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

Wednesday, March 6, 2013
11:30 am *approximate start time*
Florida International University
Modesto A. Maidique Campus
College of Business Complex
Special Events Center, Room 233

AGENDA

1. **Call to Order and Chair's Remarks**   **Cesar L. Alvarez**

2. **Approval of Minutes**   **Cesar L. Alvarez**

3. **Action Item**

    AP1.   Resolution in Honor of Butler Waugh   **Douglas Wartzok**

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

    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**

    -   FIU's Quality Enhancement Plan – Progress Report   **Hilary Landorf**

    -   Special Report: College of Law   **R. Alexander Acosta,**
                                                                                   Altanese Phenelus,
                                                                                   Scott Hiaasen,
                                                                                   Daniel Izquierdo

The Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
Agenda
March 6, 2013
Page 2

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

    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**

5. **New Business** *(If Any)*   **Cesar L. Alvarez**

6. **Concluding Remarks and Adjournment**   **Cesar L. Alvarez**

Next Academic Policy and Student Affairs Committee Meeting
is scheduled for Wednesday, June 5, 2013

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 6, 2013

Subject: Approval of Minutes of the Meetings held November 29, 2012; and January 14, 2013

Proposed Committee Action:
Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, November 29, 2012 at the Modesto A. Maidique Campus, Graham Center Ballrooms; and Minutes of the Academic Policy and Student Affairs Committee meeting held on Monday, January 14, 2013 via conference call.

Background Information:
Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, November 29, 2012 at the Modesto A. Maidique Campus, Graham Center Ballrooms; and Minutes of the Academic Policy and Student Affairs Committee meeting held on Monday, January 14, 2013 via conference call.

Supporting Documentation: Academic Policy and Student Affairs Committee
Meeting Minutes: November 29, 2012; January 14, 2013

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
NOVEMBER 29, 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 10:50 a.m. on Thursday, November 29, 2012, at the Modesto A. Maidique Campus, Graham Center Ballrooms.

The following attendance was recorded:

Present	*Excused*
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. On behalf of the Committee, Chair Alvarez welcomed and recognized Dr. Luisa M. Havens, who joined the University as Vice President for Enrollment Services on October 15, 2012, and also recognized Dr. David R. Klock, who joined the University on October 1, 2012 and serves as the Dean of the College of Business and Knight-Ridder Eminent Scholar.

2. Approval of Minutes

Committee Chair Alvarez asked that the Committee approve the Minutes of the meeting held on September 5, 2012. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, September 5, 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 (TACOE) Nominations for Committee review, noting that the seven nominees had

Florida International University   **DRAFT**
Board of Trustees
Academic Policy and Student Affairs Committee
Minutes
November 29, 2012
Page 2

tenure at their previous institutions or have been selected to receive TACOE based on the caliber of their work.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees' approval the seven (7) candidates for Tenure as a Condition of Employment, as specified in the Board materials.

AP2. Master of Laws (LL.M.) New Degree Program Proposal *(Revised)*
Provost Wartzok presented the Master of Laws (LL.M.) New Degree Program Proposal for Committee review, noting that the Master of Laws New Degree Program Proposal was approved by the Florida International University Board of Trustees on June 14, 2012. He stated that since that time, the State University System of Florida Board of Governors requested that the Board of Trustees approve the confirmation of this degree as a standalone degree in the FIU College of Law.

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 Master of Laws (LL.M.) degree (CIP 22.0202) New Program Proposal.

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 the Foundation's investment portfolio maintained fiscal year-to-date gains made through October 31, 2012, of approximately 3.3% or $5.1 million. He reported that to date, the Foundation had raised just over $8 million towards the $42 million goal for the 2012-13 fiscal year.

4.2 Academic Affairs Report
Enrollment Services Report
Provost Wartzok introduced Vice President Luisa M. Havens, who provided an overview on the operation and function the Office of Enrollment Services at Florida International University. VP Havens noted that the Office of Enrollment Services strives to provide high quality services related to registration, admissions, financial aid and military and veteran's affairs in an innovative one-stop center dedicated to providing centralized customer service to students, alumni, staff, faculty and the community. She also stated that through the current implementation of the Graduation Success Initiative, the Office of Enrollment Services is committed to further strengthening collaboration among departments across the University, and maintaining consistent efforts aimed at enhancing organizational and process efficiency. VP Havens reported that a comprehensive assessment would be conducted in order to draft a strategic recruitment and enrollment services plan that supports the academic enterprise and the University's unique mission.

Florida International University   **DRAFT**
Board of Trustees
Academic Policy and Student Affairs Committee
Minutes
November 29, 2012
Page 3

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

5. New Business
AP3. Naming of the Department of Construction Management as the "OHL School of Construction Management"
Provost Wartzok presented the Naming of the Department of Construction Management as the "OHL School of Construction Management" for Committee review, noting that the international construction company, Obrascón Huarte Lain (OHL) and President and Chairman of the OHL Board of Directors Juan-Miguel Villar Mir have partnered with the University's College of Engineering and Computing to provide support for the construction management program and create the first named school in the history of the College.

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 naming of the Department of Construction Management as the "OHL School of Construction Management" in accordance with the provisions of the naming agreement related thereto.

AP4. Naming of the School of Real Estate as the "Tibor and Sheila Hollo School of Real Estate"
Provost Wartzok presented the Naming of the School of Real Estate as the "Tibor and Sheila Hollo School of Real Estate" for Committee review, noting that South Florida developer Tibor Hollo and his wife Sheila, through a generous gift from the Tibor and Sheila Hollo Foundation, have made an important commitment to build on the foundation of Florida International University's existing real estate program and provide support for the Tibor and Sheila Hollo Research Fellows.

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 naming of the School of Real Estate as the "Tibor and Sheila Hollo School of Real Estate" in accordance with the provisions of the naming agreement related thereto.

Trustee Mayi de la Vega inquired as to the existence of a policy that delineates established minimum contributions for the naming of an FIU building, noting that the thresholds should be a reflection of the growing prestige of the University. Senior Vice President, University Advancement/President and CEO, FIU Foundation Howard R. Lipman stated that the Foundation Board approved a University naming policy, which will be presented to the Board of Trustees for review and approval by March 2013.

AP5. Annual Accountability Report *(for discussion only)*
Provost Wartzok noted that the 2011-12 Annual Accountability Report reflects the University's unique mission and core strengths and includes a series of dashboard metrics, followed by narrative, tables, and charts providing data on institutional performance in key metric areas. He invited Committee members to review the University's Key Achievements as listed in the draft report and requested that

Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
Minutes
November 29, 2012
Page 4

DRAFT

they provide feedback on the Report directly to him, reminding Trustees of the Sunshine Law obligations. He stated that the Board would meet via conference call in January to formally approve the 2011-12 Annual Accountability Report.

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 Thursday, November 29, 2012, at 11:43 am.

Trustee Requests	*Follow-up*	*Completion Date*
1. *Committee Chair Cesar L. Alvarez requested information and metrics that detailed Florida Bar Exam passage benchmarks.*	*Provost and Executive Vice President Douglas Wartzok*	*March 2013*
2. *Trustee Mayi de la Vega requested further information on the current University naming policy.*	*Provost and Executive Vice President Douglas Wartzok*	*March 2013*

MG
12/13/12

FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
JANUARY 14, 2013

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 2:08 p.m. on Monday, January 14, 2013, via conference call.

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

Committee Chair Alvarez welcomed all Trustees, President Mark B. Rosenberg, University faculty, and staff. He thanked the Committee members for making themselves available to participate in the conference call.

Committee Chair Alvarez noted that the Board of Trustees conducted an initial review of the 2011-12 Annual Accountability Report during the November 29, 2012 Board meeting and requested that Provost and Executive Vice President Douglas Wartzok present the key revisions to the document.

2. **Action Item**

AP1. Florida International University 2011-12 Annual Accountability Report to the Florida Board of Governors

Provost Wartzok presented FIU's 2011-2012 Annual Accountability Report for Committee review, stating that the report was submitted to the Florida Board of Governors on December 14, 2012 and required formal approval by the Board of Trustees.

Provost Wartzok provided an overview on student demographics for the Fall 2011 semester, such as enrollment figures, degree programs offered, how the University is meeting workforce needs, and research activity. He noted that the University had the second highest percentage of Pell Grant recipients in the State University System of Florida. He stated that the University's commitment to

Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
Minutes
January 14, 2013
Page 2

DRAFT

degree production is evident through the continued implementation of the Graduation Success Initiative (GSI). He added that the second phase of the GSI includes the implementation of the MyMajorMatch tool, which facilitates undergraduate students' selection of a major by matching his/her interests with FIU majors and providing a platform to explore career paths.

Trustee Jose J. Armas inquired as to the University's pass rate on the National Physical Therapy Examination and the National Board for Certification in Occupational Therapy Exam. Provost Wartzok noted that the most recent data for the first half of 2012 demonstrated a marked improvement in the University's pass rate for the National Board for Certification in Occupational Therapy Exam, which he stated increased to 85% while the national average rose to 88%. He added that while the most recent pass rate data for the National Physical Therapy Examination had not been released, improved pass rates were also expected.

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 Florida International University 2011-2012 Annual Accountability Report to the Florida Board of Governors, as specified in the Board materials.

3. New Business
No new business was raised.

4. 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 Monday, January 14, 2013, at 2:28 pm.

MG
2/6/13

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 6, 2013

Subject: Resolution in Honor of Butler Waugh

Proposed Committee Action:
Recommend that the Florida International University Board of Trustees adopt the Resolution in honor of Butler Waugh.

Background Information:
WHEREAS, Butler Waugh Ph.D. helped found Florida International University by accepting the challenge in 1965 to serve as the first administrator hired by founding President Charles Perry; and

WHEREAS, Professor Waugh worked hand in hand with President Perry and a select group of others to build FIU's faculty, staff, administration and physical campus; and

WHEREAS, Professor Waugh worked tirelessly to help create the high-quality academic programs upon which the university has continued to expand and thrive; and

WHEREAS, Professor Waugh helped established the College of Arts & Sciences, the only academic unit on campus at FIU's opening in 1972, of which he became founding dean; and

WHEREAS, Professor Waugh later chose to take his talents into the classroom, where he relished the roles of respected teacher and committed scholar of English literature, and where he delighted in actively debating with students and encouraged their ascent to ever-greater intellectual inquiry; and

WHEREAS, Professor Waugh served Florida International University for 38 years and made a lasting impact upon the institution, as well as upon individual students, who recall his wit and profound intellect among his finest attributes;

NOW, THEREFORE, BE IT RESOLVED that the Florida International University Board of Trustees at its regular meeting this 6th day of March 2013, does hereby honor the memory of Butler Waugh and recognize his lasting contributions to the institution.

BE IT FURTHER RESOLVED that the Florida International University Board of Trustees shall prepare a copy of this Resolution for presentation to the family of Butler Waugh as an expression of gratitude for his dedication and respect for his legacy.

Supporting Documentation: N/A

Facilitator/Presenter: Douglas Wartzok

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 6, 2013

Subject: Foundation Report

Proposed Committee Action:
None. Discussion Item.

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
March 6, 2013

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 and spring 2013 semesters. The Graduate Education Report focuses on enrollments of underrepresented minorities in STEM (Science, Technology, Engineering, and Mathematics) doctoral programs at FIU, and their graduation rates, followed by a description of specific programs and activities supporting these students. The Undergraduate Education Report provides an overview on the University's groundbreaking use of behavioral science research techniques to support the academic success of its undergraduate students, particularly as measured by retention and on-time graduation. FIU's Quality Enhancement Plan – Progress Report provides an update on the impact of the University's *Global Learning for Global Citizenship* initiative. College of Law Dean R. Alexander Acosta will give an oral update on the College's overall performance and introduce three students who will speak on their experiences as students in the College.

Supporting Documentation: Enrollment Services Report

Graduate Education Report

Undergraduate Education Report

FIU's Quality Enhancement Plan – Progress Report

Facilitator/Presenter: Luisa M. Havens

Lakshmi N. Reddi

Douglas L. Robertson

Hilary Landorf

R. Alexander Acosta, Altanese Phenelus, Scott Hiaasen, Daniel Izqierdo

This page intentionally left blank

ENROLLMENT SERVICES REPORT

I. University Enrollment

As of 20th February, 44,044 students have enrolled in courses for the spring 2013 term. This represents a 1.27% increase as compared to spring 2012 enrollment of 43,491. In addition, the FTEs have increased by 0.60%, from 11,144 FTEs in spring 2012 to 11,211 in spring 2013.

By the end of fall 2012, the FTE total was 17,550 (5,315 for summer 2012 and 12,235 for fall 2012). That is an increase of 0.3% when compared with the total by the end of fall 11.

II. New FTIC and Transfer Enrollment

The university announced plans for enrollment growth in 2010 that extend through 2015. In the summer of 2012 it was decided to have no additional growth until budgetary uncertainties were resolved and the new growth process was defined. Therefore, lower numbers of offers to FTICs occurred following two years of increases in yield. Despite this, robust recruitment and marketing continues so as to strengthen school relationships, strengthen markets, and improve overall yield.

As of February 4, 2013, offers to first-time-in-college (FTIC) students decreased from 10,908, to 10,351 or (-5.11%) over the same time period a year ago. In addition, offers to transfer students decreased slightly by .14%.

Description	Admission Offers (Academic Year Comparison as of February 6, 2012)	Admission Offers (Academic Year Comparison as of February 4, 2013)	% Change
	2011-12	2012-13	Point-in-Time Comparison
FTICs	10,908	10,351	-5.11%
Transfers	12,819	12,801	-0.14%
Total	23,727	23,152	-2.42%

Source: Admissions Weekly Reports "Academic Year Date Comparisons"

1

The decrease in the number of offers to FTICs for the 2012-2013 year can be arguably attributed to the raising of the state minimum requirements of the SAT/ACT for SUS institutions. Prior to that year students needed a minimum 440 in critical reading and Mathematics of the SAT (18 ACT). The new requirement raises that minimum to 460 (19ACT) in both areas. The writing SAT minimum score was not changed.

As of February 4, 2013, the number of newly enrolled FTICs decreased 2.06 % to 4,618, compared to 4,715 new FTICs last year. The number of new transfer students is down 2.53% (208) compared to this time last year.

Description	Headcount (Academic Year Comparison as of February 6, 2012)	Headcount (Academic Year Comparison as of February 4, 2013)	% Change	Projected total
	2011-12	2012-13	Point-in-Time	2012-13
FTICs	4,715	4,618	-2.06%	4,715
Transfers	8,209	8,001	-2.53%	8,209
Total	12,924	12,619	-2.36%	12,924

Source: Admissions Weekly Reports "Academic Year Date Comparisons"

III. Financial Aid

The Financial Aid Office has disbursed $348 million to 34,896 students so far for 2012-2013 compared to $336 million to 34,257 students over the same time period for 2010-2011. Our yearly Free Application for Federal Student Aid (FAFSA) Campaign to encourage students to apply early is in full swing. The goal is to increase the number of applications submitted by the March 1st priority deadline.

As of 14 February, 12,361 FAFSA applications have been submitted. This represents a decrease of 7% when compared with point-in-time comparison of last year when 13,361 applications were submitted.

2012-2013 FAFSAs

App Date	Apps Submitted
January	8,289
February (2/1-2/14)	5,072
TOTAL	13,361

2013-2014 FAFSAs

App Date	Apps Submitted
January	8,542
February (2/1-2/14)	3,819
TOTAL	12,361

2

This small decrease is attributed to timing of our FAFSA Campaign (events occurring this year during the week of February 18-22), the timing of College Goal Sunday, (one weekend later than last year), and the essentially flat growth of admissions applications.

IV. The One-Stop Enrollment Services Center – Spring 2013

The Concierge Enrollment Services concept has begun its evolution to become the One-Stop Enrolment Services Center. The customer service counter previously used for registration transactions only, has been identified as the space to start the transition. As part of that transition a working group has been identified to structure the Enrollment Services Communication Center that will be part of the One-Stop model. The process to hire the Director of the One-Stop Enrollment Services Center has also begun with an expected start date for the new hire of no later than summer semester 2013.

3

This page intentionally left blank

REPORT FROM

UNIVERSITY GRADUATE SCHOOL

MARCH 2013

I. Introduction

Minority representation in STEM fields (Science, Technology, Engineering, and Mathematics) is widely recognized to be a challenge unmet in higher education. In 2008, the National Science Foundation released the report *Framework for Action*, which describes a strategy for broadening the participation of underrepresented minority students in STEM fields. The University Graduate School (UGS) at FIU, recognizing that pursuit of knowledge is enriched by a diverse environment, has developed several programs and activities to broaden the participation of these students in STEM fields. This report will focus on enrollments of underrepresented minorities in STEM doctoral programs at FIU, and their graduation rates, followed by a description of specific programs and activities supporting these students.

II. Enrollments and Graduation Rates

FIU has consistently ranked among the top institutions that grant doctoral degrees to Hispanics, and UGS maintains a continuing emphasis on increasing the number of minority students that attain a doctoral degree and pursue the professoriate. Recent statistics published in *Hispanic Outlook* (2011) place FIU *second in the nation* in the following rankings:

- total number of Hispanic students in graduate schools, for 2009
- total number of master's and doctorate degrees in engineering granted to Hispanics, for 2010.

At FIU, enrollment in Hispanic and African American graduate student populations constitute the third and fourth largest constituencies, respectively, after White and International students. They also constitute the third and fourth largest groups of research-based doctorate degree awardees. Four-year trends in enrollment and in doctorate degrees awarded to Hispanic and African American students are shown in Fig. 1 and 2.
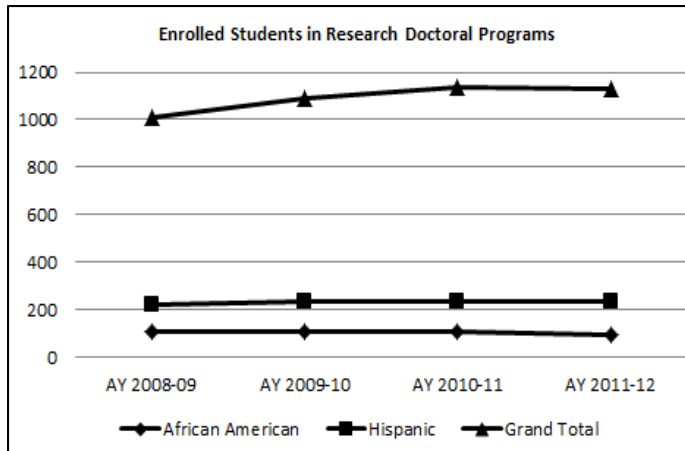
1

Figure 1. FIU enrollment trends of African American and Hispanic students in doctoral research programs ('Total' includes other ethnic groups).
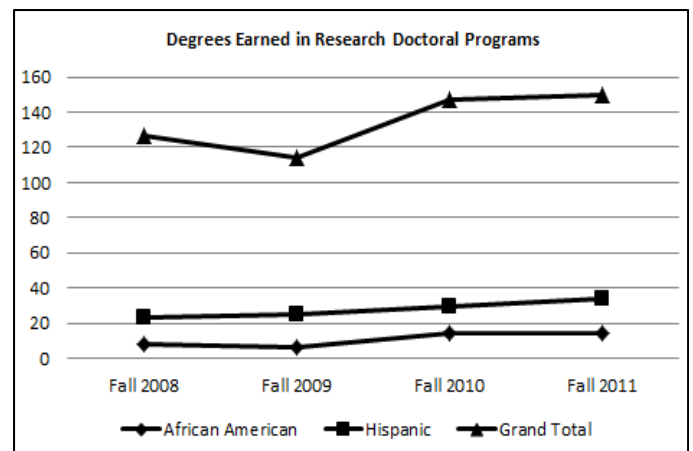

Fig. 2. FIU trends in research doctoral degrees awarded to African American and Hispanic students ('Total' includes other ethnic groups).

Specific to STEM programs at FIU, data show that Hispanic and African American student populations retain their third and fourth rankings in terms of numbers enrolled and degrees awarded. However, a close examination of trends shows clear differences for STEM programs (comparing Figs. 3 and 4 below with Figs. 1 and 2 above). The percentages of Hispanic and African American students enrolled and graduated in STEM programs are lower than the corresponding percentages of those two populations when all doctoral programs are considered. For example, while Hispanic students constitute 21% of total doctoral enrollments, they represent only 16% of students enrolled in STEM programs. In AY 2011-12, Hispanics earned 23% of all research doctoral degrees, but they earned only 18% of STEM doctoral degrees. This trend is consistent for the African American student population as well.
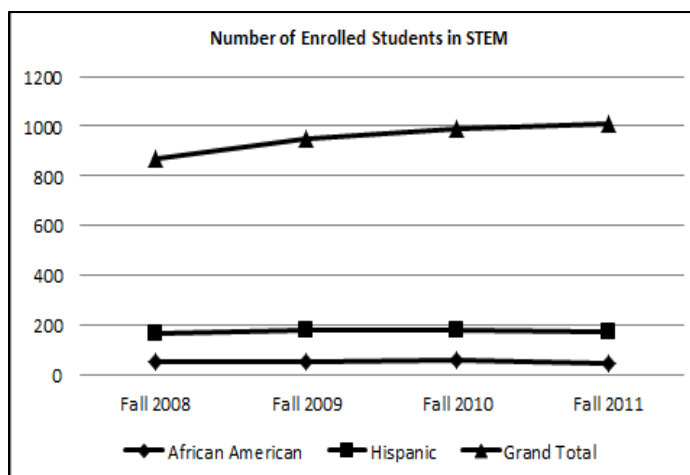

Fig. 3. Enrollment trends of African American and Hispanic students in STEM doctoral research programs.
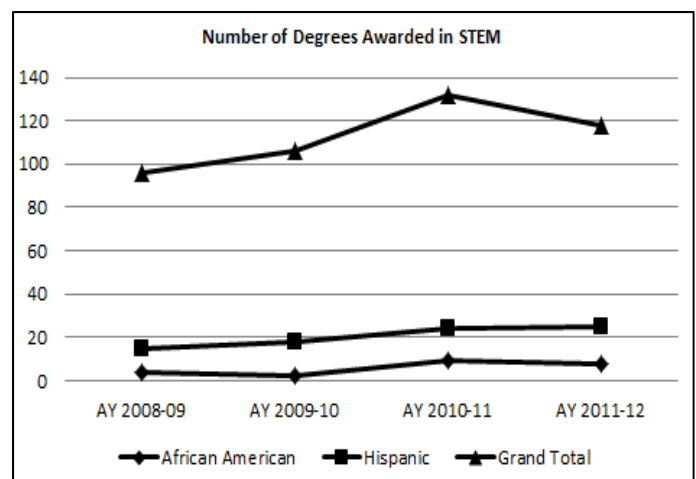

Fig. 4. Trends in STEM doctoral degrees awarded to African American and Hispanic students.

2

The National Action Council for Minorities in Engineering asserts that African American, Native American, and Hispanic people together account for 34% of the total U.S. population, but they earn only 7% of master's degrees and 3% of doctorates in STEM fields (Chronicle, 3/15/2012). According to the *Chronicle of Higher Education 2012-2013 Almanac*, 6.3% of all doctoral degrees were awarded to African Americans and approximately 4.1% were in STEM fields; Hispanics represented 5.9% of doctoral degrees awarded and 5.2% were in STEM fields (these numbers correspond to the AY 2009-'10). The numbers at FIU in the recent years exceeded the national averages. Hispanic share of total doctoral degrees and degrees in STEM fields are 21.9% and 18% respectively, and those for African Americans are 9% and 8% respectively.

An examination of the time to degree completion of STEM research-based doctoral students (Table 1) does not suggest clear differences between minorities and white student populations. International students finish in shorter periods, mostly likely because of financial and immigration status constraints. During the past four years, Hispanic students appear to be taking increasingly longer times to complete their degrees, and UGS will monitor the data in the coming years to identify the factors contributing to the increase, such as funding and mentor relationships.

Table 1. Average time period to STEM degree completion

Ethnicity	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12
African American	4.50	5.33	7.11	5.21
Hispanic	5.27	5.31	5.49	6.61
White	5.76	6.33	5.36	5.33
International	4.80	4.98	5.41	5.10

III. Specific Programs Supporting Underrepresented Students in STEM

Florida International University has been selected, as one of 21 universities in the US, to partner with the Council of Graduate Schools in implementing the Doctoral Initiative on Minority Attrition and Completion. The study is intended to develop a comprehensive understanding of the factors impacting completion and attrition among minority doctoral students pursuing STEM fields. It is funded by a grant from the National Science Foundation's Alliances for Graduate Education and the Professorate program (NSF grant 1138814). The study will collect student-level data, conduct focus groups with minority doctoral students enrolled in STEM fields, and perform group interviews with faculty, administrators, and other officials to identify interventions needed for successful degree completion by minority doctoral students.

In general, two key factors are associated with successful participation and completion of minority students in STEM programs: i) adequacy of financial support provided through assistantships and fellowships, and ii) quality of mentoring relationships and educational experiences. UGS has recently developed a slate of professional development opportunities to provide community support, mutual mentoring opportunities, and quality learning experience to all minority doctoral students. Financial support programs, specifically developed for minority students, are described below.

In order to encourage undergraduate minority students to pursue graduate education, UGS created the McNair Fellowship to support graduate-level study by Ronald E. McNair scholars. The McNair program is a US Department of Education funded program that is based on the award to FIU in 2008 of the TRIO Ronald E. McNair program. This program specifically targets STEM underrepresented students during their undergraduate years and assists research-oriented students with the preparation process for admission to doctoral programs. The UGS McNair Fellowship awards a two-year, $15,000/year stipend to master's degree seeking participants and a four-year, $23,000/year award to doctoral degree students. Since 2011-12, the UGS McNair Fellowship has supported seven graduate students.

The Florida McKnight Doctoral Fellowship Program, funded by the non-profit Florida Education Fund, is designed to address the underrepresentation of Hispanics and African Americans at colleges and universities in the state of Florida. The fellowship consists of $12,500 per year for three years to cover tuition, stipend, and fees. At FIU, UGS provides fellowship recipients with an enhancement award of an additional $10,000, for a total of $22,500 per year for three years. During years four and five, McKnight Fellows are awarded a teaching or research assistantship by their department. Since 1984, FIU has hosted 31 fellows. Currently, 18 fellows are supported under this program. The current retention rate for FIU McKnight Fellows is 81%.

In 2011, FIU became a member of the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc., known as the GEM Consortium. The mission of the GEM Consortium is to increase the participation of underrepresented groups (African Americans, American Indians, and Hispanic Americans) at the master's and doctoral levels in engineering and science. GEM's signature undergraduate program, called GRAD Lab (Getting Ready for Advanced Degree Laboratory), promotes the participation and successful graduation of underrepresented minorities in science and engineering. Students selected for the GEM fellowship at FIU will receive tuition and fee waivers from UGS. At present, one student is supported with a GEM fellowship.

Increased global competition and changing demographics in the U.S. population justify continued emphasis on underrepresented students' participation in STEM doctoral programs. All in all, the professional development programs developed by the UGS during the last two years, targeted recruitment efforts currently underway, and attractive financial support packages place FIU at the leading edge in the country in serving these students.

4

Behavioral Science Research in Support of Student Academic Success

Florida International University is breaking new ground in its use of behavioral science research techniques to support the academic success of its undergraduate students, particularly as measured by retention and on-time graduation. It has been a sad irony that American universities have led the world in behavioral science research but have not used those same powerful research techniques on themselves in order to better support their students' academic success. But at FIU, this is the case no more.

The Graduation Success Initiative leverages data analyses at a range of scales: individual student, course, major, school, college, and university. Undergraduate Education's Office of Retention and Graduation Success (ORGS) employs behavior science research techniques to identify barriers to success and ways to eliminate those barriers.

Individual Students

Two tools which are central to the Graduation Success Initiative are Major Maps (semester by semester course maps with performance levels in key courses) and My_eAdvisor (a tracking tool which informs students and advisors if students are off-track or not performing at the correct level). A crucial element of these two tools is the performance level in critical indicator courses. For example, ORGS's research shows that if Journalism majors do not get at least a B- in their freshman composition course, they have only an 18% chance of graduating on-time. So the Major Map for Journalism lists "B-" as the minimum performance needed in the initial composition course. If the student does not perform at that level, an alert is sent to the student and to the advisor and a meeting is precipitated to discuss interventions such as additional work in writing or finding a new dream (changing majors). A factor analysis by ORGS where on-time graduation is the dependent variable enables this kind of highly specific and quick intervention with individual students.

The previous Board of Trustees report described one use of student level data: (a) students in their sixth year at FIU who were near graduation were identified by Undergraduate Education's Office of Retention and Graduation Success (ORGS); (b) contact and academic performance information for them was forwarded to academic advisors; and (c) advisors scheduled "graduation conversations" with the students. This approach led to a jump in the 6-year graduation rate from 41% in 2010, to 47% in 2011. This year, advisors were provided with information on students who could graduate in 4, 5, or 6 years, to move graduation conversations to even earlier cohorts of students.
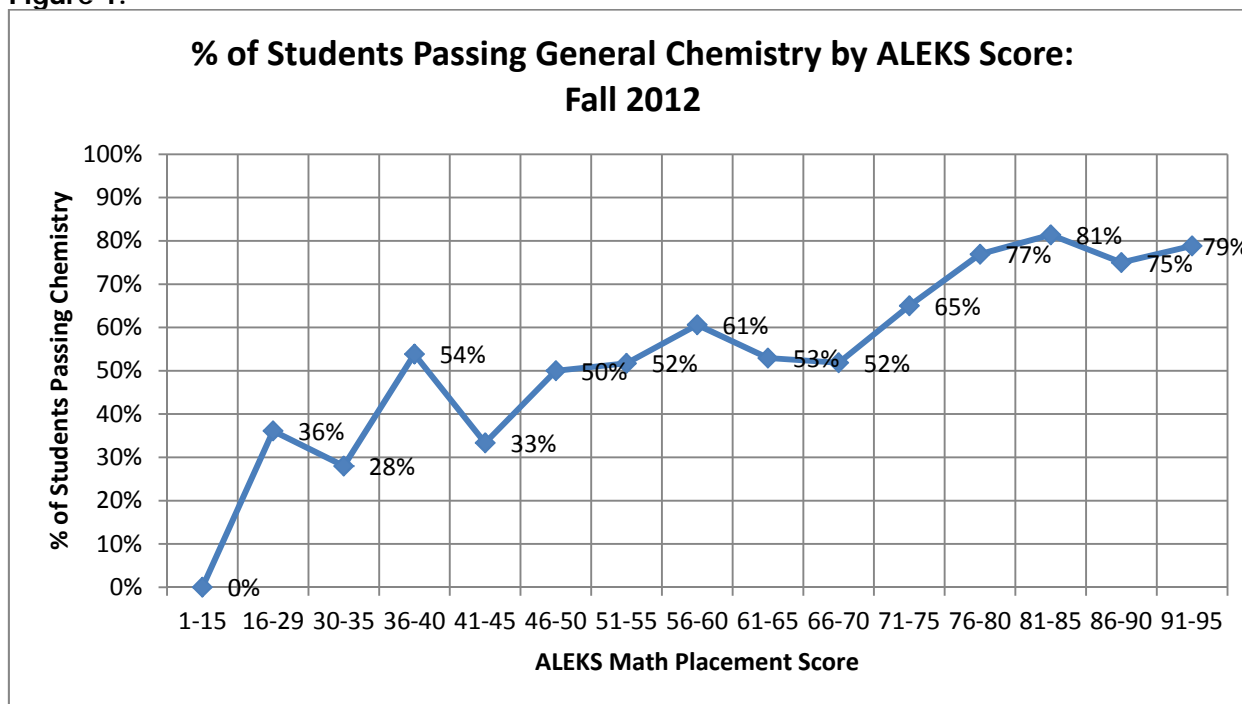
Courses

The Office of Retention and Graduation Success discovered that College Algebra, which had a persistent failure rate of 70%, was a powerful predictor of on-time graduation: if students passed this course, they were 75% more likely to graduate on-time (regardless of major) than students who failed this course. This analysis led to two grant-funded projects to change radically the pedagogy

in these math gateway courses: first, the Wal-Mart Grant and then the Title V Grant. Now with the new learning model in place which involves computer- and peer-assisted instructional techniques, pass rates have jumped 20% and are expected to reach 70%.

Another example involves the Office of Retention and Graduation Success's recent work with FIU's Chemistry Department to improve student learning and academic success, and so contribute to retention and graduation. General Chemistry (CHM 1045) for science majors was identified by ORGS as a bottleneck course, as it was a large-enrollment course with a high failure rate (approximately 40%). The course was in high demand by potential science majors and there was a chronic shortage of seats in laboratory sections of the course. To identify students who were academically prepared to take the course and would not fail, and to make seats available for these students rather than for underprepared students who would fail, ORGS analyzed a number of potential predictors of performance in General Chemistry and found that the mathematics placement test that incoming freshmen are required to take, ALEKS, was a better predictor of performance than SAT or high school GPA. Based on this research, and the replication of findings across two semesters, the Chemistry department will be enforcing a new prerequisite for enrollment in this course: a high enough score on the ALEKS math placement test, a passing grade in College Algebra, high school AP Chemistry, or a passing score in a Chemistry refresher course which they will start offering in Fall 2013 (Fundamentals of Chemistry, CHM 1025). This solution provides a non-lab course (Fundamentals of Chemistry, CHM 1025) that will prepare students to be successful in General Chemistry; frees up lab seats for students who are academically prepared to take the course; and establishes appropriate, enforced prerequisites for enrollment in this high-demand course. The Office of Retention and Graduation Success provides this type of analytical support to academic departments to help them to identify predictors of success or difficulty in their courses.

Figure 1.

% of Students Passing General Chemistry by ALEKS Score: Fall 2012

Majors, Schools, and Colleges

Along with student and course-level analyses, the Office of Retention and Graduation Success provides support to majors, schools, and colleges. Because incoming students are now admitted directly to majors, limited access programs are evaluating what entrance criteria to use for freshman admits who want to enter their programs. When the College of Business wanted to know how to set criteria for incoming freshmen, it asked ORGS to examine what high school or standardized test results would be good predictors of six-year graduation in a Business major. An ORGS analysis found the following information:

- High school unweighted GPA was a better predictor of graduation than were weighted GPA (which includes Honors and Advanced Placement courses) or SAT. This potentially surprising finding indicates that the qualities in a student that lead to a good unweighted GPA, such as A or B level performance in most or all high school coursework, is a better predictor of on-time graduation than is potentially middling performance in advanced courses (e.g., Honors, AP).
- Incoming freshmen with an unweighted high school GPA of 3.0 or greater were more likely to graduate in six years than not to graduate, while those with a GPA below 3.0 were more likely not to graduate than to graduate: students with an unweighted high school GPA of 3.0-3.25 had a 57% graduation rate, those with a GPA of 2.75-2.99 had a 45% graduation rate, and those with 2.5-2.74 had a 40% graduation rate (Figure 2).
- Overall, however, unweighted high school GPA only accounts for 8% of the variability for why higher HS GPA students do better than those with lower GPAs.
- The College of Business will need to weigh the fact that students with lower HS GPAs have lower graduation rates with their recruitment, enrollment, and graduation goals. By providing additional academic supports, such as the additional academic advising and alerts, the College may be able to help students who are at relative risk to graduate.
- With GSI support in the form of My_eAdvisor alerts, Business advisors will be able to quickly identify students who are falling off track and help them get back on track or transition to a different major.

Figure 2.

Number of College of Business Students by Unweighted GPA and Graduation Outcome (FTIC 2005 Cohort)
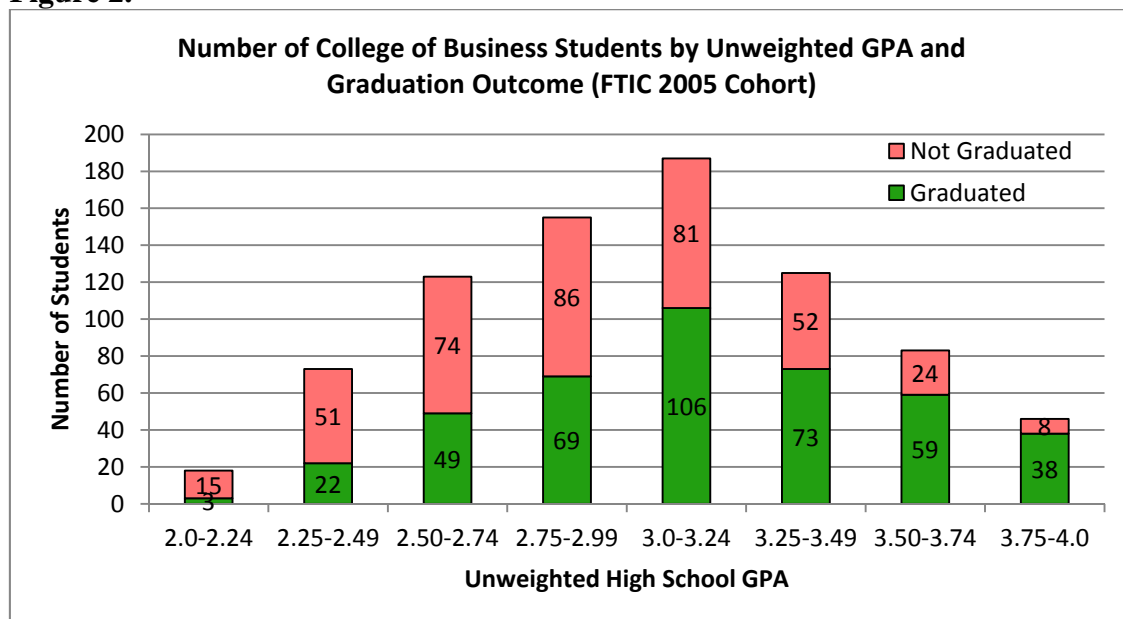
The Office of Retention and Graduation Success is carrying out similar analyses for the College of Nursing. Identification of incoming Nursing students with a high likelihood of on-time graduation is particularly important for this College, as only 50 seats are available each year to students who start at FIU as freshmen, with another 50 reserved for transfer students. This small cohort contrasts with the very high interest in the Nursing major: in Summer 2012, there were over 3,000 students (both FIU-native and transfer) registered as pre-Nursing majors.

University

This work with high school academic performance as predictive of performance at FIU is being expanded to students from South Florida high schools in order to inform recruiting efforts. For example, among South Florida high schools do some schools produce students that are more likely to succeed at FIU than others? Do students with an unweighted 3.9 GPA from high school X have the same probability of retention and on-time graduation as students with a 3.6 GPA from high school Y? With this research, recruiting efforts can target more precisely students who are likely to succeed at FIU.

Behavioral science research techniques, as employed by Undergraduate Education's Office of Retention and Graduation Success, are having significant impacts at FIU in terms of understanding the details of student academic success and improving specific policies and practices toward improving that rate of success.

Florida International University Board of Trustees
Academic Policy and Student Affairs Committee
March 2013

Global Learning for Global Citizenship Quality Enhancement Plan
Office of the Director, Global Learning Initiatives

Introduction

      Global Learning for Global Citizenship is the centerpiece of internationalized undergraduate education at FIU. The initiative is distinguished by its commitment to engage *every* FIU undergraduate in the development of global competencies rooted in diversity, inquiry, and active problem solving.

      FIU's global learning (GL) initiative empowers students to achieve three learning outcomes:

- Global Awareness: knowledge of the interconnectedness of issues, trends, and systems
- Global Perspective: the ability to view the world from multiple perspectives
- Global Engagement: willingness to address local, global, international, and intercultural issues

      The Southern Association of Colleges and Schools (SACS) approved *Global Learning for Global Citizenship* as FIU's Quality Enhancement Plan (QEP) in March 2010. Every SACS institution must implement a sanctioned QEP—a ten-year plan to improve student learning—as part of its reaffirmation of accreditation.

      Led by the Office of Global Learning Initiatives (OGLI), FIU's GL QEP arose from a two-year broad-based self-study. The study concluded that FIU could strengthen its mission by closing its "internationalization gap." All stakeholder groups observed that despite its location in a diverse global city, FIU was not making sufficient use of its diversity in the classroom. FIU GL courses and activities address this inconsistency through globally relevant content, dialogue, and active learning strategies directed towards the three GL outcomes. With FIU's QEP, undergraduates are required to take at least two GL courses and participate in associated GL activities prior to graduation.

      SACS approved FIU's QEP on the basis of our long-term strategic plan for achieving four program goals: provision of a sufficient number of GL courses; availability of GL co-curricular opportunities; provision of high-quality professional development; and, student proficiency in the GL outcomes. In 2015, FIU must present SACS with a Fifth Year Interim Report demonstrating adequate progress towards these goals. This report summarizes FIU's current position related to the goals and continuing steps beyond their achievement.

Where We Are Now

      FIU is currently on target to achieve all four QEP program goals. The first goal stipulates that FIU provide a sufficient number of GL courses to enable all undergraduates to meet the two-course graduation requirement. As of spring 2013, there are 124 Faculty Senate-approved GL courses available. These courses are housed in nearly every department offering an academic degree. All GL courses are either newly developed or existing courses that have been revised to include required components: GL course outcomes; diverse global, international, and intercultural content; active learning strategies; and, authentic assessments. GL courses range from "International Nutrition, Public Health, and Economic Development" and "The Global Scientific Revolution and its Impact on Quality of Life" to "Technology in the Global Arena" and "Social Responsibility in the Hospitality Industry." Since the GL requirement went into effect for freshmen in fall 2010, a total of **44,983** seats have been filled in GL courses. Given these numbers, FIU is well on its way to meeting this goal.

The second goal involves providing students with increasing numbers of GL co-curricular opportunities. It was estimated that approximately 75 GL programs, activities, and events were offered during AY 2011-12. *The New York Times* has recognized FIU's signature GL activity, the Tuesday Times Roundtable (TTR) series, as a national model for global issues education. Sponsored by the OGLI and moderated by diverse FIU faculty and staff, scores of students and community members gather weekly over lunch for provocative discussions of *Times* articles on topics of global import. In collaboration with Study Abroad, global issues roundtables are also held via videoconference with FIU cohorts in Tianjin, China, Venezuela, and Brazil. Other GL co-curricular activities include: the Global Living/Learning Community; the International Sports Expo; International Education Week; Diversity Week; and, multiple short- and long-term research, internship, study abroad, and service opportunities throughout the world.

Third, FIU must provide high-quality GL professional development. The OGLI has delivered monthly workshops to prepare faculty and staff to redesign or develop new GL courses and activities since fall 2009. These interdisciplinary, interdepartmental events engage participants in active, problem-based learning strategies that can in turn be implemented with students. Thus far, 353 faculty and staff members have attended GL workshops, the quality of which is assessed through surveys and focus groups. The vast majority of attendees respond that the workshops provide new perspectives on effective content and pedagogy, sparking a paradigm shift in their teaching. Participants consistently report that GL professional development expands their instructional toolbox beyond traditional lecture-based methods to include active, engaging strategies such as team-based learning, the case method of instruction, and mock trials and town hall meetings. Participants report applying learning to both GL and non-GL courses and activities; many report that GL workshops provide them with ideas and collegial connections that lead to collaborative research and community engagement.

The fourth program goal concerns student proficiency in the GL outcomes. To estimate the QEP's overall effect on student learning, FIU is conducting a large-scale pretest/posttest study involving two assessment activities. One activity is the FIU-developed Case Response Assessment (CRA), and the other is a survey instrument, the Global Perspective Inventory (GPI). The study compares the pretest assessment results of incoming freshmen and transfer students with posttest results of graduating seniors. Pretest and baseline results collected thus far indicate that FIU students score above the national norms on GPI items measuring global engagement. Posttest results from a cohort of students who have entered and graduated under the GL requirement are not yet available. Small-scale CRA and GPI studies, however, substantiate that GL courses have a significant positive effect on students' achievement of global awareness and perspective and that multiple GL experiences are necessary for students to increase their capacities to act as responsible global citizens.

Where We Are Going

Having set the QEP on a course for achieving its program goals, the OGLI has led the University in expanding FIU's GL initiative far beyond what was initially envisioned. As a result, FIU is increasingly recognized as a benchmark in institution-wide curriculum internationalization, within SACS and throughout the field of higher education. *Global Learning for Global Citizenship* will be featured as a model program in a spring 2013 issue of *Inside Higher Ed,* and the initiative was the headline story in the December 2011 issue of *AAC&U News.* At the request of SACS Vice President Mark V. Smith, OGLI Director Hilary Landorf held workshops on the successful design and implementation of FIU's GL QEP during the 2012 SACS Summer Institute. Dr. Landorf and Associate Director Stephanie Doscher are frequently invited to present aspects of FIU's GL initiative in national and international conferences and publications. For FIU's internal and external communities, *Global Learning for Global Citizenship* demonstrates the power of university-wide collaboration to provide a relevant, engaging, and transforming education for all students.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 6, 2013

Subject: Division of Research Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:
The Division of Research Report presents data on research expenditures for FY 2011-2012, provides a summary of research awards received, and provides a summary of its annual customer services survey.

Supporting Documentation: Division of Research Report

Facilitator/Presenter: Andres G. Gil

This page intentionally left blank

Introduction

This report has three sections. The first section (Section I) presents data on the research expenditures for FY 2011-2012, which is derived from the National Science Foundation (NSF) Higher Education Research and Development Report. The Report is submitted to the NSF every January by U.S. colleges and universities, and is a tool for providing information on national research and development (R&D) activity.

Section II provides a summary of the fourth annual customer service survey. Conducted by the Division of Research (DOR), it surveys FIU faculty who either submit external grant applications or have external grants during the fiscal year. Feedback from this survey is used to improve services.

The third section (Section (III) f this report covers the first six months of FY 2012-2013, and compares the data with the same period during FY 2011-2012. The section provides a summary of research awards received and research grant applications submitted.

I.   Highlights from NSF Higher Education Research and Development Report for FIU

Table 1 summarizes the R&D expenditures for the past three fiscal years. For FY 2011-2012, research total research expenditures were $118M, a 7.32% increase from FY 2010-2011. Note that there were increases from federal and state government sources, and decreases from industry. Decreases in cost sharing and unrecovered indirect costs (Facilities and Administration [F&A] costs) point to positives trends of reduced cost sharing to obtain grants and higher levels of indirect rates from grants and contracts.

As reflected in Table 2, NIH (Health & Human Services) is the major source of research expenditures for FIU. However, there was a decrease of 8.9% this past year. Expenditures from the NSF are the second highest source of research expenditures, with significant increases during the past three years.

Table 3 indicates significant increases in expenditures from foreign grant sources and from contracts, and decreases from grants, which are associated with the decreases in expenditures from NIH grants.

The NSF Report shows (Table 4) significant increases in the number of faculty members who are funded as Principal Investigators. There are more dramatic increases in the number of faculty and staff who are funded by grants and contracts. This points to the strong job creation impact of external research grants and contracts obtained by FIU faculty.

Table 1 - FIU R&D Expenditures by Source of Funds: FY 2010 - 2012

Source of Funds	R&D Expenditures (Dollars in thousands)			% Change 2011-12	% Change 2010-12
	2010	**2011**	**2012**		
U.S. Government	$62,580	$65,446	$69,402	6.04%	10.90%
State & Local Government	$6,617	$8,526	$9,006	5.63%	36.10%
Business	$1,330	$5,310	$2,343	-55.88%	76.17%
Nonprofit Organizations	$6,081	$4,605	$2,978	-35.33%	-51.03%
All Others	$214	$84	$228	171.43%	6.54%
Institutionally Funded Organized Research	$17,696	$13,359	$24,500	83.40%	38.45%
Cost Sharing	$201	$189	$76	-59.79%	-62.19%
Unrecovered Indirect Costs	$15,552	$12,487	$9,525	-23.72%	-38.75%
Total Institutional Funds	$33,449	$26,035	$34,101	30.98%	1.95%
Total	**$110,271**	**$110,006**	**$118,058**	**7.32%**	**7.06%**

Table 2 - FIU R&D Expenditures From Major Federal Agencies: FY 2010 - 2012

Federal Agency	R&D Expenditures (Dollars in thousands)			% Change 2011-12	% Change 2010-12
	2010	**2011**	**2012**		
Health & Human Services	$17,931	$21,948	$19,988	-8.93%	11.47%
NSF	$8,744	$11,856	$13,294	12.13%	52.04%
USAID	$9,777	$5,501	$10,350	88.15%	5.86%
Department of Education	$4,239	$5,333	$5,827	9.26%	37.46%
Department of Energy	$5,043	$5,710	$5,808	1.72%	15.17%
Department of Defense	$3,339	$6,079	$4,732	-22.16%	41.72%
Department of Interior	$2,565	$3,018	$2,709	-10.24%	5.61%
NASA	$8,744	$1,318	$1,299	-1.44%	-85.14%
Department of Justice	$991	$1,002	$1,089	8.68%	9.89%
EPA	$853	$750	$776	3.47%	-9.03%
Department of State	$616	$603	$772	28.03%	25.32%
Department of Transportation	$372	$408	$512	25.49%	37.63%
Department of Agriculture	$131	$221	$439	98.64%	235.11%
Department of Homeland Security	$181	$107	$438	309.35%	141.99%

Table 3 - FIU R&D Expenditures by Various Sources: FY 2010 - 2012

Categories	R&D Expenditures (Dollars in thousands)			% Change 2011-12	% Change 2010-12
	2010	**2011**	**2012**		
From Foreign Sources	$216	$281	$436	55.16%	101.85%
From Contracts	$9,332	$10,509	$12,975	23.47%	39.04%
From Grants	$67,490	$73,462	$70,982	-3.38%	5.17%
Medical School	$2,572	$2,402	$6,744	180.77%	162.21%

Table 3 - FIU R&D Expenditures by Various Sources: FY 2010 - 2012

Categories	R&D Expenditures (Dollars in thousands)			% Change 2011-12	% Change 2010-12
	2010	**2011**	**2012**		
Basic Research	$37,916	$38,350	$40,962	6.81%	8.03%
Applied Research	$55,191	$54,098	$58,350	7.86%	5.72%
Development Research	$17,164	$17,558	$18,746	6.77%	9.22%
From Other Universities	$2,475	$2,787	$3,806	36.56%	53.78%
From Business[1]		$1,555	$1,536	-1.22%	N/A
From Non-profit Organizations[1]		$1,167	$1,000	-14.31%	N/A

[1]Prior to 2011, these categories were combined.

Table 4 - FIU R&D Expenditures From Major Federal Agencies: FY 2010 - 2012

Federal Agency	2010	2011	2012	% Change 2011-12	% Change 2010-12
Principal Investigators	300	306	392	28.10%	30.67%
Total Faculty & Staff with Grant Support	350	360	1,053	192.50%	200.86%
Postdoctoral Fellows[1]	65	75	57	-24.00%	-12.31%

[1]Prior to 2012, these were estimates (allowed by the NSF for Postdocs)

II. Summary of Results from DOR Annual Customer Service Survey

The Division of Research (DoR) conducts annual customer service surveys. Surveys have been conducted for fiscal years 2007-08, 2008-09/2009-10, 2010-11. Fiscal year 2011-12 represents the fourth annual survey. These surveys are sent to all faculty who either submitted a grant proposal or had active grants during the year. The participation rates for the surveys have been as follows: FY 2007-2008 (111 out of 204; 54.4%), FY 2008-2009/2009-2010 (194 out of 302; 64.2%), FY 2010-2011 (152 out of 214; 48.4%) and the current survey, FY 2011-2012 (194 out of 350; 55.4%). The survey is extensive, addresses the multitude of areas pertaining to the research enterprise, and requests suggestions for changes in all areas. Below we present only some of the highlights from the survey. The full results for the surveys are made available to the FIU community on the DoR website at http://research.fiu.edu.

In summary, the results indicate a trend of improvements over the past 4 years across Pre- and Post-Award, with improvements in all areas. There was a marked improvement for the Technology Transfer Office. The has been a four-year trend of improvements in the timeliness of setting-up new grant accounts, and notification of new awards continues to improve. Additionally, improvements continue in the timely return of phone calls by DoR staff, moving from 47% to almost 70% of calls returned within 24 hours during the past four years. Nonetheless, we need to do better.

Several findings are indicative of the positive impact of greater engagement of DoR with colleges and faculty. First, the importance of assistance from the colleges, while still high, decreased between the past two survey years. Second, the importance of assistance with internal clearance forms (the forms necessary to complete grant applications) and grant reviews also decreased

between the past two years. On the other hand, assistance with budgets and PeopleSoft remained areas of high importance for the researchers, and as the University has moved into the use of more electronic grant management systems, there has been increased need for assistance with these systems. There is also frustration with ongoing changes of these systems. Finally, the results indicate that the areas needing improvement include: a) assistance with electronic systems, b) assistance with budgets, c) assistance with grant writing, and d) assistance with HR-related issues.

Figure 1 shows high levels of satisfaction with key areas of support from Pre-Award staff. This is the staff who assists researchers on the submission of external grant applications.

Figure 2 shows results on the same areas as Figure 1, but for Post-Award. Post-Award staff assist faculty with the management of the grants received by the University. The staff addresses all financial and regulatory issues with the grants. Note that there have been improvements throughout the past four years, but results for Post-Award are slightly less positive than Pre-Award. This is expected, given the regulatory nature of some of the functions of this group. Nevertheless, the ongoing improvements in Post-Award have significantly reduced the differences with Pre-Award in the levels of satisfaction.

An area of increased focus in the University has been Intellectual Property and Technology Transfer. As such, we have been tracking our performance in this area for only two years; although we were aware of concerns by the faculty in this area. As a result, we recruited a new director, with a business, engineering and patent law background, as well as one new staff person from the University of Florida's technology transfer division. As shown on Figure 3, these changes have produced improvements in this area, but there is still much work to be done.

Finally, Figures 4, 5 and 6 all address issues related to promptness in setting-up new awards and responding to requests and questions from researchers. This is an important area for DoR, given the fact that research projects have specified periods of time for their performance. As shown in these figures, there have been improvements; however, our goals are for much better performance in this area. For example, while returning phone calls has improved from 47.4% to 69.1% over the past four years, we would like to reach the goal of 80%.

Figure 1 - Experiences with Pre-Award Staff*
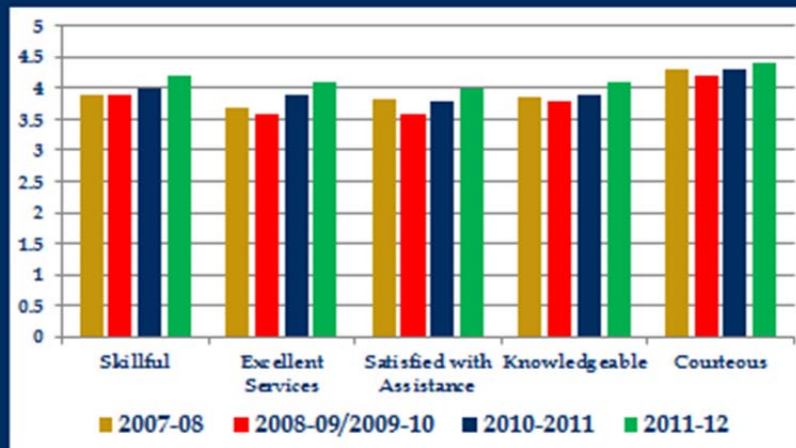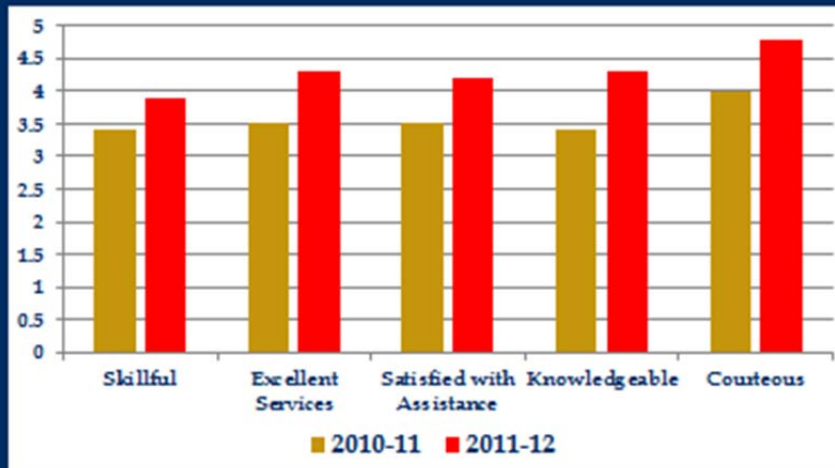
* Scoring: Scale 1 to 5; 5 indicates highest level of satisfaction or agreement.

Figure 2 - Experiences with Post-Award Staff*
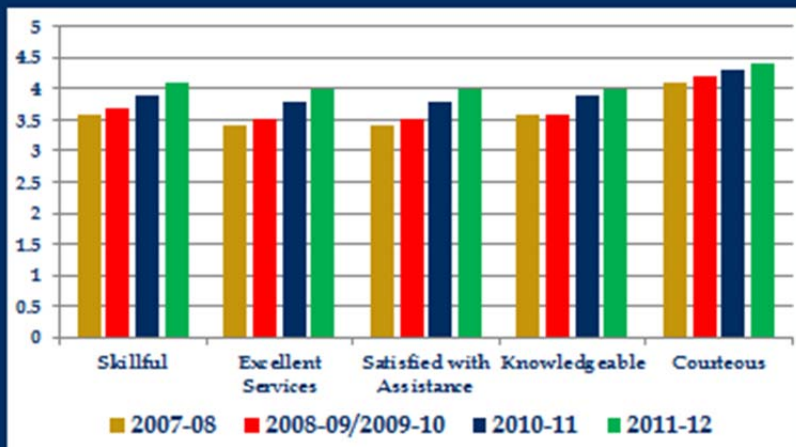
* Scoring: Scale 1 to 5; 5 indicates highest level of satisfaction or agreement.

Figure 3 - Experiences with Tech Transfer Staff

* Scoring: Scale 1 to 5; 5 indicates highest level of satisfaction or agreement.

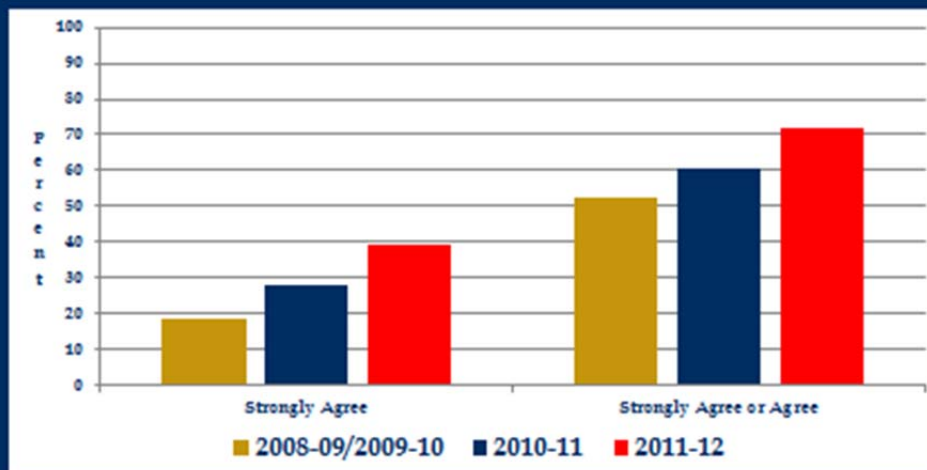Figure 4 - New Grant Accounts are Set-up Timely

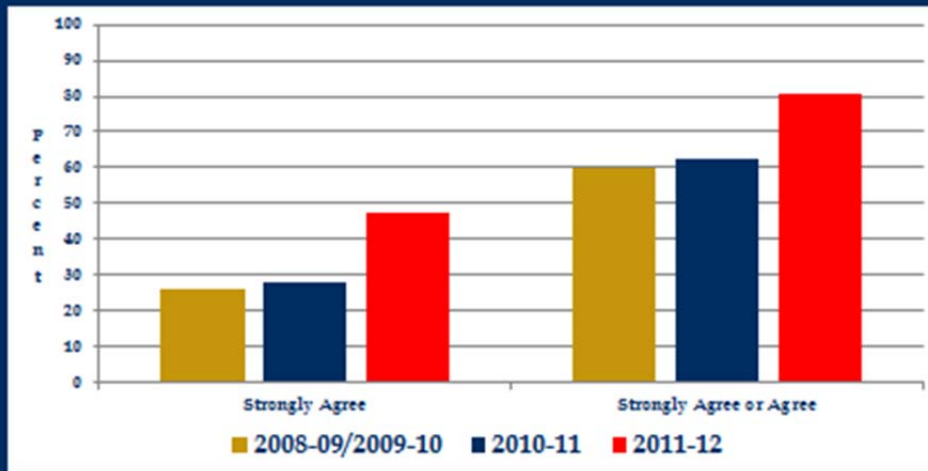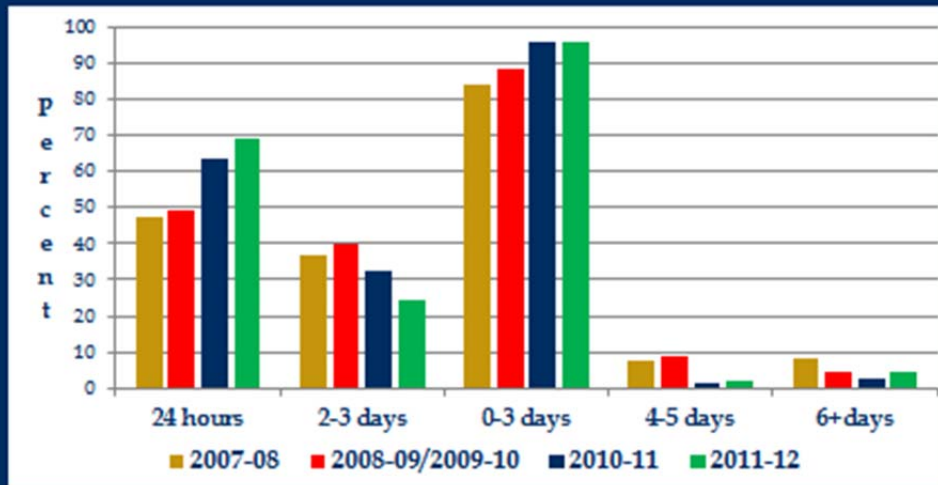Figure 5 - There is Prompt Notification of New Awards

Figure 6 - Length of Time for DoR to Return Phone Calls

III. Overview of Awards and Applications

The current uncertainty with the federal government's budget has caused two major actions by agencies such as the NIH and the NSF (primarily the NIH), which are negatively impacting the number of grants awards being received and the number of grant applications being submitted by FIU faculty. The first action has been extended delays in funding decisions by the federal agencies as they wait for final decisions on their budgets. There are many instances in which grants that were scheduled to be funded as far back as September 2012 have been delayed until April 2013 or indefinitely. The other action is affecting grant applications, and has consisted of delays in announcements for grant application opportunities. For example, there is a group of faculty who has prepared a center grant application to NIH after having discussions with NIH program officials, but the application is on hold pending the release of the grant announcement by NIH. There is another group waiting for a similar announcement from the National Institute on Minority Health and Health Disparities. Thus, it is within this uncertain context that the total value of awards received during the first half of fiscal year 2012-2013 amounts to $46,149,760. This is 14.6% less than the amount received during the same period in fiscal year 2011-2012. Table 5 shows awards received by all units across the University. Nonetheless, as seen in Figure 7, there are several notable increases within the Colleges and Schools. The College of Architecture + The Arts (CARTA) 706.7%; College of Business Administration (CBA) 22.6%; College of Nursing and Health Sciences(CNHS) 82.8%, and the Herbert Wertheim College of Medicine 9.5%. Thus far during this period, we have received three awards over $1M—two by the College of Arts and Sciences (CAS), and one by the College of Engineering and Computing (CEC). Of these, the National Science Foundation awarded two ($2.75M) and USAID another ($4.33M).

The effective facilities and administrative (F&A) rate on grants and contracts received decreased slightly—from 22% to 20%. Figure 8 compares the F&A rates by college/school, which for most colleges/schools remained fairly stable. The CNHS experienced a dramatic decrease in the F&A, which was almost 41% last fiscal year, compared to 6.6% this year. This decrease is partially due to receiving $754,000 with 0% F&A and almost $364,775 at 0.07% rate. It is important to note, however, that while these grants have no F&A, they support students.

Table 6 presents awards received by Centers, Institutes and Museums. While overall awards decreased by 41.6%, some centers and museums experienced increases. Specifically, the Phillip and Patricia Frost Art Museum (58.1%), the Center for Children and Families (506.5%), and the Metropolitan Center (398.4%).

The distribution of awards received by sponsor type is presented in Table 7. State and local government funds almost doubled when compared with last year, while federal and private decreased slightly.

Although the overall value of applications submitted during the first half of FY 2012-2013 decreased by 21.1%, the overall F&A rate increased to 27.4%, and some units increased the value of proposals submitted. The data is presented in Table 8.

The information regarding proposals submitted by Centers, Institutes and Museums is presented in Table 9. Overall, the value of applications submitted within this group almost doubled, reflecting an increase of 97.3%.

Table 5: Comparison of Awards Received

College/Division	July—December 2011			July—December 2012			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs (AA)	$4,538,043	$1,537,997	$6,076,040	$1,425,409	$152,122	$1,577,530	-74.0%
Chaplin School of Hospitality & Tourism Management (CSHTM)	$0	$0	$0	$13,665	$0	$13,665	n/a
College of Architecture & the Arts (CARTA)	$13,829	$0	$13,829	$111,564	$0	$111,564	706.7%
College of Arts & Sciences (CAS) *	$22,935,502	$5,024,187	$27,959,688	$23,161,144	$4,795,893	$27,957,037	0.0%
College of Business Administration (CBA) *	$682,225	$78,978	$761,203	$812,642	$120,480	$933,122	22.6%
College of Education (CoE)	$2,586,543	$261,484	$2,848,027	$1,982,516	$156,302	$2,138,818	-24.9%
College of Engineering & Computing (CEC)	$7,148,053	$1,720,799	$8,868,852	$5,845,449	$1,579,041	$7,424,490	-16.3%
College of Nursing & Health Sciences (CNHS)	$526,022	$214,575	$740,597	$1,269,526	$84,317	$1,353,843	82.8%
Division of Finance	$99,918	$26,978	$126,896	$68,609	$18,524	$87,134	-31.3%
Division of IT/CIARA (IT)	$1,760,024	$221,434	$1,981,458	$613,922	$61,078	$675,000	-65.9%
Division of Student Affairs (SA)	$1,446,016	$104,887	$1,550,903	$1,381,184	$114,960	$1,496,144	-3.5%
Herbert Wertheim College of Medicine (HWCoM)	$1,172,823	$442,257	$1,615,080	$1,317,316	$451,700	$1,769,016	9.5%
Office of the President	$0	$0	$0	$72,124	$0	$72,124	n/a
Robert Stempel College of Public Health & Social Work (RSCPHSW) *	$2,588,251	$651,064	$3,239,316	$1,271,733	$204,040	$1,475,773	-54.4%
School of Journalism & Mass Communication (SJMC)	$328,601	$77,636	$406,238	$375,200	$92,839	$468,039	15.2%
Gifts for Research						$521,991	
TOTAL	**$44,115,412**	**$9,903,896**	**$54,019,309**	**$38,594,755**	**$7,555,002**	**$46,671,751**	**-13.6%**
Effective F&A rate of grants & contracts	**22%**			**20%**			

* 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	$33,500	$6,250
Included in AA (IHRC) **and** CBA	$571,312	$534,088
Included in AA (IHRC) **and** CEC	$115,329	$110,264
Included in AA (CRUSADA) **and** RSCPHSW	$1,448,677	$0
Included in CAS & HWCoM	$0	$752,940

Figure 7: Comparison of Awards Received by College/School

College/School	FY 2011-2012	FY 2012-2013
CARTA	$0.01	$0.12
CAS	$27.96	$27.96
CBA	$0.76	$0.93
CEC	$8.87	$7.42
CNHS	$0.74	$1.35
CoE	$2.85	$2.14
CSHTM	$0.00	$0.01
HWCoM	$1.62	$1.77
RSCPHSW	$3.24	$1.48
SJMC	$0.41	$0.47

■ FY 2011-2012   ⧚ FY 2012-2013
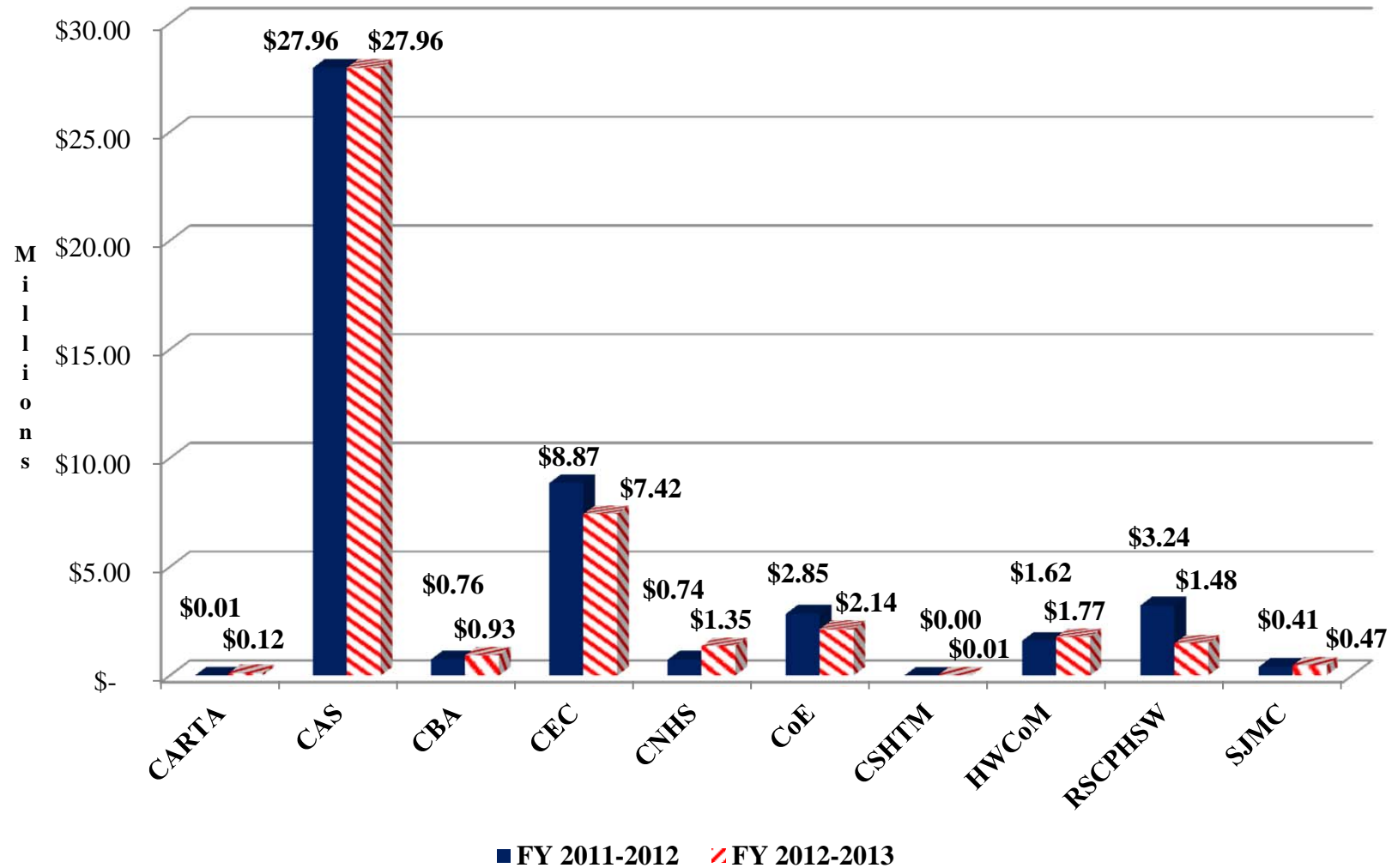
Figure 8: Average Award F&A Rate by College/School

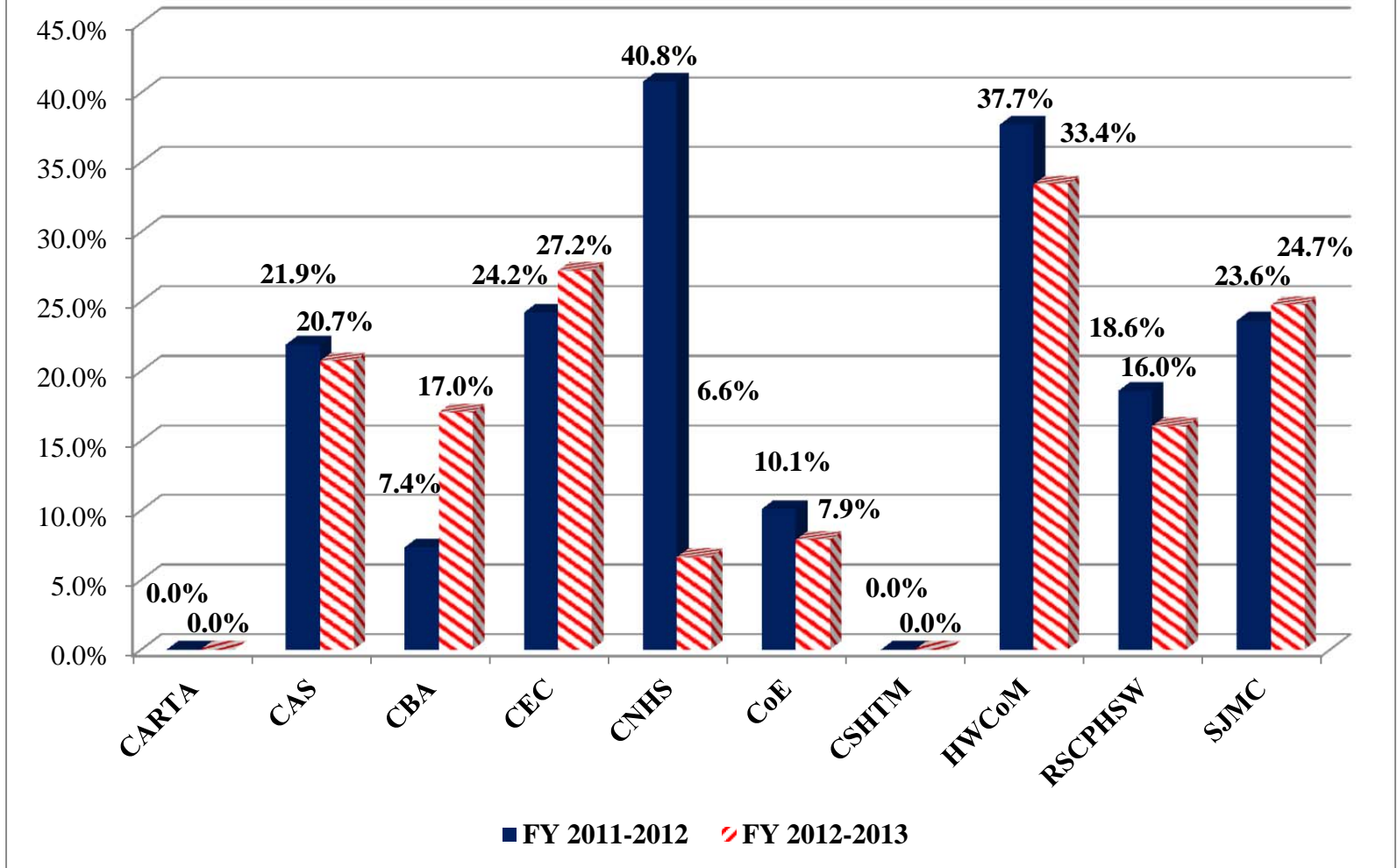| College/School	FY 2011-2012	FY 2012-2013
CARTA	0.0%	0.0%
CAS	21.9%	20.7%
CBA	7.4%	17.0%
CEC	24.2%	27.2%
CNHS	40.8%	6.6%
CoE	10.1%	7.9%
CSHTM	0.0%	0.0%
HWCoM	37.7%	33.4%
RSCPHSW	18.6%	16.0%
SJMC	23.6%	24.7%

Table 6: Comparison of Awards Received by Centers, Institutes, Museums

College/Division	July—December 2011			July—December 2012			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs							
Applied Research Center (ARC)	$2,559,694	$1,067,403	$3,627,097	$185,717	$69,514	$255,231	-93.0%
CRUSADA	$1,078,224	$370,452	$1,448,677	$0	$0	$0	n/a
Frost Art Museum	$133,925	$0	$133,925	$211,696	$0	$211,696	58.1%
Int'l Hurricane Research Center (IHRC)	$632,214	$87,927	$720,141	$571,573	$79,029	$650,602	-9.7%
Wolfsonian	$0	$0	$0	$435,971	$0	$435,971	n/a
College of Arts & Sciences							
Center for Children and Families (CCF)	$329,576	$75,760	$405,336	$1,863,181	$595,089	$2,458,270	506.5%
ICHAD	$0	$0	$0	$38,925	$17,516	$56,441	n/a
International Forensic Research Institute (IFRI)	$582,114	$195,279	$777,393	$364,525	$58,093	$422,619	-45.6%
Jack D. Gordon Institute for Public Policy & Citizenship Studies	$175,273	$6,807	$182,080	$94,002	$25,380	$119,383	-34.4%
Latin American and Caribbean Center (LACC)	$889,553	$306,739	$1,196,293	$768,811	$251,123	$1,019,934	-14.7%
Metropolitan Center	$30,372	$5,528	$35,900	$153,479	$25,465	$178,943	398.4%
Southeast Environmental Research Center (SERC)	$5,361,093	$1,691,486	$7,052,578	$3,030,643	$768,678	$3,799,322	-46.1%
Women's Studies Center	$629,200	$176,465	$805,665	$211,133	$21,113	$232,246	-71.2%
College of Engineering & Computing							
Center for Diversity in Engineering & Computing	$496,587	$48,321	$544,908	$482,903	$44,743	$527,646	-3.2%
Division of Information Technology							
CIARA: Center for Internet Augmented Research	$1,760,024	$221,434	$1,981,458	$613,922	$61,078	$675,000	-65.9%
Total	**$14,657,849**	**$4,253,601**	**$18,911,451**	**$9,026,481**	**$2,016,821**	**$11,043,304**	**-41.6%**
Effective F&A rate	**29.0%**			**22.3%**			

Table 7: Awards by Sponsor Type

July—December 2011				
Funding Source	**Awarded Direct Costs**	**Awarded F&A**	**Awarded Total**	**Percent**
Federal Government	$36,258,961	$8,398,858	$44,657,818	82.7%
State & Local Government	$2,599,737	$296,499	$2,896,236	5.4%
Private / Other Sources	$5,256,715	$1,208,540	$6,465,255	11.9%
TOTAL	**$44,115,413**	**$9,903,896**	**$54,019,309**	**100.00%**
July—December 2012				
Federal Government	$30,927,431	$6,676,923	$37,604,354	80.6%
State & Local Government	$4,156,796	$465,561	$4,622,357	9.9%
Private / Other Sources*	$4,032,521	$412,519	$4,445,040	9.5%
TOTAL	**$38,594,757**	**$7,555,003**	**$46,671,751**	**100.00%**

*includes gifts for research

Table 8: Comparison of Applications Submitted

College/School/Center/Division	July—December 2011			July—December 2012			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs	$3,522,674	$852,027	$4,374,701	$8,271,302	$1,564,568	$9,835,870	124.8%
Chaplin School of Hospitality & Tourism Management	$0	$0	$0	$402,967	$93,071	$496,038	n/a
College of Architecture & the Arts	$43,829	$0	$43,829	$529,669	$149,218	$678,887	1448.9%
College of Arts & Sciences	$70,109,597	$14,759,424	$84,869,021	$45,036,470	$12,700,471	$57,736,941	-32.0%
College of Business Administration	$6,298,690	$797,045	$7,095,735	$5,991,824	$1,356,826	$7,348,650	3.6%
College of Education	$0	$0	$0	$0	$0	$0	n/a
College of Engineering & Computing	$70,637,615	$14,053,951	$84,691,566	$39,727,530	$11,952,741	$51,680,271	-39.0%
College of Nursing & Health Sciences	$1,619,764	$528,575	$2,148,339	$8,034,759	$657,073	$8,691,832	304.6%
Division of IT/CIARA	$123,175	$26,825	$150,000	$839,723	$135,278	$975,001	550.0%
Division of Student Affairs	$133,485	$0	$133,485	$142,839	$4,655	$147,494	10.5%
Herbert Wertheim College of Medicine	$4,533,644	$1,831,071	$6,364,715	$6,870,985	$2,424,392	$9,295,377	46.0%
Office of the President	$90,000	$0	$90,000	$78,500	$0	$78,500	-12.8%
Robert Stempel College of Public Health & Social Work	$12,169,605	$3,627,406	$15,797,011	$12,233,683	$4,057,365	$16,291,048	3.1%
School of Journalism & Mass Communication	$897,271	$192,985	$1,090,256	$0	$0	$0	n/a
TOTAL	**$170,179,349**	**$36,669,309**	**$206,848,658**	**$128,160,251**	**$35,095,658**	**$163,255,909**	-21.1%
Effective/average F&A rate	**21.5%**			**27.4%**			

Table 9: Comparison of Applications Submitted by Centers, Institutes, Museums

College/Division	July—December 2011			July—December 2012			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs							
Applied Research Center (ARC)	$830,631	$359,808	$1,190,439	$3,216,662	$750,696	$3,967,358	233.3%
CRUSADA: Center for Research on US Latino AIDS/HIV/Drug Abuse	$63,872	$0	$63,872	$17,000	$0	$17,000	-73.4%
Frost Museum	$139,000	$0	$139,000	$0	$0	$0	n/a
International Hurricane Research Center (IHRC)	$635,677	$98,277	$733,954	$869,007	$208,448	$1,077,455	46.8%
The Wolfsonian	$58,067	$0	$58,067	$338,406	$73,820	$412,226	609.9%
College of Arts & Sciences							
Center for Children and Families (CCF)	$1,723,799	$700,664	$2,424,463	$11,582,868	$4,730,378	$16,313,246	572.9%
Center for Labor Research Studies	$38,095	$1,905	$40,000	$52,080	$1,954	$54,034	35.1%
Institute for Asian Studies	$0	$0	$0	$277,034	$0	$277,034	n/a
International Forensic Research Institute	$298,952	$129,579	$428,531	$811,715	$291,900	$1,103,615	157.5%
Jack D. Gordon Institute for Public Policy & Citizenship Studies	$164,384	$5,616	$170,000	$0	$0	$0	n/a
Latin American & Caribbean Center	$76,000	$3,998	$79,998	$0	$0	$0	n/a
Metropolitan Center	$116,455	$16,945	$133,400	$174,006	$26,798	$200,804	50.5%
Southeast Environmental Research Center (SERC)	$4,649,211	$1,520,155	$6,169,366	$560,093	$161,781	$721,874	-88.3%
College of Engineering & Computing							
Center for Diversity in Engineering & Computing	$504,723	$64,997	$569,720	$288,501	$52,269	$340,770	-40.2%
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	$123,175	$26,825	$150,000	$839,723	$135,278	$975,001	550.0%
Total	**$9,867,502**	**$3,036,136**	**$12,903,638**	**$19,027,095**	**$6,433,322**	**$25,460,417**	97.3%
Effective F&A rate	**30.8%**			**33.8%**			

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 6, 2013

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 provided by the Division of Student Affairs since the Committee last met.

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
March, 2013

Introduction

A major highlight for Student Affairs and the University was the unveiling of the Panther Sculpture in front of the U.S. Century Bank Arena on January 10, 2013. The seven-foot, two-ton sculpture is a gift from the Student Government Association and is dedicated to Dr. Rosa L. Jones, former Vice President for Student Affairs, who retired last August. An identical sculpture will be erected at the Biscayne Bay Campus this Fall semester.

The Spring semester kicked off with various Welcome Back Week activities on both campuses. Work continues on the new Parkview Residence Hall, which features state-of-the-art amenities, 620 beds, and will open for the Fall 2013 semester.

Highlighted below are some of the programs and services provided by the Division of Student Affairs since the last report:

- Starting Spring 2013, seven student leaders are serving on the Global Community Engagement Student Advisory Board. Board members have developed a marketing plan and proposal process for mini grants to support student-led service projects in the local community. Student groups are encouraged to develop projects that address issues in the areas of public policy, education, the arts, environment, economic development, community beautification, and any other social issues. Selected project proposals will receive a grant of up to $500. Financial support is provided by Wells Fargo.

- Between November 2012 and January 2013, 110 students, five faculty and one staff member participated in community service project at 10 site locations. The groups worked on social issues ranging from the environment, to children's health issues, to disaster relief efforts.

- On January 19, 2013, approximately 400 volunteers (192 FIU volunteers) committed to 4 hours of service at West Perrine Park, Colonial Park and Zoo Miami. Florida International University was awarded a $1,500 grant from the

1

Corporation of National and Community Service to organize the event and provide transportation, materials, and lunch.

- The months of October, November, and December had the highest Recreation Center usage numbers for those months since opening in 2005. Overall usage is trending toward setting a new annual record as both PantherFIT group fitness class attendance and intramural sports participation (augmented by a new Residence Hall IM League) are increasing.

- Antonio Gonzalez, IM Sports graduate assistant in Recreation Services, was selected as an All-American Flag Football Official at the NCCS (National Campus Championship Series) Flag Football Championships, sponsored by NIRSA (National Intramural-Recreational Sports Association).

- Since opening at the beginning of the Fall semester, the FIU Bike Shop has serviced over 250 bikes, from fixing flats to doing tune-ups to performing complete overhauls.

- Recreation Services initiated Rec Radio, an in-house customized streaming music channel in the Rec Center. Hosted by Neptune FitU (now serving over 30 colleges nationally), Rec Radio plays a variety of music formats selected by the department, and allows the opportunity to include customized department and campus-related advertisements. The option to sell outside advertising is also available as a means of generating additional revenue.

- In October, the Rec Center finally had its new Panther head graphic installed. The 30'H x 40'W decal adorns the wall in the lobby above Tropical Smoothie Café, and is the largest of its kind on campus.

- The Children's Creative Learning Center collaborated with FIU Project Panther Life to provide a student 'job shadowing' experience during the Fall Semester.

- The Children's Creative Learning Center had an unannounced site visit from the Early Learning Coalition of Miami-Dade County Voluntary Pre-Kindergarten (VPK) Program. The report found no items out of compliance during the monitoring visit.

- The Children's Creative Learning Center's Annual Winter Festival, sponsored by the Student Government Association, provided fun-filled family centered activities.

- The Children's Creative Learning Center joined the Just Read, Florida! Office, the Florida Department of Education, Florida's Office of Early Learning, and the Early Learning Coalition in promoting the enjoyment of reading. On Monday, January 14, 2013 the Center participated in the 'Million Minute Marathon'. On this day, teachers and support staff read an additional 238 minutes with the children during the day in celebration of literacy. The minutes were reported to

2

the Just Read, Florida! Office, which will be calculated to reach this year's goal of 30 MILLION MINUTES!

- The Spring Volunteer Fair at the Biscayne Bay Campus took place on January 10, 2013 in partnership with the Campus Life Involvement Fair. A total of 25 community partners engaged 279 students/faculty/staff in service and leadership opportunities. The Spring Volunteer Fair at the Modesto A. Maidique Campus occurred on January 29, 2013. Eighteen community partners assisted 130 students/faculty/staff in continuing their engagement with the community.

- The Civic Engagement Medallion was awarded to 14 graduates participating in the fall commencement.

- Over 100 students are currently enrolled in the Academy of Leaders (AOL) for the Spring semester. AOL includes a weekend retreat, six on-campus sessions, and a service project.

- Over 300 students registered to attend the 10th Annual Student Leadership Summit on Saturday February 2, 2013. The Summit featured FIU alumnus and Alumni Association Board member, Alberto Padron as the keynote speaker, and provided 28 workshop sessions throughout the day.

- The Interfraternity Council (IFC) had its inaugural IFC Golf Tournament benefiting the FIU First Generation Scholarship Fund, raising $2,500 which will generate $5,000 in scholarships from Florida's matching grant program.

- Beverly Dalrymple received the Florida Division Courage Award from the American Cancer Society.

- Student Affairs developed a brochure in Spanish and participated in the First Annual Latino College Prep Summit held at the Tamiami Fair Grounds. New Futuro is an organization providing free, bilingual and culturally relevant information on how to prepare, apply and pay for college. The event exposed several thousand Hispanic students and their parents to FIU.

- In cooperation with the Florida Lottery, ten Bright Future students were recruited to represent FIU at the BCS Bowl Game.

- Former Phi Alpha Delta president and current George Washington University law student Octavio Mella was named the "Best President in the Nation Award" recipient at the annual Phi Alpha Delta Pre-Law National Conference and Mock Trial Competition held in Washington, D.C. in December. The FIU chapter also won the "Don Hutson Most Outstanding Chapter in the Nation Award".

- The Counseling and Psychological Services Center's CAPSAPalooza event was held in Fall as part of the Department of Transportation's 2012 "Put It Down" campaign regarding distracted driving.

3

- In the Fall of 2012, Career Services provided services to over 3,500 students and alumni through one on one appointments, classroom presentations, workshops, special events and regular programming.

- A recent comprehensive analysis of the academic progress and graduation performance of students served by the Disability Resource Center (DRC) by the Office of Retention and Graduation Success found that students who entered FIU as freshmen and registered with the DRC had the same graduation rate as students who did not register with the DRC (presumably, who were not disabled). However, students who entered FIU as transfer students and who registered with the DRC have a lower graduation rate than the regular student population. DRC transfer students continue enrollment and make progress toward their degrees, but at a slower pace than the general transfer student population. The DRC leadership is using this information to determine how better to help its transfer student population to move toward graduation.

- Last October 2, 2012 Career Services welcomed 160 new inductees to Delta Epsilon Iota the Career Services Honor Society bringing the total number of members to 1,400.

- On October 4, 2012, the Career Services Office celebrated its re-opening in the Engineering and Computing Building's Panther Pit. The event included a Red Ribbon Cutting ceremony, featuring College of Engineering and Computing Dean Amir Mirmiran and Career Services staff. Leading the effort for Career Services was Assistant Director Carolyn Meeker. Students enjoyed food, music, giveaways, information about campus resources, and a student organization fair.

- On October 24, 2012 Career Services hosted its annual Graduate Mega Career Week and Graduate School Day. More than 100 students participated in a series of workshops in preparation for the main event. Programming included collaboration with other FIU departments and covered several topics including: "Graduate School; To Go or Not To Go", "Financing Your Graduate Degree" and "Writing an Effective Statement of Interest". Over 80 graduate and professional schools visited the MMC campus and interacted with over 400 students.

- On November 8, 2012 Career Services hosted its semi-annual Etiquette Dinner. Ninety (90) students and 10 faculty/administrators were served a four course meal and were instructed in etiquette by internationally certified etiquette specialist Nonnie Owens. This is of particular importance to our students; as U.S. businesses expand into the global marketplace, more and more Americans will be interfacing with employers, customers and business associates from other cultures. SGA consistently funds this event.

- The Office of Multicultural Programs and Services in collaboration with other colleges and departments celebrated the 22nd Annual Martin Luther King, Jr.

4

(MLK) Commemorative Celebration from January 8th through January 31, 2013 sponsoring over twelve events. The list of events included:

- o Museum Opening Reception held at the Patricia and Phillip Frost Art Museum on January 19, 2013 with over 150 people in attendance. Tours of the Museum attracted many local middle and high school students as well as FIU students.

- o MLK Awards and Speaker's reception held on January 17, 2013, where three FIU students were awarded MLK Essay Scholarships. The recipients of the Peace and Service Awards were also recognized. In addition, the external and internal sponsors were also recognized for their generous contributions.

- o MLK Commemorative Breakfast held on Friday, January 18, 2013 with Dr. Mary Frances Berry, author, historian, and civil rights activist delivering the keynote address. Over 550 people were in attendance.

- o MLK Youth Forum and Peace Walk, held on Wednesday, January 23, 2013 at the Biscayne Bay Campus and attracted over 300 middle and high school students from Miami-Dade County.

- o MLK Parade held on Monday, January 21, 2013 was supported with a contingency of over 300 people led by University President Mark B. Rosenberg. There was participation from the Marching Band, Roary, FIU Color Guard, Cheerleaders, Dazzlers, soccer team, volleyball team, and various Greek organizations.

- University Health Services collaborated with Student Government Association, Campus Life, and Housing and Residential Life to provide over 400 free flu vaccines and flu prevention education to the FIU student population. Free flu vaccines were administered in the Graham Center, University Housing, and the Engineering Campus. In addition, Student Affairs partnered with External Relations to develop two flu educational videos that were featured in the FIU News and used to promote the free vaccine program.

- The University Health Services at MMC is collaborating with Dr. William Darrow, professor in the Robert Stempel College of Public Health and Social Work by providing students in the program planning (PHC 5409) and survey research (PHC 6715) classes with an opportunity to apply their theoretical knowledge to "real world" programs and services offered through the department.

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 6, 2013

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), Enterprise System Operations, and Media Technology Services.

Supporting Documentation: Division of Information Technology Report

Facilitator/Presenter: Robert Grillo

This page intentionally left blank

DIVISION OF INFORMATION TECHNOLOGY

BOARD OF TRUSTEES

March 2013

I.   <u>**Administrative Software Unit (PantherSoft)**</u>

a. The PantherSoft Campus Solutions Team, along with members of Undergraduate Education and other academic units, completed the go-live of the 'Graduation Success Initiative' (GSI)   This phase of the project included the implementation of student and advisor "alert" notifications which are sent to students and their assigned advisors. Advisors monitor their advisees via an advisor dashboard, which also tracks communications and notes from advisors and deployment of 'alerts' processing. Thus, students and their respective advisors are now alerted of potential roadblocks to completing the program based on the program's major map. The team is now in the planning stages of Phase 2 and 3 rollout of this project.

b. The FIU Mobile Team has released the 2013 Mobile Roadmap, the deployment list of future features and functionalities for FIU Mobile. This year's roadmap includes more features and functionality embedded with MyFIU, providing students, faculty and staff with more mobile access to information and transactional features currently available on MyFIU and through a desktop web browser. In early January, the team completed mobile W-2 Forms allowing users to download their W-2 from their mobile device. Spring mobile enrollments grew to a new high with over 14,000 students enrolling through FIU Mobile.

c. The PantherSoft Human Resources Team has launched several projects to increase efficiency and streamline business processes. These include placing personnel action forms online and implementing a new Performance Excellence Process for evaluating university staff.

d. The PantherSoft Campus Solutions Team, along with Undergraduate Admissions, Graduate Admissions and the College of Business, are in the deployment phase of the new online admissions application. This implementation will enhance the online admissions application for prospects. The project will provide all units with increased functionality and improved integration with the PantherSoft Campus Solutions system.

e. The PantherSoft Campus Solutions Team is working with Academic Affairs, Enrollment Services and the Office of General Counsel to deploy a Parent/Guardian Login solution. This solution will allow students to selectively give access to their parent(s) or guardian(s) to be able to view grades, review account information, and pay for tuition and other fees. This functionality will go live in Summer of 2013.

f. The PantherSoft Financials Team and the Controller's Office are currently in the design phase of a project to implement a Governance, Risk, Compliance and Controls solution.

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 2013.

g. The PantherSoft Financials and Portal Teams have completed the implementation of MyFIU/Financials Integration Project. This project completes the integration of all PantherSoft systems to MyFIU and allows all university users to logon directly to one portal for all PantherSoft applications.

II.   **Enterprise System Operations and Network Engineering**

a. The Division of IT will host Extreme Science and Engineering Discovery Environment (XSEDE) in April 2013 along with the **Instructional and Research Computing Center**. XSEDE supports sixteen (16) supercomputers and high-end visualization and data analysis resources across the country. This is a five (5) year $121 million dollar grant awarded by the National Science Foundation. This two (2) day event will promote Hispanic students and researchers in the area of high performance computing. The Division of IT is in the process of evaluating cloud computing software to implement a private cloud for administrative areas. This allows university employees and departments to quickly and easily create new virtual servers on demand. It will also enable departments to readily have information resources up and running within minutes. Currently, our division hosts over 900 virtual servers. This new private cloud technology will offer increased flexibility and reduce the level of manpower needed to manage server environments for both the division and the departments that use this service.

b. The division successfully completed its disaster recovery test in November of 2012. The objective was to test PantherSoft, Email and FIU's main website with failover capabilities to our colocation site at Northwest Regional Data Center in Tallahassee, Florida.

III.   **Information Technology Security Office (ITSO)**

a. On November 1, 2012, our division notified the University community of the launch of the Online Security Awareness Training Course. This is part of our multi-phase project to increase university wide awareness of the cyber threats associated with computing resources.

b. Our Data Loss Prevention Implementation, which has delivered encryption software to over 6,000 devices, continues to make progress throughout the university. Our next phase will enable our division to identify sensitive data in motion throughout our network resources and request justification for such movement. The initial pilot will be rolled out in February 2013 within our division.

c. During the last three (3) months the ITSO handled sixteen (16) copyright infringements, eight (8) administrative access requests, eighteen (18) compromised systems and three (3) compromised email accounts.

IV. Media Technology Services (MTS)

a. MTS has completed building a prototype classroom that features stand-alone course capture technology which went on-line this Spring 2013 semester. This stand-alone course capture room (GL 132) is a lower cost model that features an automated course capture system which removes the requirement to have a technician present during the lecture. Technicians monitor remotely from a centralized computing system. This project allows for scalable deployment of course capture technology and reduces the division's labor costs.

b. Installation has begun this Spring 2013 on a new Media Operations Command Center. This space will allow MTS staff to remotely monitor course capture recordings in progress and provide quality control to MTS supported recordings. Media Operations will be located in GL 146.

c. The Academic Imaging Initiative, a partnership between the MTS and the Library with funding from our student technology fee, is building a state of the art scanning lab at FIU for faculty, staff, and students. This will be deployed by Summer of 2013 and upon its completion will have advanced imaging capabilities.

d. MTS has deployed several real time event streaming technologies to capture, record and stream live events throughout the university. Our team via webcast.fiu.edu is currently streaming live commencements, lectures, and music performances. This real time capability is available via any mobile or tablet device.

V. Support Center

a. During the months of October 2012 through December 2012, the support center received 10,489 calls and handled 10,044 calls. Ninety-six percent of calls were serviced by the call center. The remaining four (4) percent were not directly handled by the support center representatives because 1) the caller found the answers through online resources provided by the call center, or 2) the caller "dropped" the call, meaning the caller hung up.

b. During the months of October 2012 through December 2012, field team engineers received 446 new service request cases for MMC and resolved 500 service requests. In BBC the team received 103 new service request cases and resolved at total of 139 service requests. The number of service requests resolved was higher than the number of cases submitted due to the tickets that remained open from the previous quarter.

c. The Support Center is on track for the Interactive Voice Response Password Reset Project to go live during the Spring 2013 Semester. In addition, in February the Call Center will begin to provide support for the Data Loss Prevention Project.

VI. Center for Internet Augmented Research (CIARA)

The Open Science Data Cloud (OSDC) is a 5-year $3.5M grant from the NSF Partnership for International Research and Education (PIRE) program. This award was made to the University of Chicago and CIARA to address the unprecedented challenge of scientists managing and analyzing a rapidly growing set of complex data. This PIRE team will help develop large-scale distributed computing capabilities –to provide long term persistent storage for scientific data and state-of-the-art services for integrating, analyzing, sharing, and archiving scientific data. In addition to the research dimensions of this project, another key aspect is the involvement in workshops, research study abroad for graduate students, and use of the cloud cyberinfrastructure, by many domain scientists and their students.

This page intentionally left blank

This page intentionally left blank