century. This first theme is “international.” Because FIU was originally chartered with a mission of promoting international understanding, an LL.M. program that brings more international students to campus and gives them the opportunity to learn with and interact with the College of Law’s J.D. students is strongly tied to the institutional mission of FIU and the strengths the College of Law has already developed in the fields of international and comparative law. FIU’s international reputation will be enhanced by offering an LL.M. and the College hopes to recruit its students for the program from around the world but with particular attention to Latin America and the Caribbean, an area that is often overlooked by many LL.M. programs which focus their attention more on Europe and Asia. Ancillary aspects of “international” such as the cultural and ethnic diversity of South Florida and the globalization of the Florida and national economies are also served by the LL.M. Students from Florida and world will both gain and share learning and expertise in law through the program. Thus, the LL.M. will increase the community’s diversity and capacity to act as global citizens trained in law. Global citizenship also points to the second FIU theme related to the LL.M., “Florida and local economic development.” Because the State of Florida seeks to be a “global leader in knowledge-based jobs” and because FIU seeks to provide the economy of the local community with “expertise in management, law, economics, and commerce” among other technical abilities, the LL.M. will produce students who are able to contribute either to their home economies or to the local economy of South Florida through their graduate study of law. (Board of Governors’ Strategic Plan, June 9, 2005, p. 16). Thus, the LL.M. directly supports two of FIU’s strategic themes as enunciated in the Strategic Plan: the goal of FIU maintaining and improving its international projection and the goal of providing expertise in law and related fields.

Offering the degree at FIU will support the College’s goal of providing graduate professional instruction in law to foreign students. The LL.M. program fits well with the institutional goals of FIU as expressed in documents outlining its goals and vision such as FIU’s Quality Enhancement Plan *Global Learning for Global Citizenship*, and the university’s *Worlds Ahead* Strategic Plan.

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

With a student body of more than 50,000, FIU is one of the 10 largest universities in the nation. More than 110,000 FIU alumni live and work in South Florida. As one of South

Florida's anchor institutions, FIU has been locally and globally engaged for more than four decades in this community. FIU's dynamic student body reflects the vibrant diversity of South Florida. The proposed program will strengthen our global and diverse student body. This program will relate to any person within this community or abroad who has a first degree in law and will open opportunities to an even greater diverse student body which is one of FIU's institutional strengths.

Comparative and international law has been an area of emphasis in the College of Law since its founding. The College is unusual in the country for requiring a course on international and comparative law for all students in the first year of their legal studies. The emphasis on comparative and international law is found in all other courses in the curriculum. Every substantive course is required to have an international or comparative component reflected in the allocation of class time by each professor. Because of this emphasis, the College draws students who are interesting in enriching their legal studies with international and comparative law and who hope to incorporate these areas into their legal practice. The presence of foreign LL.M. students will enrich this experience within the College.

The College has course offering, activities, groups, and affiliations that demonstrate this emphasis. The College offers quite extensive upper level offering in comparative and international law. It has drawn faculty members interested in teaching and writing in these areas. Although a young law school, the College sends student teams to the highest level international law competitions including the Jessup International Law Moot Court Competition and the Vis International Arbitration Competition. Last year, another team competed for the first time at the Inter-American Sustainable Development Law Moot Court Competition in Brazil. The College has both an International Law Students Association and an International Arbitration Society. The College also has a Black Law Students Association, Caribbean Law Students Association, a Cuban Law Students Association, and an Hispanic Law Students Association. All of these student associations or societies would be enriched by having LL.M. students join their membership and participate in their activities. The College has joined the American Caribbean Law Initiative, a consortium of law schools in the Caribbean and the United States working together on scholarship and programs related to the region.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

On October 4, 2006, the faculty approved the creation of a general LL.M. for foreign students and approved that the college consider other "specialized" LL.M.s as may be appropriate. In August, 2008, Dean L. Strickman appointed Professor Matthew Mirow to begin working on the LL.M. program, but this announcement was immediately followed by cuts and rescissions at the University and College. Plans for moving forward with the LL.M. program were halted.

On April 15, 2010, Dean A. Acosta appointed Professor Matthew Mirow to the newly created position of Associate Dean of International & Graduate Studies and, in addition to other responsibilities, charged him with going forward with the LL.M. at the college. On September 3, 2010, Dean Mirow conducted a workshop with the faculty on the general LL.M. already approved by the faculty. There were approximately 20 faculty members in attendance at the workshop on September 3, and there was a consensus expressed that the College should pursue

the degree outlined during the workshop.

On September 16, 2010, Dean Mirow requested approval from the entire faculty to implement the LL.M. degree described herein. The faculty unanimously approved this request.

Planning Process

Date	Participants	Planning Activity
October 4, 2006	faculty	faculty discussion and approval of LL.M.
September 3, 2010	faculty	faculty workshop on LL.M.
September 16, 2010	faculty	faculty approval of new plan for LL.M.

Events Leading to Implementation

Date	Implementation Activity
April 15, 2010	M.C. Mirow appointed Assoc. Dean with duties including implementation of LL.M.
October 29, 2010	Course proposals for LL.M. submitted to College of Law curriculum committee
December 8, 2010	Meeting with Elizabeth Bejar, Vice Provost of Academic Planning
January 28, 2011	Meeting with Elizabeth Bejar, Vice Provost; Tonja Moore, Associate Vice President; Dean Alex Acosta, Danilo Castillo, Director of Finance
February 11, 2011	Vice Provost Elizabeth Bejar approved Feasibility Study
February 16, 2011	Provost Douglas Wartzok and Tonja Moore, Associate Vice President of Academic Affairs
February 24, 2011	New Program Questionnaires submitted to American Bar Association
March, 2011	Several communications and meetings with Frederick Blevens, Victoria Castellanos, and Nagarajan Prabakar related to submitting the proposal
April, 2011	American Bar Association acquiesced in the application for the establishment of a General LL.M. for Foreign Lawyers
May 10, 2011	Meeting with Victoriano Castellanos and Alex Acosta regarding graduate School's role in LL.M.
September 1, 2011	Conference with Elizabeth Bejar regarding schedule for LL.M.
October 14, 2011	Program approved by FIU Curriculum Committee and FIU Graduate Council
March 12, 2012	LL.M. added to list of FIU programs to be considered for implementation in the next three years
March 23, 2012	UF and FSU contacted for comments regarding enrollment and collaboration
June 14, 2012	Board of Trustees approved LL.M. degree program

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

Establishing a non-J.D. program at an ABA accredited law school requires the acquiescence of the American Bar Association. The ABA provides a New Program Questionnaire which is tailored to the new program and its effect on the J.D. program. The ABA requests information concerning enrollment, courses, admissions, faculty, and administration of the program, staff, budget, curriculum, and faculty input in the process. A New Program Questionnaire was filed with the ABA on February 24, 2011. During its meeting on April 28-30, 2011 the Accreditation Committee acquiesced in the application for the establishment of a Master of Laws (general LL.M. for Foreign Lawyers).

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

Learning outcomes will vary with the particular track selected by the LL.M. candidate. Beyond the shared courses of United States Law I and United States Law II, LL.M. students, with the assistance of their advisers or supervisors, will select the coursework most appropriate to their educational and professional goals.

The program will provide all students with extensive knowledge concerning the United States legal system and certain areas of substantive law. They will become professionally conversant with the sources, methods, institutions, and actors in United States law. Students will understand and gain practice in the common methods of legal communication in the United States. Students will develop skills in dealing with the vocabulary, concepts, development, and major philosophical schools of law in the United States.

- B. Describe the admission standards and graduation requirements for the program.**

A first degree in law from outside the United States is required for admission. Admission will be based on an application consisting of standard information, a two-page statement of interest, an assessment of prior studies and aptitude, and TOEFL scores for students for whom English is not the first language. The minimum English proficiency (TOEFL) score for acceptance to the program is 590 (paper based), 250 (computer based) and 90 (internet based), or 7.0 (IELTS score). An interview may be required. Admission will be limited to the number of students that the college can take without affecting the J.D. experience, most likely to a maximum of 30 students depending on the part time/full time mix.

The curriculum requirements will be 2 courses, United States Law I: Methods, Sources and Structure and United States Law II: Scholarship and Perspectives (USL I & II). The remainder of the required 24 credits (20 credits) will be made up from the courses already offered in the J.D. curriculum and selected by the student and the student's adviser with the individual interests and needs of the student in mind.

To maintain status as a student in good standing, an LL.M. student must maintain a minimum 2.0 grade point average for each semester in which he or she is enrolled. As is common in similar LL.M. programs in the United States, LL.M. students will do most of their coursework in the classes of J.D. students. They will be subject to the same high expectations in the classroom and on examinations. The ABA requires that law schools set clear standards for maintaining good standing and most law schools set the grade point average of 2.0 as the limit for a student in good standing. The College of Law imposes a curve that requires every class in the first-year to have between 10-15% "C-" and below grades and in upper level classes to have at least 5% "C-" and below grades for classes over 15 students. LL.M. students will likely be subject to anonymous grading and this curve. Every student in the College of Law is a graduate professional student in the sense that he or she has completed an undergraduate degree before entering the J.D. program. LL.M. students are similar in that their first degree was on the undergraduate level. Considering these expectations and that LL.M. students will most likely be

using a second language in their legal studies, maintaining the 2.0 grade point average limit for a student in good standing is appropriate.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

This proposal requests one track for the LL.M. at FIU College of Law: an LL.M. offered to foreign lawyers. This degree requires the completion of 24 credit hours. Twenty-four credit hours is the standard allocation of hours for the LL.M. in the United States. Approximately 80% of the LL.M. programs require 24 or fewer credit hours, and 24 credits is the average in the U.S.¹⁶ To compete effectively for students, FIU's LL.M. should not exceed this number. Considering the demands of the law school classroom, and the interests and varying English abilities of LL.M. students, 24 credits are an educationally sound requirement for the degree.

The LL.M. is intended for foreign lawyers already holding a first degree in law. It seeks to provide a great deal of flexibility in the curriculum by requiring only 2 courses, United States Law I: Methods, Sources and Structure and United States Law II: Scholarship and Perspectives (USL I & II). These two courses aim to provide general knowledge and grounding for all LL.M. students by introducing them to basic vocabulary, concepts, research methods, structures, scholarly approaches, and philosophical perspectives on United States Law. USL I provides an introduction to the United States legal system, sources, methods of constructing legal arguments, and reading cases. USL II addresses academic or scholarly writing in the law and various theoretical perspectives.

The remainder of the required 24 credits (20 credits) will be made up from the courses already offered in the J.D. curriculum and selected by the student and the student's adviser with the individual interests and needs of the student in mind. For example, if the student seeks to have an LL.M. that will qualify him or her for sitting the New York bar exam, additional requirements must be met including taking at least two courses in basic American law. The New York bar regulations list 14 courses -- such as business relationships, contracts, evidence, professional responsibility, property, remedies, torts, and wills -- as fulfilling this requirement.¹⁷ If the student has no interest in sitting a bar exam in another state because, for example, he or she intends on returning to his or her home country after completing the LL.M., then the selection is wide open. Because of the strengths of our faculty, we may be able to highlight the possibilities that exist in International Law, Human Rights, Arbitration, and Latin American and Caribbean Law.

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

¹⁶ G. Edwards, *LL.M. Roadmap: Foreign Student Admission to and Success in Master of Laws & Other U.S. Law Programs*, 2011, p. 239.

¹⁷ New York State Board of Law Examiners Regulations, sec. 6000.6(1-14).

Sample LL.M. sequences depending on the student's interest:

Fall:		Fall:	
USL I	2	USL I	2
Contracts	4	Constitutional Law	4
Business Organizations	3	Children & the Law	3
Alternative Dispute Resolution	3	Family Law	3
Spring:		Spring:	
USL II	2	USL II	2
Secured Transactions	2	Environmental Law	3
Mergers and Acquisitions	2	Immigration Law	2
Law of Corporate Finance	3	International Human Rights	3
International Business Transactions	3	Seminar	2

E. Provide a one- or two-sentence description of each required or elective course.

Required courses for the general LL.M.:

LAW 7200: United States Law I: introduces students to the legal system of the United States, the sources of law, methods of writing about law in a professional context.

LAW 7804: United States Law II: introduces students to academic writing in the law, research methodology, and various schools of legal philosophy related to law in the United States.

Elective courses for the LL.M.:

Administrative Law is an introduction to the laws controlling executive branch agencies of government.

Admiralty Law introduces the law of the sea under federal and international law.

Advanced Criminal Procedure examines grand jury process, bail, the plea-bargain process, right to jury trial, double jeopardy, joinder and severance, and right to confront and examine witnesses.

Antitrust studies judicial decisions construing and applying the federal antitrust law to the control of the competitive process in the American economy.

Banking Law is concerned with the federal regulation of national and state-chartered financial institutions.

Bankruptcy covers the forms of relief available to different kinds of debtors, including

liquidation, reorganization of a business, and the adjustment of an individual's debts.

Business Organization covers state and federal law governing incorporated business enterprises, partnerships and limited liability companies.

Children and the Law considers constitutional issues posed by the state and the family, the status of the child, the scope of parental privilege, disputes over custody, adoption, and the juvenile court system.

Civil Procedure entails study of civil litigation from the inception of a suit through trial and appeal.

Civil Rights focuses on selected federal statutes enacted to remedy violations of federal constitutional rights.

Complex Litigation teaches students how the federal rules of civil procedure, particularly in the area of complex litigation, can become instruments of policy.

Computer and Internet Law may include patent and copyright protection for computer software, internet copyright and trademark issues, privacy concerns, jurisdictional issues and computer crime.

Conflicts of Law deals with the special problems that arise when the facts or the parties in a case have contacts with more than one state or country.

Constitutional Law deals with the fundamental principles of American constitutionalism.

Construction Law considers legal issues encountered in construction projects, beginning with the role of the construction lawyer and review of duties and liabilities of the construction team.

Contract Law introduces and explores the function of contracts in a free enterprise economy.

Corporate and Partnership Tax examines the income tax treatment of corporations and their shareholders and of partnerships and their partners arising from various transactions including incorporations, distributions, redemptions, liquidations, and non-taxable acquisitive reorganizations.

Criminal Law introduces the principles and objectives of the criminal law and to explore its utility and limitations as a means of social control.

Criminal Procedure explores pre-trial aspects of criminal procedure under the Fourth, Fifth and Sixth Amendments to the United States Constitution, with emphasis on searches and seizures, police interrogation, the right against self-incrimination, and the right to counsel.

Elder Law covers such areas as income tax provisions of special interest to senior citizens, Social Security, pension plan distributions, Medicare and Medicaid coverage, long-term care and nursing home admission.

Election Law examines federal and state law regulating the conduct of elections and the

financing of campaigns.

Employment Discrimination assesses the major federal and state employment discrimination statutes with emphasis on the relationship among the legislative, executive, and judicial branches in the development and implementation of public policy.

Employment Law is a survey of basic legal and policy concepts governing the employment relationship.

Environmental Law is a survey of environmental regulation, addressing the environmental policies, rights, and remedies provided by the common law and various federal statutes.

Estate and Gift Tax covers federal estate and gift taxes and their impact on gratuitous property transactions during life and at death.

Estate Planning explores the theories and skills involved in the estate planning process.

Evidence addresses the law of evidence, including: hearsay, judicial notice, burden of proof, and presumptions; functions of judge and jury; competency and privileges of witnesses.

Family Law examines state regulation of sexual and marital relationships, including the conflict between the doctrines of family privacy and state intervention in the marital relationship.

Federal Courts examines the power and role of the federal courts as defined by the United States Constitution, federal statutes and judicial decisions.

Federal Income Tax offers an introduction to the fundamental principles of federal income taxation, particularly as applied to individuals.

First Amendment is an examination of the historical origins and underlying values of the rights of conscience protected in the First Amendment.

Florida Civil Practice entails a study of Florida civil practice from the commencement of an action through final judgment

Florida Constitutional Law studies the Constitution of the State of Florida, including recent decisions of the Florida Supreme Court and analysis of current proposals for constitutional change.

Florida Law and Procedure focuses on differences and distinctions between state law and general common law principles in certain fundamental areas of law typically tested on the Florida bar examination.

Health Law is a study of numerous topics, including national health care programs, health care financing, reimbursement, licensing and accreditation, hospital organization, and physician and patient autonomy.

Immigration Law examines the major aspects of the Immigration and Nationality Act.

Intellectual Property is a survey course that introduces students to patent, copyright, trademark, trade secret, right of publicity and unfair competition law.

International and Comparative Sales entails the study of legal rules governing the international sale of goods, and a comparison of these rules with Spanish and United States domestic law counterparts.

International Business Transactions provides an overview of the domestic, foreign, and international law governing international business transactions.

International Commercial Arbitration covers the basics of the law and practice of international commercial arbitration including: drafting arbitration clauses, enforcement of arbitral agreements and preparing and presenting cases before arbitral tribunals.

International Criminal Law explores international crimes, such as genocide, crimes against humanity, torture, narcotics trafficking, terrorism, and war crimes.

International Human Rights is an introduction to the international law protecting human rights. It examines the theory and the history of the field, together with key United Nations documents.

International Trade Law and Policy concerns the national and international regulation of imports and exports. Law, policy and economics of the international trading system are discussed.

Introduction to International and Comparative Law introduces students to public international law, international economic law, and comparative law.

Labor Law is about labor union activities and other forms of concerted activity. It focuses upon an employee's right to form or join a union and the right to refrain from such activities.

Land Use Planning undertakes an intensive analysis of the traditional regulatory techniques, including general and specific planning, zoning, and subdivision mapping, and relates them to the practical and political aspects of the land use entitlement process.

Law of Corporate Finance is an advanced corporation's course on legal and economic issues involved in corporate financing decisions, covering a broad range of issues including basic accounting, valuation and corporate capital structures.

Legal Skills and Values Program at the College of Law combine demanding traditional instruction in legal research and writing with an introduction to other lawyering skills, like interviewing and counseling, and to issues of professionalism.

Local Government Law addresses the powers, limitations, and special legal rules concerning local governments. Emphasis is given to Florida problems concerning counties, cities, and special districts.

Mergers and Acquisitions will approach the study of major corporate restructuring from both an academic and a practice perspective.

Negotiation and Mediation course will entail a study of negotiation and mediation techniques

and strategies.

Non-Profit Organizations will address the legal regulation of nonprofit organizations from the perspective of state law and federal tax law.

Payment Systems will survey the uses of different payment mechanisms (negotiable and nonnegotiable instruments, credit cards and electronic funds transfer and wire transfer systems) in both credit and cash transactions.

Pre-trial Practice covers trial preparation from client interview to the courthouse steps.

Products Liability is a survey of the history, growth and development of the law regarding injury to persons and property resulting from defective products.

Profesión Jurídica Comparada is designed for students who have a basic knowledge of the Spanish language and want to develop or expand their legal vocabulary.

Professional Responsibility examines the law of professional responsibility, including professionalism issues and malpractice risk management, with significant emphasis on the rules of ethics governing lawyers and judges.

Property introduces and examines concepts of property ownership, possession, and transfer.

Real Estate Transactions takes an interdisciplinary and practice-oriented approach to real estate transactions, covering land transfers, mortgage law, and selected topics such as usury and mechanics' liens.

Remedies focuses upon the nature and scope of relief that a court may grant a party who has established a substantive right.

Sales covers contracts for the sale of goods under Article 2 of the Uniform Commercial Code. Some consideration will also be given to leasing of goods under Article 2A of the Code.

Secured Transactions covers the creation, perfection, and enforcement of security interests in personal property under Article 9 of the Uniform Commercial Code.

Securities Law Enforcement comprehensively examines the enforcement processes of the U.S. Securities and Exchange Commission ("SEC") from the perspective of both the government and the private practitioner.

Securities Regulation is a comprehensive survey of the statutes and regulations governing the distribution of securities and trading of securities on the stock exchanges and over-the counter markets.

Seminars provide an opportunity for intensive analysis of legal and policy issues in a specialized area of study, culminating in a major research paper or a series of shorter papers.

Sports and Entertainment Law focuses on the application of various legal doctrines to sports activities, and the various complex contractual issues facing attorneys representing clients in the

entertainment industry.

Torts examines the body of law directed toward the compensation of individuals for injuries to their protected legal interests. It includes liability for negligence and for intentional interference with person and property, and liability without fault ("strict liability").

White Collar Crime examines the vehicle of federal investigation and prosecution of white-collar crime, this course will explore the interplay of different fields of law and of legal standards and administrative discretion.

Wills and Trusts explores intergenerational transfer of wealth in the United States is controlled by both statutory and common law principles.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

Not applicable.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

Approval for this degree is required by both the American Bar Association and FIU. Establishing a non-J.D. program at an ABA accredited law school requires the acquiescence of the ABA. The ABA provides a New Program Questionnaire that is similar to its Annual Questionnaire but tailored to the new program and its effect on the J.D. program. The ABA requests information concerning enrollment, courses, admissions, faculty, administration of the program, staff, budget, curriculum, and faculty input in the process. The ABA also requires a fee of approximately \$7,000. The Accreditation Committee acquiesced in the application of the law school for the establishment of a Master of Laws (general LL.M. for Foreign Lawyers) during their Accreditation Committee on April 28-30, 2011.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not applicable.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite**

specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

Traditional delivery on main campus.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

Since these students will take many of the same courses as the existing J.D. students, the incremental faculty needed for this program are only for the program oversight and elective courses for .54 PY in Year 1 and .83 by year 5.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The program which will be affected by the new LL.M. program is the E&G funded J.D. Program. Table 3 shows the J.D. E&G base before reallocation, and the amount being reallocated to it as apportioned in Table 2. The E&G J.D. program will be refunded by this amount. ABA requirements do not allow the LL.M. to adversely impact the financing of the J.D. program; therefore the proceeds from the LL.M. program will be used to reimburse the E&G J.D. program for the shared/reallocated costs stipulated in Table 2.

The start-up and administration of the program for the first year will be supported by the Associate Dean of International & Graduate Studies and the Coordinator of International & Graduate Studies. The Associate Dean's position was created to oversee international and graduate activities at the College of Law. Advancing the planning for and bringing about the LL.M. is part of the duties of this position. It is a 12 month position and the Associate Dean is given a course-load reduction of one course. This program will have no impact on the undergraduate programs at FIU.

The other costs reflected on Table 2 are the incremental costs associated with offering this program to compliment the current JD curriculum. It is expected that instructional costs, program oversight, administrative support along with marketing, supplies, and other miscellaneous expenses will amount to \$116,099. By year 5 these costs are expected to increase to \$250,079.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**
- D. Provide evidence that the academic unit(s) associated with this new degree have been**

productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

In the ten years since it was founded, the College of Law has risen to regional and national recognition. The College attained accreditation by the American Bar Association in the shortest time possible under ABA rules and membership in the Association of American Law Schools (the learned society of law schools) in the shortest time possible under AALS rules. Attaining these benchmarks in such a short time would not have been possible without the College of Law's productivity in teaching, research, and service. In a recent report of scholarly impact by Gregory Sisk, FIU College of Law was the third law faculty in Florida with the highest impact and was tied nationally with a number of older, well-established law schools including Brigham Young, Boston College, Cincinnati, Georgia, and Tulane. The College of Law's J.D. students have always passed the Florida Bar at rates higher than the state average. The *National Jurist* has ranked the College as a best value for legal education in the United States.

Members of the faculty are highly productive teachers and scholars. For the quality of our teaching, one only needs to look at how well our students have done on the state and national level. Our strong bar passage rate is well-known. In past two years, the College has produced 17 judicial clerks, highly coveted positions of state or national importance for legal professionals. Our students are now finding jobs at the largest firms in Miami. Smaller pockets of FIU Law graduates are establishing notable presences in cities across the state and the country. This professional success is directly attributable to the quality of instruction and to the educational experience the faculty has worked diligently to create and to improve over the years.

The quality of the College's scholarship reflects the fact that each teaching position on the tenure-track is the result of a national search. Although relatively small in number, the law faculty has contributed widely to the academic and professional literature. It has produced books with Cambridge University Press, Yale University Press, Harvard University Press, and the University of Texas Press, among many others. Five members of the faculty have received Fulbright awards for teaching, research, or administration abroad.

Members of the faculty publish articles widely throughout the United States and the world. They edit book series, are sought-after lecturers, and appear in the media. They are engaged with national and international organizations within their particular specialties. In the past ten years, faculty members who may be teaching LL.M. students, approximately 30 in number, have authored, co-authored, edited, or co-edited over 35 books and over 170 articles.

Stanley Fish is internationally recognized as a foundational thinker in literary theory, constitutional theory, and the world of academe. Elizabeth Foley, Thomas Baker, Jerry Markham, and Ediberto Román are nationally recognized scholars in the fields of liberty, constitutional law, financial regulation, and citizenship, respectively.

In sum, the faculty of the College of Law is profoundly dedicated to its craft of teaching and writing. It communicates information, spreads knowledge, and deepens understanding of the law and its role in society to its students, to the academic community, and to the world at large. Each member does this in his or her own way, but the quality of what the faculty does and the intensity of its efforts are common threads in teaching and scholarship at the College.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.**

Library resources available to students in the proposed program include first-rate library facilities and a collection which includes print, microform and electronic information resources. The prime objective of the law library's collection development plan is to fully support faculty scholarship in whatever format (book, electronic, or microform) that is most durable and accessible. Recognizing that it is unrealistic to develop a rich collection from all corners of the world, the law library has articulated a particular focus on materials related to Latin America, the Caribbean, and the historic roots of Latin America and the Caribbean (e.g. Spain, Portugal, France, and parts of Africa). So as to allocate resources wisely, the law library has selected not to be as aggressive in acquiring Anglo-American, Asian, Australian, or European foreign law materials.

As of January 1, 2011, the law library collection exceeded 212,000 volumes and volume-equivalents. Of this total, more than 88,000 volumes are in hard copy format. Beyond the hard copy volumes located in the collection, the law library subscribes to many of the key online resources used by the legal community. Thus access to much of the legal information needed by the faculty and students is available to them regardless of their location. As long as they have access to a computer with an Internet connection then the law library provides them with access to the information.

In the earliest years, the library acquired a large number of titles in microform. The decision to acquire materials in microform made sense given the library's space considerations during the time it was housed on the third floor of the University's Green Library. Additionally, the library needed to build a core collection and gain archival materials quickly. However, since 2004, the expansion of the microform collection has all but been suspended. Digitization projects pursued by vendors, the GPO and library consortiums are now providing access to archival materials online which was available only in microform just a few years prior. Thus, we are acquiring in microform only those materials not available in other formats, such as the state session laws.

Complete runs of the top (approximately top 50) most frequently cited U.S. and foreign journal titles are held in hardcopy. (In determining which titles are most-cited, we examined the Washington and Lee listing of "Most-Cited Legal Periodicals" (<http://law.wlu.edu/library/research/lawrevs/mostcite>) as well as articles that analyzed the most-cited foreign and international law titles (31 Intl. Law. 869), the most-cited specialized law reviews (26 Fla. St. U.L. Rev. 813), and other rankings (39 Ariz. L. Rev. 15; *U.S. News and World Reports*)). All of the journals published by Florida law schools and selected other titles are also held in complete series in hardcopy.

Many of the less frequently cited, but indexed, journals are held in hardcopy, starting with volumes published in 1985. All hardcopy issues are bound once the volume is completed. Volumes not held in hardcopy are accessible via HeinOnline or

microform. Additionally, faculty and students have access to journals (legal and non-legal) via the many electronic databases subscribed to by the FIU Libraries, including JSTOR, Oxford University Press Online, OCLC First Search, Berkeley Electronic Press (Bepress), Cambridge University Press Online, Project MUSE, Kluwer Online, Westlaw, Lexis, and several others.

The international and foreign law collection is expected to grow substantially within the next few years. Currently, this collection includes a limited number of serial sets and monographic titles in international, comparative, foreign, and human rights law. Some of the major titles in the collection include *United States Treaties and Other International Agreements*, *the International Court of Justice Reports of Judgments, Advisory Opinions and Orders*, *United States Treaty Index*, *Constitutions of the Countries of the World*, the Selden Society publications, and the major international law yearbooks. These collections are supplemented by a growing number of international oriented legal databases.

The law library already has access to many important primary and secondary sources because the Green Library has long been a depository for Federal, U.N., and EU materials, and has collected heavily in Latin America focusing on international commercial and human rights sources. The librarians have had many conversations with the main university librarians, so as to coordinate our acquisition priorities.

As part of the Florida State University system, we also have easy access to the online catalogs and borrowing privileges from the state's other research-oriented libraries -- University of Florida and Florida State University. And we benefit from informal, collegial relations with the University of Puerto Rico, as well as with the other law libraries within the state.

The law library also subscribes to many electronic resources, including Westlaw, LexisNexis, BNA Tax Management, BNA Core Plus, HeinOnline, Florida Law Weekly, Florida Law Weekly Supplement, Florida Law Weekly Federal, the Legal Scholarship Network (SSRN), the Internet Guide for the Legal Researcher, Chronicle of Higher Education, Florida Law on CD-ROM (Publisher of the Official Florida Statutes), Florida Legislative History Documentation on CD-ROM, ILP Retrospective, LexisNexis Argentina, and UN Treaties Series Online. Law faculty and students also have full access to all electronic databases provided by the Green Library through Florida's State University System. This means access to approximately 160 full-text non-legal databases such as ABI/Inform Global, Elsevier ScienceDirect, and JSTOR, to name a very few.

The library is normally open more than 100 hours each week. Extended hours are provided during the reading and final exam periods. We continue to collect statistics on actual usage and are open to expanding or adjusting hours that reflect student needs. Since we have occupied the new building (Fall 2006), we have seen an increase in student usage. Additionally, students have voiced the need for longer hours throughout the semester and especially during the reading and exam periods. We offered expanded hours starting Spring Semester 2008 in response to these indicators of student demand.

A student computer laboratory is located within the law library which houses several computer workstations, connected to printers that are available to the students. The computers in the lab will all be replaced in 2011, based on current expectations. Additional computers near the reference desk, including Apple desktops, are also being added in 2011.

Reference services are provided by the majority of the librarians and are supplemented by three part-time librarians. Reference service is provided seven days a week. Reference Librarians provide legal research training to student research assistants, as requested. Services to law students include the circulation of library materials, reference service, library tours, exams on reserve, daily newspapers, group study rooms, photocopiers, custom-made research guides and information guides, finding materials not on the shelves, Internet connection throughout the library, and individual training to use online databases such as Westlaw and LexisNexis.

College of Law faculty, staff, and students have check-out privileges for library materials designated “to be circulated.”

The law school has successfully recruited and hired librarians who are experienced and highly service-oriented. Seven full-time library positions, including the Associate Dean for Information Resources, are budgeted.

Teresa Stanton is Associate Dean for Information Resources and Director of the Law Library. She has worked in law libraries for 20 years, including those at the University of Miami, the University of North Carolina at Chapel Hill, and the University of California at Berkeley. She has taught courses on advanced legal research and introduction to U.S. law and has lectured extensively on foreign and international legal materials. An active member of the Florida Bar, she received a B.A. from Oberlin College, a J.D. from the University of Florida, and an M.A. in library and information studies at the University of South Florida. In her most recent past position at the University of California-Berkeley School of Law Library, her duties included being the subject bibliographer for Latin America, Spain, and Portugal.

Current librarians, who hold the rank of Library Faculty, a non-tenured classification within the University, are:

- Marisol Florén-Romero (MLS and PhD), Foreign Law/Reference Law Librarian
- Masako Patrum (MLS), Head of Cataloging and Bibliographic Librarian
- Janet Reinke (J.D. and MLS), Reference Librarian and Head of Research Services
- Sailaja Tumrukota (MLS), Acquisitions/Serials Librarian (Head of Technical Services)
- Pushya Veeramachaneni (LL.B. and MLS candidate), Access Services Librarian
- Brad Hutcheson (J.D.), Research and Instructional Technology Librarian
- There are also part time reference librarians

There are several additional library assistant positions. The law library also has a full-time Office Manager, Nancy Urbina, with significant experience in the College of Law and within FIU.

Part-time student members are used extensively to staff the circulation desk, shelve books, process new print and microform materials, and manage the collection.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

No additional resources are needed to implement and/or sustain the program through Year 5.

Signature of Library Director

Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

Rafael Díaz-Balart Hall has a total of 95,175 net assignable square feet (152,280 in gross assignable square feet), constructed on three floors. The building draws upon classical design in that the academic spaces are constructed around two open-air courtyards, intended to encourage informal interaction between students and faculty. The courtyards permit natural light to flow into much of the student lounge and dining areas, and into the reading areas in the library.

The first floor of the building includes a grand entry and foyer, two courtrooms/classrooms, three seminar rooms and student-oriented functions: Admissions, the Law Clinic, a student lounge with lockers, student dining space, offices for student organizations, and the Office of Information Technology. Entry to the library is gained only from the first floor entrance. Rafael Díaz Balart Hall also includes a 300-seat auditorium that the College of Law shares with the University. Because the university uses it as an instructional facility, the auditorium has a separate entrance accessible from the campus, assuring that law school functions will not be disrupted.

The second floor of the building houses six tiered classrooms, the bulk of the faculty offices, and the College's administrative offices: Dean, Associate Deans, International Law Programs, Student Affairs, Career Development, Academic Advancement, and Development. The administrative offices of the Law Library are located on this level as well, although the second floor of the library is accessible by the public only from within the library itself.

Only the north (library) wing of the building has a third level, which houses additional library seating and stacks.

Students, faculty members and staff members can move easily from floor to floor via several stairwells and an elevator located in the south (academic) wing of the building. The Law Library has a separate central staircase and its own bank of elevators.

All classrooms are equipped with the latest in teaching technology – whiteboard, podium, projector, monitor, roll-down screen, digital optical display, microphone and speakers, computer, room light control panels, AV playback, and wireless internet access.

The seating capacity of the College of Law's 11 classrooms is as follows:

Large Courtroom	1	120 seats	plus jury box, bench, counsel tables
Small Courtroom	1	40 seats	plus jury box, bench, counsel tables
Tiered Classrooms	3	83 seats	
Tiered Classrooms	3	63 seats	
Seminar Room	3	22 seats	

Eight conference rooms, seating 10 to 20 persons each, also are located throughout the building. Two conference rooms located within the law clinic are used primarily for academic

purposes and the other conference rooms are shared and used for a variety of law school functions – seminars, faculty committee meetings, student organization meetings, etc.

The classrooms (including the courtrooms) in the law school are all equipped with “smart classroom” technology. Generally, the “smart classroom” technology includes an instructor podium that houses an internet-ready computer and a combined DVD/VCR. The podium also allows for someone to attach a laptop or a digital document reader to it; anything run through the podium can be displayed by a ceiling-mounted projector onto a drop-down screen at the front of the classroom. The classrooms are also equipped with power outlets so that students may connect their laptops to a power supply while attending class. As mentioned above, faculty members can access their own network drives to retrieve information prepared in their offices and display it in the classroom.

The classrooms are also set up with built-in video cameras that can record all proceedings in the classroom. These recordings are digitally captured and can then be reviewed on a DVD or as an MP3 or similar video file. These files are normally placed on the web and are accessible to our faculty members and students, but not to the outside world.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.**

Not applicable.

- E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

The library will be used by the students for their research requirements. Please read X.A. above.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

Not applicable.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

Not applicable.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

Not applicable.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Not applicable.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

Not applicable.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 29, 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*

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 29, 2012

Subject: Academic Affairs Reports

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The Enrollment Services Report provides an update on university enrollment figures for the fall 2012 semester. The Graduate Education Report focuses on graduate student enrollment and admission trends, doctoral student graduation, and new recruitment initiatives. The Undergraduate Education Report provides an update on initiatives aimed at ensuring academic success and on-time graduation.

Supporting Documentation:

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

Facilitator/Presenter:

Luisa M. Havens
Lakshmi N. Reddi
Douglas L. Robertson

This page intentionally left blank

**Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
Enrollment Services Report
November 2012**

I. University Enrollment

As of October 24, 2012, a total of 46,297 students have enrolled in courses for the fall 2012 term. This represents a 3.6% increase compared to fall 2011 when 44,695 students had enrolled around the same time. Full-time equivalent (FTE) enrollment has increased by 3% from 11,480 FTEs in fall 2011 to 11,826 in fall 2012.

II. New First Time in College (FTIC) and Transfer Enrollment

The University announced plans for enrollment growth in 2010 that extends through 2015. Growth for next year has been revised and is expected to be equal to the current year. Despite this, robust recruitment and marketing will continue to strengthen existing school relationships, strengthen markets, and build the quality of applicants. Improving yield on admitted students will continue to be a priority. Enrollment targets for the 2012-2013 academic year are set purposefully equal to last year.

As of October 15, 2012, offers to FTIC students for the 2012-2013 academic year have decreased from 10,802 to 10,240 or -5.20% over the same time period. However, offers to transfer students have increased by 2.20%.

	Admission Offers (as of 10/17/2011)	Admission Offers (as of 10/15/2012)	% Change
	2011-12	2012-13	Point-in-Time
FTICs	10,802	10,240	-5.20%
Transfers	10,980	11,222	2.20%

Also, as of October 15, 2012, the number of newly enrolled FTICs has decreased by -3.38% to 4,375, compared to 4,528 new FTICs last year. The number of new transfer students is down -4.03% to 5,506 compared to 5,734 this time last year.

	Headcount (as of 10/17/2011)	Headcount (as of 10/15/2012)	% Change	Projected total
	*2011-12	**2012-13	Point-in-Time	2012-13*
FTICs	4,528	4,375	-3.38%	4,528
Transfers	5,734	5,506	-3.98%	5,732
Total	10,262	9,881	-3.71%	10,260

*2011-12 includes terms: Summer 2011, fall 2011 & spring 2012

**2012-13 include terms: Summer 2012, fall 2012 & spring 2013. In addition, projected enrollment for 2012-2013 includes the spring 2013 semester.

III. Financial Aid

The Financial Aid Office has completed a very busy and successful fall 2012 peak enrollment period. As of October 5, 2012, 30,199 students have received \$168 million in all types of financial aid. This compares to fall 2011 for the same time period where 29,310 students received \$157.5 million in all types of aid.

For the 2011-2012 academic year, 20,713 students received Pell Grants. Comparatively, the total number of recipients in year 2010-11 was 18,112 students. As of August 16, students have borrowed \$240.3 million in Federal Direct Loans for 2011-2012. Students borrowed \$213.5 million in Federal Direct Loans for the 2010-2011 academic year.

For the fifth year in a row, the number of financial applicants meeting our March 1st priority filing deadline increased. Our “Time is Money” FAFSA campaign that encourages students to apply early, combined with our “Clear2Go” Financial Aid application completion campaign resulted in a 35% reduction in the number of students waiting until August and September to complete their aid applications.

IV. The Concierge Experience

Concierge Enrollment Services continued into its second year with improvements to services and communication to faculty, staff and students. Some improvements include: 1) the academic calendar has been revised to make it easier for students and faculty to navigate; 2) a redesign of the enrollment services website has been under a soft-launch and will be vetted across the university prior to full implementation; 3) A “know your dates” initiative was created to improve the effectiveness of communicating important dates and deadlines to our students.

The front counter area of the Registrar’s office has been retrofitted to be able to serve students better and so that staff can function more efficiently. Concierge enrollment services staff now manage the front counter, and all incoming communication such as phone room calls, live chat, and FAQs.

**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
UNIVERSITY GRADUATE SCHOOL
NOVEMBER 2012**

GRADUATE EDUCATION REPORT

I. Introduction

Our 2010-2015 strategic plan calls for a gradual shift of enrollment to graduate and first professional students. The graduate enrollment target for Fall 2015 is 10,400, which corresponds to 20% of total target enrollment of 52,000. In addition, our target number of doctoral degrees granted is 177. We recognize that a multi-pronged approach is needed to meet these goals. Recruiting top-quality doctoral students and enhancing doctoral student production remain top strategic priorities of the University Graduate School (UGS).

This report is organized under three categories: i) graduate student enrollment and admission trends, ii) doctoral student graduation, and iii) new recruitment initiatives. Our purpose in presenting the data in the next two sections is to show the historical trends inasmuch as they show progress toward our strategic goals.

II. Graduate Student Enrollment and Admissions Trends

Considering headcounts in the context of university strategic goals, total graduate enrollment increased by 5.4% to 7,968 in Fall 2012, and it currently represents 17.2% of the total university enrollment of 46,297 for Fall 2012. To be on target for the strategic goal of 10,400 students (20% of total student enrollment of 52,000) by Fall 2015 (See Figure 1), the graduate student enrollment should have increased by 10.6% (or 802 students) over last year.

Overall, master's student headcounts increased by 5.1% and doctoral student headcounts increased by 7.6% from Fall 2011 to Fall 2012 (Figure 2).

Figures 3 and 4 illustrate the admission trends and provide a comparison of the Fall admissions cycles from 2008 to 2012. The number of admitted students and new enrollees continues to grow. New enrollees for doctoral programs grew dramatically over last year with a 31% increase, while new master's enrollees grew by 5.5%. Correspondingly, applications to the doctoral programs have jumped by 39% compared to last year, while applications for the master's programs dropped slightly by 2%.

Although not illustrated here, the programs with the largest increase in new enrollments are the doctoral program in Business, which admits only once every two years, the doctoral and masters programs in Engineering, the doctoral program in Public Health, the College of Architecture and The Arts (CARTA) programs, and Nursing/Health Sciences programs.

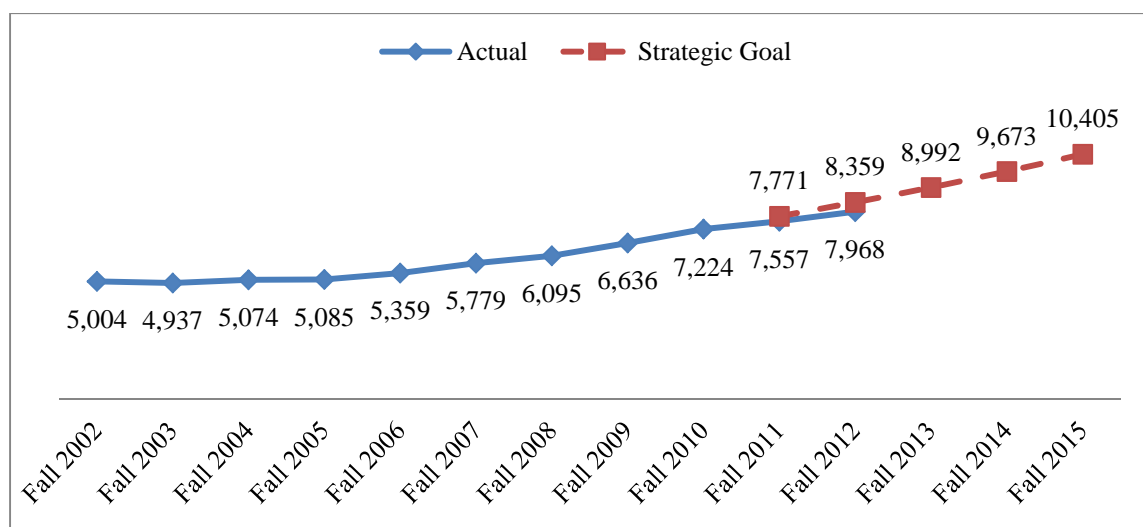


Fig. 1. Progress Toward 2015 Strategic Goal of Graduate Enrollment. (Does not include Medicine and Law)

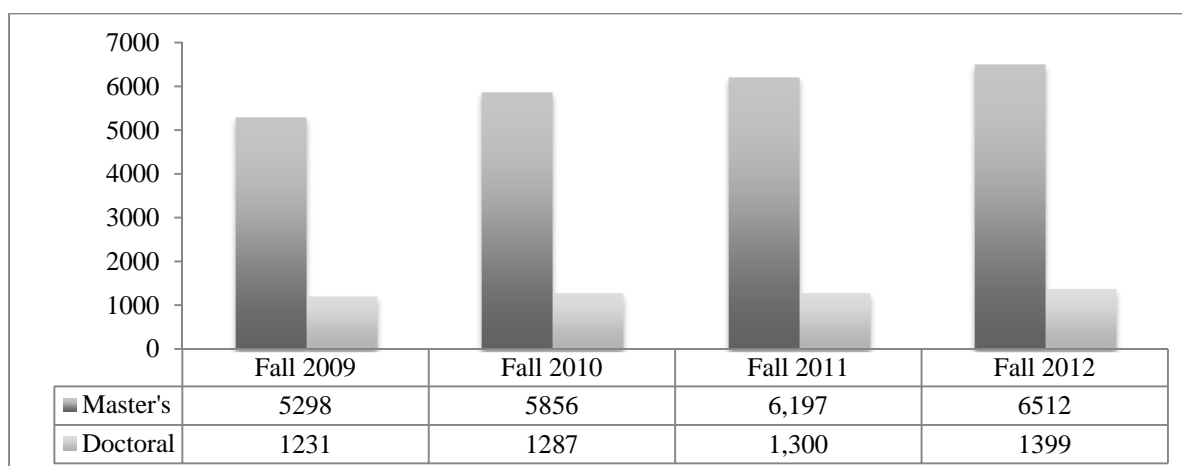


Fig. 2. Total Headcounts for Doctoral and Masters Enrollments.

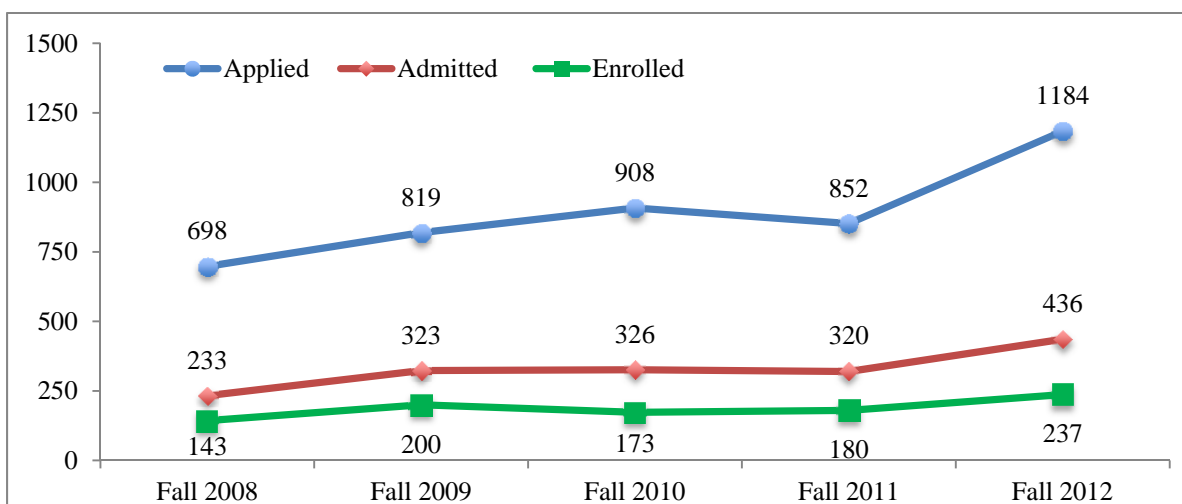


Fig. 3. Research Doctorates Fall Admissions.

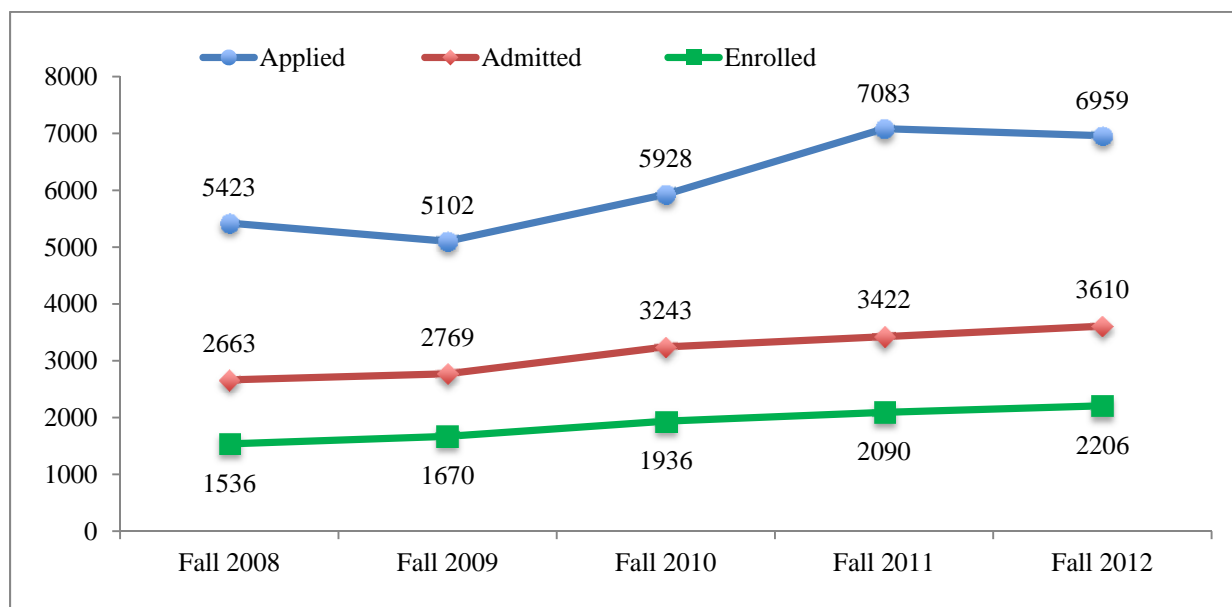


Fig. 4. Masters/Specialist Fall Admissions.

III. Doctoral Degree Production

Considering total doctoral degree production in the context of university strategic goals, total number of doctoral graduations in 2011 (151) puts UGS on target with the projected goal of 177 in 2015 (Fig. 5). Doctoral student production has increased almost 50% since 2006-07. The College of Business had the largest increase in doctoral degrees over last year, but this statistic is due to its cyclical nature. The College of Arts and Sciences and College of Education continue to show strong degree production, while doctoral degree production in the College of Engineering and Computing, College of Nursing and Health Science, and Robert Stempel College of Public Health and Social Work has been relatively flat (Fig. 6).

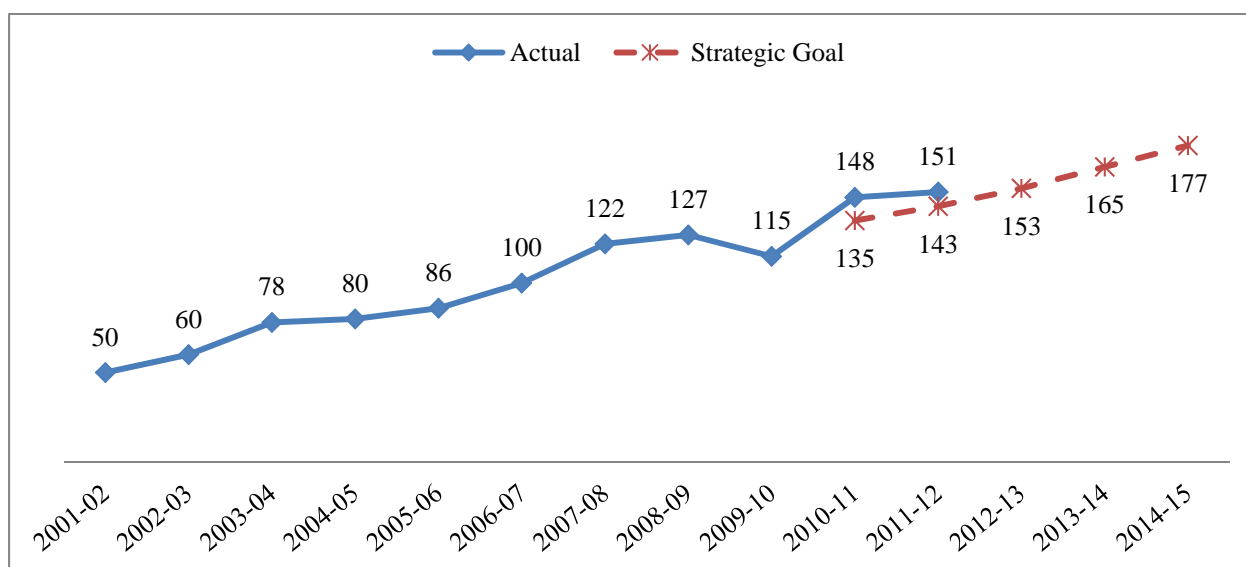


Fig. 5. Progress Toward 2015 Strategic Goal of Doctoral Degree Production.

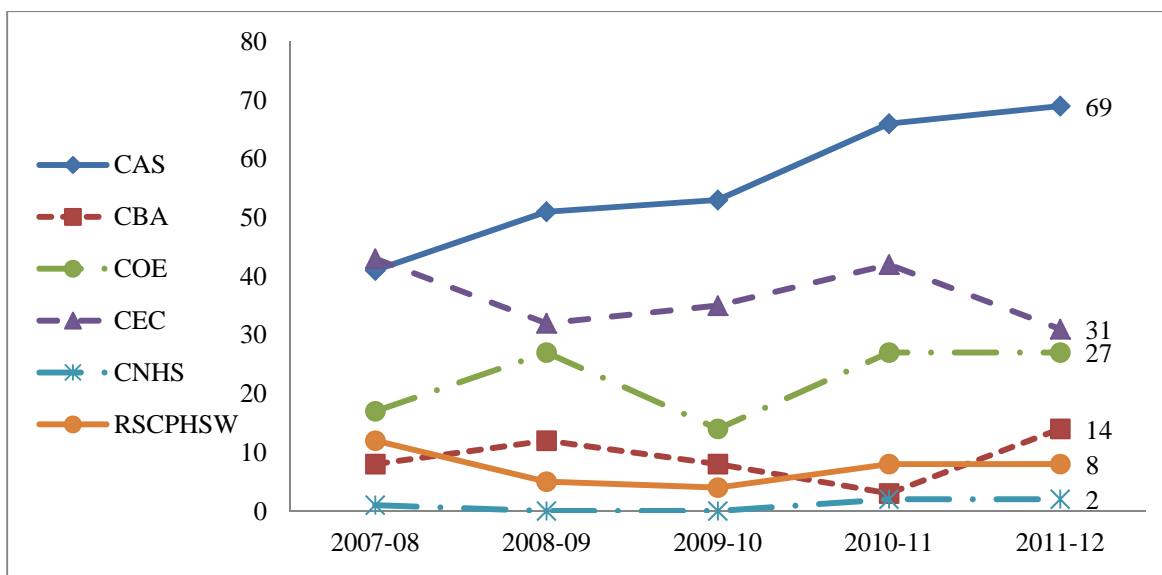


Fig. 6. Doctoral Degree Production by College.

IV. New Initiatives

In addition to ongoing efforts to improve coordination between UGS recruitment activities and those of individual departments, UGS intends to create several new recruitment enhancement programs. To incentivize doctoral student hiring, UGS has partnered with the Division of Research to offer two new initiatives. The underlying purpose of these initiatives is to leverage extramural funds to maximize graduate student recruitment and to attract quality students.

- 1) **Research Fellowships:** These fellowships are intended as recruitment incentives for the purpose of attracting top-quality doctoral students on research projects. Each fellowship carries \$5k to be used to supplement the stipend of a new doctoral research assistant. About fifteen fellowships are expected to be offered on a rolling basis in 2012-13. These are one-time fellowships and are non-renewable.
- 2) **Tuition Waiver Awards:** For every doctoral student whose tuition is paid from an external grant, UGS will award a free tuition waiver to the PI to be used on another doctoral student in the same or in a different grant proposal. These awards are in addition to other incentives that units and colleges might be providing.

These initiatives will be instituted on a trial basis. Their effectiveness will be reviewed at the end of 2012-13 academic year by the UGS advisory committee before continuing them in the subsequent years.

During the next year, UGS will also focus on targeted international recruitment. While most of our international admissions offers are made to students from India, the yield (percentage of admitted students enrolled) from that country is among the lowest of all international enrollments. The yield from China also could be improved in some doctoral programs. In addition, graduate applications from our near neighbors, Mexico and Brazil, are unexpectedly low. We will focus our attention this year to attract more applications from Brazil and Mexico and to improve our yield from India and China.

**Florida International University
Board of Trustees
Report on Undergraduate Education
Submitted by the Dean of Undergraduate Education
October 29, 2012**

This fall all First Time in College students (FTICs) and Transfer students were admitted directly to their major, which begins a paradigm shift that will reap many benefits, both academically and professionally in the coming years.

Undergraduate Education has partnered with the academic colleges and schools to hire 21 additional professional advisors who have already started working with students. Advisors housed within Undergraduate Education are working directly with exploratory majors in helping them to determine their appropriate major (one which suits their preparation, ability, interests, and goals). Across the university, we currently have 86 professional academic advisors, with an overall student to advisor ratio of approximately 450:1. The institution's goal is the national standard for best practice of 300:1. In order to develop and sustain a university-wide culture of academic advising—something which is vital for the success of the Graduation Success Initiative (GSI)—Undergraduate Education convenes monthly the Council for Undergraduate Academic Advising (CUAA), which includes representatives from all of the academic units and support offices which relate to undergraduate academic advising at FIU. Twice a year CUAA sponsors a university-wide Forum which has become a signature professional development event for academic advising, particularly as it relates to undergraduate academic success.

On-time graduation is an important metric of undergraduate student academic success. One common reason why students delay graduation is that a course which they need for graduation is either not offered or is offered and is full. In these cases, students must wait sometimes a year to try to enroll in that required course again. Course availability for required courses is one of the problems which the Graduate Success Initiative is attempting to solve.

Three interrelated sets of initiatives are underway which will serve to ameliorate this problem:

- Identifying critical courses.
- Making sure that critical courses are offered.
- Making sure that students can take these critical courses.

This report discusses each of these sets of initiatives.

IDENTIFYING CRITICAL COURSES

The Office of Retention and Graduation Success in Undergraduate Education is tasked with performing applied research in support of undergraduate student success (as measured by retention and on-time graduation rates). One of the Office's projects is to identify key courses which need to be offered in specific majors (particularly majors with relatively large numbers of students) in order for students in those majors to graduate on-time (for FTICs, 6 years; for AA Transfers, 4 years).

For example, for the 2007 FTIC Cohort (n = 3,403), students need to finish their programs by the end of Summer 2013, in order to graduate on-time. Every 34 students who graduate in 6-years represent a percentage point. The goal for this cohort is 47%. As of now 39.9% have already graduated, and 5.6% have applied for graduation. Four hundred and twenty-seven (427) of the 3,403 students in this cohort are currently active and have 100 or more credits (Table 1).

Table 1. Active students in the 2007 FTIC Cohort who are well positioned to graduate on-time, by college or school.

COLLEGE or SCHOOL	ACTIVE STUDENTS WITH 100 CREDITS OR MORE
Architecture & the Arts	18
Arts & Sciences	171
Business Administration	80
Education	19
Engineering & Computing	72
Hospitality & Tourism Management	23
Journalism & Mass Communication	20
Nursing & Health Sciences	13
Public Health & Social Work	11
TOTAL	427

The Office of Retention and Graduation Success is identifying for curriculum managers (e.g., department chairs) the specific courses which these students will need in order to graduate on time. For example, 40% (171) of the students who are well-positioned to graduate on-time are in majors in the College of Arts and Sciences (Table 2).

Table 2. Active students in the College of Arts and Sciences in the 2007 FTIC Cohort who are well positioned to graduate on-time, by major.

ARTS & SCIENCE MAJOR	ACTIVE STUDENTS WITH 100 CREDITS OR MORE
Biology BS	40
Psychology BA	32
Criminal Justice BS	17
Economics BA	11
Political Science BA	11
International Relations BA	10
Chemistry BA	9
English BA	8
Liberal Studies BA	7
History BA	4
Mathematics BS	4
Environmental Studies BS	3
Public Administration BPA	3
Philosophy BA	3

Physics BS	3
Chemistry BS	2
Anthropology/Sociology BA	2
Environmental Studies BA	1
Physics BA	1
TOTAL	171

The data show that the largest group of students who are well positioned to graduate on-time in the College of Arts and Sciences are majoring in Biology. Specifically, 40 students (or nearly 10% of the entire university's cadre of students who are well-positioned to graduate on time) are majoring in the Biology Bachelor of Science degree. The analysis of their degree audits (using the online Panther Degree Audit or PDA) reveals that 11 students need to take Biology's Senior Seminar, and 7 students need to take Organic Chemistry II and its Lab. Through this analysis, the curriculum managers can be alerted in Biology and Chemistry regarding this specific need for these specific students in an effort to make sure that seats exist for these students in order for them to graduate by August 2013.

MAKING SURE THAT THE CRITICAL COURSES ARE OFFERED

Two developments are underway to guarantee that students who need specific courses in order to graduate on-time have access to those courses. One initiative involving Undergraduate Education, Enrollment Services, and Information Technology entails creating waiting lists for courses as a part of online registration which will help curriculum managers to identify the need for additional sections of a particular course, especially a course which is critical for graduation. The other ongoing initiative involves communicating the course demand to appropriate Deans and Chairs in order to alert them as far in advance as possible to the fiscal demand to create additional seats or sections.

MAKING SURE THAT STUDENTS TAKE THEIR CRITICAL COURSES

Two developments target helping students who could graduate on-time to take courses which they need. One initiative has been discussed in previous reports: Undergraduate Education identifies these students with a good chance to graduate on-time and sends the information to unit academic advisors so that they can proactively arrange program planning sessions with these students in order to map the final leg of their journey to graduation. The other initiative involves creating a Completion Grant Program for students, for example, who are in the targeted cohort, have good academic standing, are Pell-eligible but have expended their Pell funds, and so forth. This program is under development.

CONCLUSION

By using fine-grained analysis to identify specific courses needed for graduation, making sure that these courses are offered with sufficient enrollment capacity, and supporting students financially when necessary to help them to take these key courses, the academic success of FIU's undergraduate students should improve significantly.

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 29, 2012

Subject: Division of Research Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:
The Division of Research Report provides a summary of research awards received and research grant applications submitted, as well as an update on new and ongoing research initiatives.

Supporting Documentation: Division of Research Report

Facilitator/Presenter: Andres G. Gil

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

FINANCE AND AUDIT COMMITTEE

DIVISION OF RESEARCH

JULY – SEPTEMBER 2012

I. Introduction

This report covers the first quarter of FY 2012-2013, and compares the data with the same period during FY 2011-2012. Section II provides a summary of research awards received and research grant applications submitted. Section III provides an update of new and ongoing research initiatives.

II. Overview of Awards and Applications

A comparison of awards received during the first quarter (July through September) of both fiscal years is presented in Table 1. The value of awards received decreased by 2.7% or \$3.8M. The comparison is skewed because during the first quarter of last year, we received six very large grants with an average value each of \$1.28 M, including \$5.2M from USAID.

During this period, awards in the College of Arts and Sciences (CAS) increased by 13.5%, or \$2.36M. The College of Engineering and Computing (CEC) also increased awards by 9.3% or \$0.42M. Awards in the Herbert Wertheim College of Medicine (HWCeM) increased by 81.3% or \$0.69M. The Robert Stempel College of Public Health and Social Work, the College of Education and the College of Nursing and Health Sciences had decreases in research funding during this period. The data for all colleges and schools is presented in Figure 1.

The facilities and administrative (F&A) rate by college is depicted in Figure 2. The overall F&A rate during this period decreased by 2.7%, from 21% during the first quarter of last fiscal year to 18.6% during this quarter. Significant F&A rate decreases include the College of Nursing and Health Sciences (CNHS), the College of Education (CoE), and the Robert Stempel College of Public Health and Social Work (RSCPHSW). The HWCeM continues with the highest F&A rate during this period.

Table 2 presents awards received by Centers, Institutes and Museums. The Center for Children and Families (CCF) shows an 862.9% increase, having received \$1.47M in awards. However, overall awards in this group decreased by 44.6%, or \$4.8M. The difference can be attributed to large awards received by CIARA, CRUSADA, and ARC during the first quarter of last fiscal year—\$1.9M, \$1.4M and \$1.2M, respectively.

The distribution of awards received by category (federal, state/local, and private/other) is presented in Table 3. Compared with the first quarter of last fiscal year, federal funds decreased by \$2.5M, but state and local funds increased by \$1.67M.

The overall value of applications submitted during this period decreased by 31.8%. However, several colleges increased their proposal submittal activities. As shown in Table 4, several

colleges increased the value of applications submitted: College of Business Administration (CBA) by 341%, CNHS by 269%, and HWCoM by 331%.

Table 5 presents the same information on applications submitted by Centers, Institutes, and Museums. Notable increases in applications submitted include ARC, CCF, and the Center for Diversity in Engineering. Overall, these centers show a 210.9% increase in the value of applications as well as an increase in the effective F&A rate.

III. Initiatives Update

During the first quarter of this fiscal year, the Division of Research has continued to focus on working with colleges and the University community to grow the University's research enterprise. Below we highlight three key areas/initiatives include:

1. **Commercialization of Research:** As reported at the end of the last fiscal year, a new director of technology management was recruited. His efforts thus far this fiscal year have focused on commercialization in several areas: 1) Establishing a chapter of the National Academic of Inventors, which recognizes FIU faculty that have patents, and 2) identifying the best opportunities for creation of start-up companies from current FIU research. In other commercialization efforts, we are working with the new Dean of the College of Business to develop an FIU Incubator in order to support the commercialization of FIU research.
2. **Setting-up of New Research Core Facilities:** As new research facilities have been built and we are recruiting new faculty, there is a need to have better coordination of core research facilities that are commonly used by multiple researchers. This fiscal year we are in the process of setting up a Mass Spectrometry Facility that will be located in the new SCC Building and operated by Dr. Francisco Fernandez-Lima, who recently joined FIU's Department of Chemistry from Texas A&M. This facility represents a collaboration with Bruker Corporation, and will be used by faculty across the various colleges conducting research in the life sciences.
3. **Life Sciences South Florida (LSSF) Core Facilities Database:** As part of LSSF, we are in the process of creating a database of research facilities that can be shared by researchers across the LSSF members. We are beginning with a database that involves FIU, FAU, Nova Southeastern University and the Max Planck Institute in Florida. The ultimate goal of this initiative is to engender greater research collaboration and have greater efficiency in the use of expensive research facilities.

Table 1: Comparison of Awards Received

College/Division	July—September 2011			July—September 2012			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs (AA)	\$3,293,402	\$1,106,142	\$4,399,544	\$1,096,453	\$214,117	\$1,310,570	-70.2%
Chaplin School of Hospitality & Tourism Management (CSHTM)	\$0	\$0	\$0	\$13,665	\$0	\$13,665	N/A
College of Architecture & the Arts (CARTA)	\$0	\$0	\$0	\$66,376	\$0	\$66,376	N/A
College of Arts & Sciences (CAS) *	\$14,740,663	\$2,728,371	\$17,469,035	\$16,806,866	\$3,019,494	\$19,826,360	13.5%
College of Business Administration (CBA) *	\$788,802	\$78,978	\$867,780	\$597,000	\$75,404	\$672,404	-22.5%
College of Education (CoE)	\$1,454,610	\$220,845	\$1,675,455	\$1,000,270	\$71,205	\$1,071,475	-36.0%
College of Engineering & Computing (CEC)	\$4,145,409	\$928,207	\$5,073,616	\$4,418,882	\$1,126,744	\$5,545,626	9.3%
College of Nursing & Health Sciences (CNHS)	\$449,115	\$198,484	\$647,599	\$456,161	\$67,766	\$523,927	-19.1%
Division of IT/CIARA (IT)	\$1,714,334	\$200,874	\$1,915,208	\$462,737	\$37,263	\$500,000	-73.9%
Division of Student Affairs (SA)	\$324,025	\$19,408	\$343,433	\$688,187	\$49,746	\$737,933	114.9%
Herbert Wertheim College of Medicine (HWCōM)	\$622,317	\$229,969	\$852,286	\$1,125,775	\$419,459	\$1,545,234	81.3%
Robert Stempel College of Public Health & Social Work (RSCPHSW) *	\$1,563,883	\$438,737	\$2,002,621	\$635,334	\$130,307	\$765,641	-78.5%
School of Journalism & Mass Communication (SJMC)	\$30,000	\$0	\$30,000	\$0	\$0	\$0	N/A
Gifts for Research				\$236,150	\$0	\$236,150	N/A
TOTAL	\$29,126,560	\$6,150,015	\$35,276,577	\$27,603,856	\$5,211,505	\$31,455,343	-2.7%
Effective F&A rate of grants & contracts	21.0%			18.6%			

* The following are **NOT** reflected in the “TOTAL” above, but are included in the respective colleges, thus “double counted.”

	FY 211-2012	FY 2012-2013
Included in AA (IHRC) and CAS	\$606,269	\$0
Included in AA (IHRC) and CBA	\$677,889	\$496,813
Included in AA (IHRC) and CEC	\$242,560	\$110,264
Included in AA (CRUSADA) and RSCPHSW	\$1,433,346	\$0
Included in CAS & HWCōM	\$0	\$752,940

Figure 1: Comparison of Awards Received by College/School

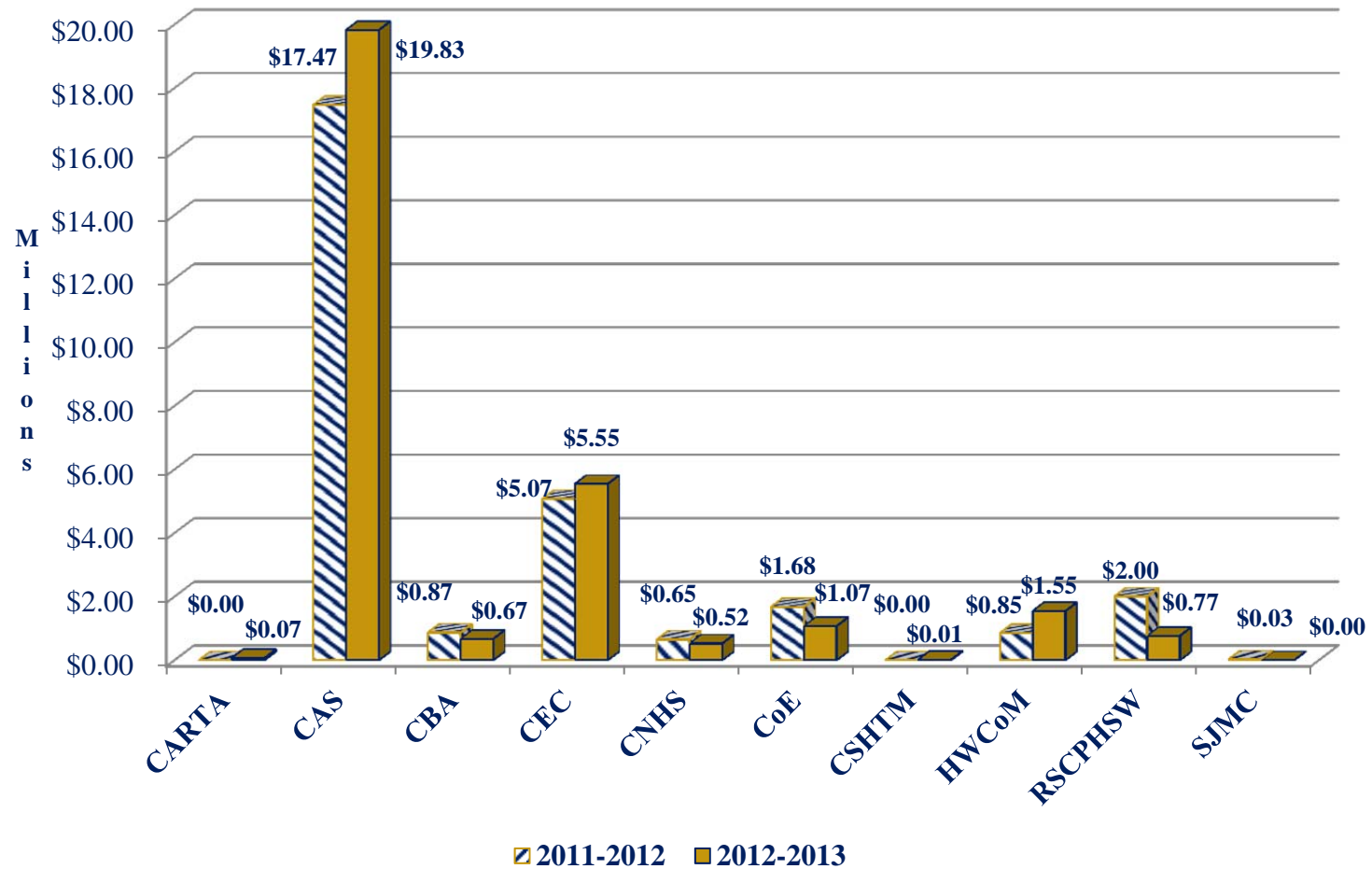


Figure 2: Average Award F&A Rate by College/School

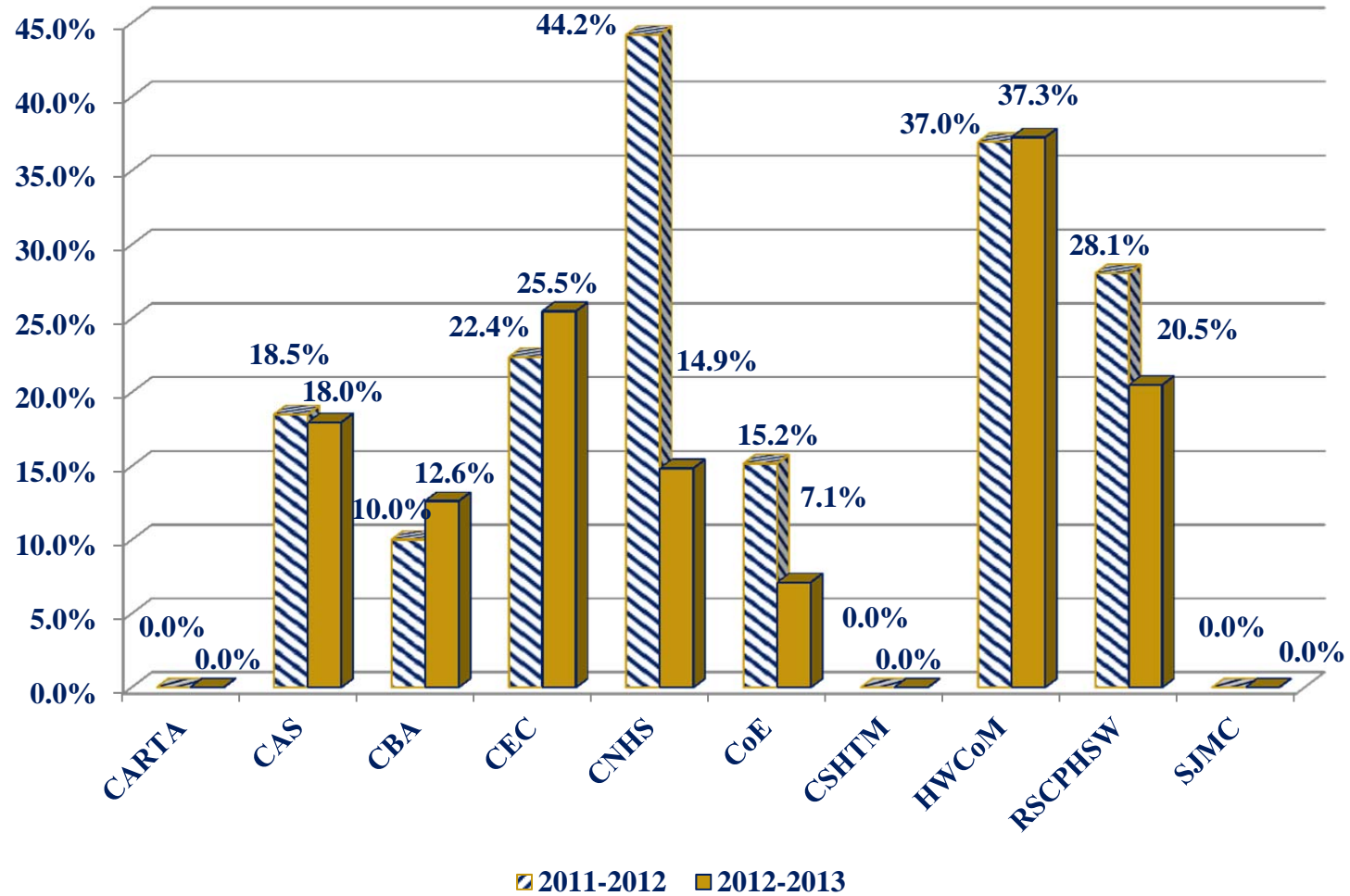


Table 2: Comparison of Awards Received by Centers, Institutes, Museums

College/Division	July--September 2011			July--September 2012			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs							
Applied Research Center (ARC)	\$937,784	\$352,644	\$1,290,427	\$191,130	\$42,507	\$233,637	-81.9%
CRUSADA	\$1,062,893	\$370,452	\$1,433,346	\$0	\$0	\$0	-100.0%
Frost Art Museum	\$128,925	\$0	\$128,925	\$19,781	\$0	\$19,781	-84.7%
Int’l Hurricane Research Center (IHRC)	\$557,492	\$83,662	\$641,154	\$530,298	\$76,779	\$607,077	-5.3%
Wolfsonian	\$0	\$0	\$0	\$99,022	\$0	\$99,022	n/a
College of Arts & Sciences							
Center for Children and Families (CCF)	\$152,835	\$0	\$152,835	\$1,126,444	\$345,137	\$1,471,581	862.9%
ICHAD	\$0	\$0	\$0	\$10,000	\$4,500	\$14,500	n/a
International Forensic Research Institute (IFRI)	\$480,843	\$153,325	\$634,168	\$264,380	\$58,093	\$322,474	-49.2%
Jack D. Gordon Institute for Public Policy & Citizenship Studies	\$169,273	\$6,807	\$176,080	\$94,002	\$25,380	\$119,383	-32.2%
Latin American and Caribbean Center (LACC)	\$889,553	\$306,739	\$1,196,293	\$133,991	\$5,436	\$139,427	-88.3%
Metropolitan Center	\$20,463	\$4,537	\$25,000	\$74,862	\$14,728	\$89,590	258.4%
Southeast Environmental Research Center (SERC)	\$1,906,887	\$353,627	\$2,260,514	\$1,414,826	\$337,001	\$1,751,827	-22.5%
Women's Studies Center	\$460,213	\$159,567	\$619,780	\$211,133	\$21,113	\$232,246	-62.5%
College of Engineering & Computing							
Center for Diversity in Engineering & Computing	\$421,799	\$42,011	\$463,811	\$413,344	\$41,335	\$454,679	-2.0%
Division of Information Technology							
CIARA: Center for Internet Augmented Research	\$1,714,334	\$200,874	\$1,915,208	\$462,737	\$37,263	\$500,000	-73.9%
Total	\$8,903,294	\$2,034,245	\$10,937,541	\$5,045,950	\$1,009,272	\$6,055,224	-44.6%
Effective F&A rate	22.8%			20.0%			

Table 3: Awards by Sponsor Type				
July—September 2011				
Funding Source	Awarded Direct Costs	Awarded F&A	Awarded Total	Percent
Federal Government	\$23,216,583	\$5,275,391	\$28,491,974	88.17%
State & Local Government	\$1,339,202	\$145,997	\$1,485,199	4.60%
Private / Other Sources	\$2,159,415	\$179,925	\$2,339,339	7.24%
TOTAL	\$26,715,200	\$5,601,312	\$32,316,513	100.00%
July—September 2012				
Federal Government	\$21,541,251	\$4,416,018	\$25,957,269	82.52%
State & Local Government	\$2,885,333	\$273,156	\$3,158,488	10.04%
Private / Other Sources	\$2,091,299	\$248,287	\$2,339,586	7.44%
TOTAL	\$26,517,883	\$4,937,461	\$31,455,343	100.00%

Table 4: Comparison of Applications Submitted

College/School/Center/Division	July—September 2011			July—September 2012			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs	\$6,445,106	\$757,760	\$7,202,866	\$4,654,739	\$903,805	\$5,558,544	-22.8%
Chaplin School of Hospitality & Tourism Management	\$0	\$0	\$0	\$88,651	\$11,349	\$100,000	n/a
College of Architecture & the Arts	\$30,000	\$0	\$30,000	\$86,791	\$0	\$86,791	189.3%
College of Arts & Sciences	\$36,571,093	\$5,418,584	\$41,989,677	\$24,058,266	\$8,265,253	\$32,323,519	-23.0%
College of Business Administration	\$68,022	\$0	\$68,022	\$233,264	\$66,743	\$300,007	341.0%
College of Education	\$5,312,852	\$648,213	\$5,961,065	\$4,544,149	\$939,210	\$5,483,359	-8.0%
College of Engineering & Computing	\$45,709,997	\$7,376,360	\$53,086,357	\$17,790,225	\$4,597,102	\$22,387,327	-57.8%
College of Nursing & Health Sciences	\$1,061,052	\$340,786	\$1,401,838	\$5,170,108	\$3,466	\$5,173,574	269.1%
Division of IT/CIARA	\$0	\$0	\$0	\$839,723	\$135,278	\$975,001	n/a
Division of Student Affairs	\$133,485	\$0	\$133,485	\$1,215,805	\$72,015	\$1,287,820	864.8%
Herbert Wertheim College of Medicine	\$895,027	\$274,662	\$1,169,689	\$3,777,525	\$1,265,479	\$5,043,004	331.1%
Robert Stempel College of Public Health & Social Work	\$7,387,293	\$1,817,485	\$9,204,778	\$2,800,112	\$779,701	\$3,579,813	-61.1%
School of Journalism & Mass Communication	\$897,272	\$192,985	\$1,090,257	\$314,317	\$81,722	\$396,039	-63.7%
TOTAL	\$104,511,199	\$16,826,835	\$121,338,034	\$65,573,675	\$17,121,123	\$82,694,798	-31.8%
Effective/average F&A rate	16.1%			26.1%			

Table 5: Comparison of Applications Submitted by Centers, Institutes, Museums

College/Division	July—September 2011			July—September 2012			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs							
Applied Research Center (ARC)	\$739,245	\$318,684	\$1,057,929	\$1,551,350	\$243,677	\$1,795,027	69.7%
CRUSADA: Center for Research on US Latino AIDS/HIV/Drug Abuse	\$63,872	\$0	\$63,872	\$0	\$0	\$0	n/a
Frost Museum	\$139,000	\$0	\$139,000	\$0	\$0	\$0	n/a
International Hurricane Research Center (IHRC)	\$26,587	\$6,913	\$33,500	\$0	\$0	\$0	n/a
The Wolfsonian	\$0	\$0	\$0	\$338,406	\$73,820	\$412,226	n/a
College of Arts & Sciences							
Center for Children and Families (CCF)	\$1,041,480	\$458,385	\$1,499,865	\$9,096,133	\$3,912,890	\$13,009,023	767.3%
Jack D. Gordon Institute for Public Policy & Citizenship Studies	\$144,384	\$5,616	\$150,000	\$0	\$0	\$0	n/a
Metropolitan Center	\$84,099	\$10,901	\$95,000	\$56,789	\$12,501	\$69,290	-27.1%
Southeast Environmental Research Center (SERC)	\$1,458,177	\$315,122	\$1,773,299	\$162,607	\$58,907	\$221,514	-87.5%
College of Engineering & Computing							
Center for Diversity in Engineering & Computing	\$42,562	\$3,405	\$45,967	\$288,501	\$52,269	\$340,770	641.3%
School of Journalism & Mass Communication							
International Media Center (IMC)	\$445,461	\$107,367	\$552,828	\$0	\$0	\$0	n/a
Division of Information Technology							
CIARA: Center for Internet Augmented Research	\$0	\$0	\$0	\$839,723	\$135,278	\$975,001	n/a
Total	\$4,184,867	\$1,226,393	\$5,411,260	\$12,333,509	\$4,489,342	\$16,822,851	210.9%
Effective F&A rate	29.3%			36.4%			

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 29, 2012

Subject: Student Affairs Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:
The Student Affairs Report provides an overview of the programs and initiatives which took place during the fall 2012 term.

Supporting Documentation: Student Affairs Report

Facilitator/Presenter: Larry Lunsford

This page intentionally left blank

**Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
Division of Student Affairs – Summary Report
November 2012**

Introduction

The fall semester has been busy with the transition from the retired Vice President, Rosa L. Jones, to the Interim Vice President, Larry Lunsford. A reorganization of the Division of Student Affairs has been put into place and a new charge issued to the division to move Student Affairs to the next level.

Dr. Lunsford appointed the university's first Dean of Students, Dr. Cathy Akens, who will also serve as Associate Vice President. In her role as Dean of Students, Dr. Akens will handle critical student issues and assist with other sensitive and timely matters. Additionally she will chair the university's Behavioral Intervention Team and serve as liaison for the division's partnership with the College of Education for the Higher Education Program.

Below are some highlights since the September Board of Trustees report:

- The Ronald E. McNair Post-baccalaureate Achievement Program grant was renewed for a five-year cycle totaling \$1,154,980.
- The Upward Bound Math and Science Program grant was renewed for a five-year cycle totaling \$1,249,815.
- The Office of Residential Life hosted its annual "Knock Knock" event to welcome new students to FIU. During the event faculty and staff partnered with resident advisors to visit and interact with our students in housing.
- The Office of Residential Life kicked off the intramural season with football signups. Interest was overwhelmingly positive across campus with the six team spots filling up very quickly.
- Everglades Hall staff sponsored a program called "Operation Gratitude" where residents had the opportunity to write thank-you letters to soldiers in remembrance of 9/11.
- In collaboration with Florida Atlantic University, staff members organized a successful Anti-Hazing Drive-In Workshop.
- Career Services successfully planned and executed the following major events:
 - ✓ Internship Fair

- ✓ Two large scale Career Weeks
- ✓ The Engineering Boot Camp at the Engineering Campus
- ✓ MEGA Grad School Week
- Multicultural Programs and Services received a \$2,000 grant from Target for the Martin Luther King, Jr. Commemorative Breakfast and \$2,500 grant from the Miami Foundation Board of Trustees GLBT Projects Fund.
- The TRIO Student Support Services Program (SSSP) received a continuation grant in the amount of \$211,601 for the third year of a five-year grant cycle. This grant provides retention-centered services for first generation, low income college students.
- Center for Leadership and Service received a \$1,500 Campus Compact Grant for Martin Luther King, Jr. Day of Service and \$7,500 grant from Wells Fargo to establish a Global Engagement Advisory Board.
- Counseling and Psychological Services opened a Counseling and Psychological Services (CAPS) Consultation Office in Everglades Residence Hall, with the support of Housing and Residential Life.
- Student Affairs hosted an “Ice Cream Social” for Bright Futures Scholarship recipients, sponsored by the Florida Lottery.
- Recreation Services and Residential Life organized the Fall intramural leagues in the residence halls.
- Staff Development committee organized a successful Retention and Student Affairs presentation conducted by Dr. Connie Boronat, director of the Office of Retention and Graduation Success. It aims to inform Student Affairs staff how to better assist the university with improving retention and graduation rates.
- A successful move-in and week of events were organized in Fall 2012 by Residential Life to welcome new residents.
- The Everglades Hall staff and the Honors College cosponsored a “Dean’s Dinner”.
- University Towers along with the University’s College of Law held a brunch for law students.
- Residential Life in collaboration with Center for Leadership and Service hosted their fourth session in Everglades Hall, to learn about intercultural communication around the world.
- The Bay Vista Hall collaborated with the Chaplin School of Hospitality and Tourism Management to host the “Hospitality Celebration”, where residents interacted with faculty and administrators from the Chaplin School of Hospitality and Tourism Management.

- Disability Resource Center in collaboration with Career Services participated in the Phoenix Project – a Miami-Dade County program that facilitates the recruitment of workers with disabilities with internship opportunities.
- Disability Resource Center hosted a “Coffee Break” in honor of Disability Awareness Month, in which FIU faculty and staff engaged with students with disabilities.
- Orientation and Parent Programs in collaboration with the Division of External Relations produced a monthly parent e-newsletter which currently has 4,480 subscribers.
- Orientation and Parent Programs in collaboration with University Advancement and Alumni Relations established the first Parent Leadership Council meeting.
- Parent and Family Day, planned in conjunction with Homecoming included events such as:
 - ✓ FIU Jazz Concert
 - ✓ Breakfast
 - ✓ Parent Leadership Council meeting
 - ✓ Frost Art Museum Tours
 - ✓ Spirit Room
 - ✓ Homecoming Parade
 - ✓ Tailgate event
 - ✓ Homecoming football game
- Graham University Center (GC) established a program for Spanish-speaking custodial staff which focuses on conversational work-related English classes for staff.
- GC conducted a Halloween-themed fundraiser for United Way of Miami
- The GC Virtual Concierge was installed and has received praise from students and visitors.
- The Recreation Services Center at Modesto A. Maidique Campus hosted a tour from the National Intramural-Recreational Sport Association (NIRSA). Seventy-five attendees from across the nation visited the facility.
- Student housing project reached an important milestone. On September 28, the university celebrated with Moss Construction Company the official “topping out” of the new student residence hall.
- The Center for Leadership and Service’s Academy of Leaders completed a weekend retreat, six on-campus sessions and a service project as part of the Academy of Leaders (AOL) program.

- The Center for Leadership and Service in collaboration with Residential Life launched a new living/learning community in Everglades Hall.
- Center for Leadership and Service and Campus Life received a commitment of \$80,000 from Thomas and Rebecca Jelke to fund a Greek Leadership Initiative for the next four years.
- The Student Leadership Summit received the Florida Program of Distinction Award at the NASPA Florida conference.
- FIU's student radio station, WRGP, won "Best Radio Station in Miami" from the *New Times*.
- The Children's Creative Learning Center (CCLC) joined the FIU Commencement Committee and implemented the "Panther Playroom" for all ceremonies.
- The CCLC's children, staff, and parents participated in the FIU Homecoming Parade.
- The CCLC received the Child Care Access Means Parents in Schools (CCAMPIS) grant continuation award for 2012-13 in the amount of \$293,988.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 29, 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 the Administrative Software Unit (PantherSoft), Information Technology Security Office, and Enterprise System Operations.

Supporting Documentation: Division of Information Technology Report

Facilitator/Presenter: Robert Grillo

This page intentionally left blank

**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

DIVISION OF INFORMATION TECHNOLOGY

November 2012

I. Administrative Software Unit (PantherSoft)

- a. The PantherSoft Campus Solutions Team, along with members of Undergraduate Education and academic units, completed the go-live of the 'Graduation Success Initiative' (GSI). This phase of the project included functionality (for new students) to assign students directly to advisors, a custom major map based on program requirements that allows students to plan their careers and enroll directly into courses, an advisor dashboard to track advisees, as well as a student dashboard to track communications and notes from advisors. The deployment of 'alerts' processing will go-live in December 2012. This functionality will alert students and their respective advisors of potential roadblocks to completing the program based on the program's major map.
- b. The FIU Mobile Team has completed deployment of multiple enhancements to the FIU Mobile application. This rollout of functionality included Campus Tours, Parking & Transit information, "Places" on campus (restaurants and shops) and Augmented Reality, which is a live view of a physical, real-world environment whose elements are augmented by computer-generated sensory input such as sound, video, graphics or GPS data. Additional enhancements to FIU Mobile will be released in early spring 2013.
- c. The PantherSoft Human Resources Team has deployed a new access request system that enables users to request roles and access through workflow-based approvals. The new functionality allows users and departments to more efficiently request and receive approvals for roles within the HR system. A team from PantherSoft Financials is now in the initial stages of implementing the access request process for the Financials system.
- d. The PantherSoft Human Resources Team has begun a project to make all major personnel action forms (ePAF) used by the Division of Human Resources into an online, workflow-based forms. This will increase operational efficiencies and eliminate the paper process. The ePAF project is in the development phase and is set to go-live in spring of 2013.
- e. The PantherSoft Campus Solutions Team, along with Undergraduate Admissions, Graduate Admissions and the College of Business are in the development phase of the implementation of a new online admissions application. This implementation will update and enhance the online admissions application for prospects and students. The

project will provide all units with increased functionality; more streamlined business processes and improved integration with the PantherSoft Campus Solutions system.

- f. The PantherSoft Campus Solutions Team has completed the implementation of online transcript requests through AVOWW. The project enhances the way students and alumni request transcripts, it also provides Enrollment Services a better tracking mechanism and ultimately, reduces manual processing of requests within the Registrar's Office.
- g. The PantherSoft Campus Solutions Team is working with Academic Affairs and Enrollment Services to deploy a Parent Login solution for students. This solution will allow students to selectively give access to their parent(s) to be able to review account information and pay for tuition and other fees.
- h. The PantherSoft Campus Solutions and Human Resources Teams, along with Academic Affairs, have completed the deployment of a new credentialing application. This application streamlines the credentialing process as it relates to faculty and adjuncts within academic units. This bolt-on within the Campus Solutions application directly integrates with Human Resources to streamline the hiring of adjuncts and faculty.
- i. The PantherSoft Financials Team and the Controller's Office are currently in the design phase of a project to implement Oracle's Governance, Risk, Compliance and Controls Suite. This product will allow the university to better track PantherSoft system access controls and segregation of duties. The project is due to go-live in Spring of 2013.

II. Network Engineering and Telecommunications (NET)

- a. Network Engineering and Telecommunications (NET) continues to deploy the division's security enhancement initiatives throughout the university. Our Data Loss Prevention (DLP) software has been deployed to over 1,200 workstations and has encrypted over 1,000 workstations hard drives. Total deployment will be to approximately 6,000 workstations and should be completed by mid-December 2012.
- b. NET is currently involved in cabling and designing the network architecture for the Academic Health Center 4, Parkview Housing, Law Library renovation, and Brickell site 11th floor. In addition, deployment of WiFi service in the housing towers has been completed.

III. Enterprise System Operations

a. Instructional and Research Computing Center (IRCC)

The establishment of the IRCC has enabled FIU to officially join the Sunshine State Education & Research Computing Alliance (SSERCA) as a contributing member. The mission of SSERCA is to further the development of a state-wide computational science infrastructure of advanced scientific computing, communication and education resources by promoting cooperation between Florida's universities.

Collaborating with faculty, the IRCC has increased awareness of the High Performance Computing Resources that are available. Faculty communicated very high levels of interest and need of these resources for both expanding their research capabilities and enhancing their academic curriculums. Many of the faculty expressed interest in consolidating their computing resources into the campus data center that houses IRCC resources, thus solving problems (space, cooling and power) associated with many small server rooms around campus.

b. FIU Youtube

The Division of IT has implemented a new service for audio, video and images. This service can broadcast live programming and archive content for future viewing. This infrastructure will serve as a permanent repository of all recorded events, library collections, and it will be made available for faculty to use as a course capturing repository. In the spring of 2013, it will be integrated with FIU's learning management system, so that these collections can be integrated with FIU's online courses.

IV. Information Technology Security Office (ITSO)

The division has launched its Online Security Awareness Training for the university. This training will explain how to safeguard the university's data and maintain a secure computing environment. Our faculty and staff will become knowledgeable in the following: university policies and procedures, how to identify sensitive data and methods to protect data and information resources. This training is part of the overall deployment of our Security Enhancement Strategy.

V. Media Technology Services (MTS)

- a. MTS has begun building a prototype classroom that will feature stand-alone course capture technology that will be available in January 2013. This will be constructed at a lower cost and will feature an automated camera that will remove the need to have resources present for the entire lecture. This project will allow for scalable deployment of course capture technology and allow us to reduce MTS and university labor costs with this new design.
- b. Planning has begun on a new Media Operations Center for Media Technology Services. This space will allow MTS staff to remotely monitor course capture

recordings in progress and provide quality control to MTS supported recordings. This operations center will increase our ability to expand rapidly with a centralized environment.

- c. The Division of IT is performing a Lecture Capture Platform Review where the expertise of several colleges has been solicited to participate in an evaluation of the existing FIU course capture platforms and other leading products in the market place. Each system will be evaluated on a spectrum of categories such as cost, reliability, and functional capabilities.

VI. Center for Internet Augmented Research (CIARA).

The Division of IT has been awarded a \$500,000 National Science Foundation (NSF) Grant to implement *FlowSurge*. This project will enhance FIU's campus network in order to support dramatic improvements in key science applications of data-driven research. The NSF award will build a Science DMZ (science demilitarized zone) at FIU that can be tailored to support the needs of high-performance science applications and data-intensive flows. The Science DMZ is a specialized network within the university's existing network, for high-performance scientific use rather than for general academic and administrative use. Researchers from disciplinary areas such as Physics, Bioinformatics, Earth Sciences, and Computer Science will greatly benefit from the DMZ and promote collaboration with other researchers within the State University System (SUS) and national research organizations.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
November 29, 2012

Subject: University Engagement Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The University Engagement Report focuses on recent activity in several areas of engagement for the University, and provides an update on recent presentations by FIU faculty and staff on engagement issues and grant activity.

Supporting Documentation: University Engagement Report

Facilitator/Presenter: Irma B. Fernandez

This page intentionally left blank

Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
University Engagement Report
November 2012

Introduction

This report focuses on recent activity in seven major foci of the Office of Engagement. It also provides an update on recent presentations by FIU faculty and staff on engagement issues and recent grant activity.

Life Sciences South Florida (LSSF)

- Next Executive Leadership Meeting on November 27 – University of Miami Life Science and Technology Park
- Letter of invitation to Torrey Pines has been sent
- Convened 15 CEOs and C-level Executives for Life Sciences Industries at the President's House with the goal of better understanding their workforce and training needs. This meeting was co-sponsored by Banner Center at Palm Beach and the Workforce Florida
- Subcommittee updates:
 - STEM K-20 workforce development – Undergraduate student research conference to be held in March 2013 at MDC campus
 - Shared Communication Portal – VPs Gil, Grillo, and Dr. Webster are leading the effort to create the portal. The database will include database equipment, inventory, POC and institution information, and search capability. Goal is to have this completed by December 5, and have it available for the participants to review and test. Participating institutions will be FIU, FAU, Nova, UM and Max Planck
 - Upcoming webinar on November 13. Presenter will be Ray Johnson, President of Cytonics Corporation

BioFlorida Conference

- October 7-9, 2012
- 3 faculty members as panelists
- LSSF panel – Moderator: Dr. Becerra. Panelist: Presidents Rosenberg, Shalala, and Nero
- We had two booths, FIU and LSSF
- 500 attendees present the conference
- In general, everyone was impressed by FIU's presence at the conference

One Community One Goal

- Coordinating Council meeting on November 23 – Sandy Gonzalez-Levy will represent President Rosenberg and provide an update on his behalf for FIU and the Academic Leaders Council (ALC)
- ALC – first meeting on November 27
 - Westin Colonnade
 - Confirmed – all Presidents and Superintendent

Education Effect

- Enhanced learning "panther for a day" visits – Miami Northwestern (MNW) students met with 6 FIU mentors to discuss research. This included a fabulous visit to the wall of wind and conversation between MNW students and engineering professors. Also met with Professor Benjamin from Arts + Architecture
- This week the FIU Chemistry club is hosting MNW Chemistry students at FIU. They will sit in on a chemistry lab and lecture and then have engaged discussion with teachers and professors
- Meeting with JP Morgan executives on October 23 – great success. Report went out above and beyond expectations -- many executives left with "how can we further support these efforts"
- Health effect -- planning grant to Health Foundation of South Florida submitted (Collaborated with Sheldon Fields in College of Nursing and Health Sciences \$20,000)
- Aquaponics – Plans have been finalized and are being submitted to building department
 - Ordered the Micro unit to begin classroom work. Should be at the school in 2 weeks
 - Indoor gardens are in place. We are ordering the raised beds
 - In the process of developing science service learning/mentoring program with Holmes Elementary and MNW students
- Community in Schools mentoring partnership with FIU:
 - 23 faculty/staff mentors are paired with MNW students. Positive feedback and enthusiasm from the students
- MNW Senior Day Open House held on September 11 – well attended, President attended and gave remarks

FIU-MDCPS's ACCESS Partnership

- Last leadership meeting was held on September 20
 - New workgroups designed with goals
- Next leadership meeting will be scheduled in January
 - Meeting will be followed by a reception for Dual Enrollment (DE) high school teachers and FIU faculty
 - Certificate distribution will take place
- Letter to DE teachers was approved by UTD and then distributed to all teachers. Specified need to have student evaluations and course oversight (as per SACS requirement)
- Message from President Rosenberg to DE high school students through their school portal is under review

Internship Initiative

- Miami Dade County Executive Internship Program (EIP)
 - 27 students participated
 - Active recruitment for next year (information sessions at MMC and BBC)
 - EIP for Spring 2013: 133 views/11 Applicants
- Carnival Cruise Lines
 - CBA-Management Risk Advisory & Assurance services : 256 views and 59 applicants (21 final candidates selected)
 - Main Career Services- Management Advisor Services: 66 views/ 8 applicants
- Sotheby's (Final count):
 - Admin Assistant (internship): 69 views/13 applicants
 - Staff Accountant (full time): 45 views/13 applicants
 - Graphic Designer (full time): 10 views/1 applicant

- Catalyst Miami – Connect for Good Internship Program with FIU
 - For local non-profit organizations – 25 will be selected for 1 or 2 interns
 - FIU students will apply for the program and attend a “matching fair” early January
 - Catalyst Miami will organize, with FIU, an orientation session for the non-profits and for the students selected. They will also conduct mid-semester interview and an end of internship session
 - Anticipated to begin in Spring 2013
- Brightstar working with College of Business for MBA internships program
- Perry Ellis Internship Program: 132 Views
 - Originally they had requested to manage the application process which resulted in a low number of applicants. Currently, we are handling the applications at FIU to increase the number of applicants
- FIU-FPL Student Internship Program
 - Planning to double the number of interns at FIU by working double shifts – around 50 interns
 - Exploring the possibility of establishing some academic partnership with College of Business and Marketing
- Subcommittee Meetings
 - All subcommittees have met
- Internship Workgroup meeting was held on November 2
 - Over 50 faculty and staff members attended

Service Learning

- Coordinated Dr. Ira Harkavy’s visit to FIU as the Convocation speaker
- Designed and implemented a Service Learning workshop attended by 82 FIU faculty, community leaders, and Dr. Harkavy

Engagement Task Force

- Next meeting – tentatively scheduled for December 4.

Presentations and Awards:

- Campus Compact’s Campus-Community Partnership Award
 - Two finalists - Education Effect and Sweetwater Initiative
- FIU Community Engagement Award – Awarded to Dr. Lovett for her work with Education Effect
- FIU presentations accepted for CUMU and HACU
 - CUMU
 1. “Using Classroom Service Learning to Promote Community Financial Health,” Deanne Butchey
 2. “The Education Effect – Closing the Opportunity Gap through a University-Assisted Community School Partnership in Liberty City, Miami, Florida.” Maria Lovett
 3. “Successful Partnerships and Opportunities to Healthier Hispanic Communities,” Cecile Houry
 4. “FIU- Miami Northwestern Senior High School Partnership for Academic Advancement,” Daniel Bloom (student)
 5. “Effective Community Engagement for Social Welfare Benefit: A Case Study of the South Beach Wine & Food Festival,” John D. Buschman

- HACU
 1. “Identifying and Counseling Latino Candidates to Compete Effectively for Fellowships that Offer Global Opportunities that Launch Global Careers,” Hilarion Martinez, Associate Dean of Undergraduate Education; Patricia Scroggs (Rangel), Smith, Jere or McFarlane, Caryl (Pickering), possibly Latino Rangel or Pickering recipients
 2. “Improving Student Writing: An Innovative Approach to Writing Across the Curriculum at an HIS,” Irma Becerra-Fernandez, Interim Vice President for Engagement; Kimberly Harrison, Director, Writing Programs; James Sutton, Chairperson, English, Writing Task-force co-chair

Grants

- Small Business Administration grant (\$385,000 per year for an LSSF virtual incubator) was not funded, but received positive reviews. Will resubmit
- DOD Mentor Protégé Program – funded for 80K over two years. Will fund the work of two faculty and two students

Office of Engagement

- Working with External Relations to hire a new Social Media