



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

Wednesday, September 10, 2014
11:30 am **approximate start time*
Florida International University
Modesto A. Maidique Campus
Graham Center Ballrooms

Committee Membership:

Cesar L. Alvarez, *Chair*; Claudia Puig, *Vice Chair*; Jose J. Armas; Alexis Calatayud; Mayi de la Vega; Kathleen L. Wilson

Liaison:

Carlos B. Castillo, *Foundation Board of Directors*

AGENDA

- | | |
|---|------------------------|
| 1. Call to Order and Chair's Remarks | Cesar L. Alvarez |
| 2. Approval of Minutes | Cesar L. Alvarez |
| 3. Follow up on Items from Past Meetings | Kenneth G. Furton |
| 4. Action Items | |
| AP1. 2015-2016 Legislative Budget Requests | Kenneth G. Furton |
| AP2. Amendment to the Operating Procedures of the Florida
International University Board of Trustees | M. Kristina Raattama |
| 5. Information/Discussion Items <i>(No Action Required)</i> | |
| 5.1 Academic Affairs Regular Reports | |
| ▪ Undergraduate Education | Douglas L. Robertson |
| ▪ Graduate Education | Lakshmi N. Reddi |
| ▪ Engagement | Irma Becerra-Fernandez |
| ▪ Enrollment Services | Luisa M. Havens |
| ▪ Information Technology | Robert Grillo |
| ▪ Research | Andres G. Gil |
| ▪ Student Affairs | Larry Lunsford |

5.2 Strategic Plan Update

Kenneth G. Furton

5.3 Academic Affairs Special Report

- NSF Fellowship Recipients

Carla Abad, Kelly Mesa

6. New Business *(If Any)*

Cesar L. Alvarez

7. Concluding Remarks and Adjournment

Cesar L. Alvarez

Next Academic Policy and Student Affairs Committee Meeting is scheduled for Wednesday, January 14, 2015

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 10, 2014

Subject: Approval of Minutes of Meeting held June 3, 2014

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Tuesday, June 3, 2014 at the Modesto A. Maidique Campus, MARC International Pavilion.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Tuesday, June 3, 2014 at the Modesto A. Maidique Campus, MARC International Pavilion.

Supporting Documentation: Academic Policy and Student Affairs Committee
Meeting Minutes: June 3, 2014.

Facilitator/Presenter: Committee Chair Cesar L. Alvarez

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
JUNE 3, 2014**

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 Vice Chair Claudia Puig at 8:46 a.m. on Tuesday, June 3, 2014, at the Modesto A. Maidique Campus, MARC International Pavilion.

The following attendance was recorded:

Present

Claudia Puig, *Vice Chair*
Jose J. Armas
Alexis Calatayud
Mayi de la Vega
C. Delano Gray

Excused

Cesar L. Alvarez, *Chair*

Trustee Jorge L. Arrizurieta and University President Mark B. Rosenberg were also in attendance.

Committee Vice Chair Claudia Puig noted that Trustee Cesar Alvarez sent his regrets as he was unable to attend. She added that in his absence, she would serve as Chair for the meeting. She welcomed all Trustees, University faculty, and staff.

Committee Vice Chair Puig welcomed newly appointed student Trustee, Alexis Calatayud, who was recently elected Student Government President for the Modesto A. Maidique Campus. She noted that Trustee Calatayud was a second-year political science major and has been a very active university citizen serving the FIU student body in multiple capacities including being both a Lectures Coordinator and Governmental Affairs Coordinator.

Committee Vice Chair Claudia Puig noted that Provost and Executive Vice President Douglas Wartzok announced to the University community on March 27th, 2014 that he was stepping down to begin the next chapter of his distinguished academic career and begin his first ever sabbatical on July 1st, 2014. She added that the University will be hosting a formal appreciation and recognition reception in honor of Provost Wartzok on June 26th, 2014 at 4p.m. in the GC Ballrooms.

2. Approval of Minutes

Committee Vice Chair Puig asked that the Committee approve the minutes of the meeting held on March 27, 2014. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, March 27, 2014 at the Florida International University Engineering Center, Room 2300.

3. Action Items

AP1. Tenure as a Condition of Employment Nomination

Provost Wartzok presented the Tenure as a Condition of Employment (TACOE) Nomination for Committee review, noting that the nominee had tenure at his previous institution and had been selected to receive TACOE based on the caliber of his work.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees approve one (1) candidate for Tenure as a Condition of Employment, as specified in the Board materials.

AP2. Tenure Nominations

Provost Wartzok presented the Tenure Nominations for Committee review, noting that the University President recommended twenty-nine faculty members as qualified for tenure. Provost Wartzok stated that the evaluation process involved in tenure/promotion is one of the most significant events in a faculty member's career and provided an overview of the tenure process.

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

AP3. Ph.D. in International Crime and Justice New Program Proposal

Provost Wartzok presented the Ph.D. in International Crime and Justice new program proposal for Committee review. He noted that the proposed Ph.D. would be the only doctoral program in the State of Florida to prepare graduates to assume leadership roles requiring global expertise in public criminal justice agencies, academia, and private sector criminal justice companies in the United States and around the world. He stated that employment opportunities for individuals with criminal justice degrees are steadily rising, further noting that the U.S. Bureau of Labor Statistics projects a 15% increase in college faculty positions in criminal justice between 2008 and 2018.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees approve the Ph.D. in International Crime and Justice (CIP 43.01.04) degree program.

AP4. Approval of Gift of Real Property and New Educational Site

Provost Wartzok presented the National Tropical Botanical Garden ("NTBG") Gift Agreement, Joint Operating Agreement and proposal to use the NTBG as a "special purpose center" of FIU. He stated that FIU would fund the construction and establishment of the International Center for Tropical Botany (the "ICTB") through a \$5 million donation equally divided between, and received from, the Batchelor Foundation, Inc. and the William R. Kenan, Jr. Charitable Trust. He indicated that the collaboration with the NTBG will make available to students and faculty access to the

garden of The Kampong as well as the other four NTBG gardens located in Hawaii for individual and joint research and teaching opportunities.

Provost Wartzok stated that the property gift agreement was reviewed and endorsed by the Board of Trustees Real Estate Subcommittee and noted that FIU retained the right to return the property to NTBG should it be in the best interest of the University to do so. He indicated that consultation with the State University System Chancellor regarding the designation of the ICTB site as a Special Purpose Center according to Board of Governors Regulation 8.009 on Educational Sites took place on May 14th, 2014.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees approve: (i) the National Tropical Botanical Garden Gift Agreement and Joint Operating Agreement (ii) delegation to the University President the authority to finalize all exhibits and execute all documents related thereto (iii) and approve the construction and establishment of the International Center for Tropical Botany facility in Miami, Florida as a “special purpose center” of Florida International University.

AP5. Approval of Museum of Science, Inc. Joint Development and Operating Agreement

Provost Wartzok presented the Museum of Science, Inc. Joint Development and Operating Agreement for Committee consideration, explaining that the Museum, through a donation from the Batchelor Foundation, will contribute to FIU \$5 million for the construction of the facility on a parcel of vacant land consisting of approximately 75,000 sq. ft. located on the north side of FIU’s Biscayne Bay Campus. He further noted that the Museum will cover the facility’s on-going operating and maintenance expenses. Provost Wartzok then indicated that the facility will offer FIU students a unique opportunity to gain hands-on experience with large marine animals and large birds. Lastly, he stated that the facility would be known as the Batchelor Environmental Center at FIU and added that the Museum would recognize FIU as its primary academic partner in promotional and other marketing materials.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees approve: (i) the Museum of Science, Inc. (“Museum”) Joint Development and Operating Agreement (ii) delegation to the University President the authority to finalize all exhibits and execute all documents related thereto (iii) and the approval of the construction of the Batchelor Environmental Center at FIU facility on the north side of the Biscayne Bay Campus.

AP6. Pathway Services Agreement

Provost Wartzok presented the Pathway Services Agreement for Committee review, noting that Shorelight-Scientia, LLC would like to enter in an agreement with the University for the operation of an international pathway school. He stated that international pathway programs, also sometimes called bridge programs, help students acclimate to the United States and provide a program including intensive language instruction and higher education level academic study skills. He indicated that the pathway program will be fully integrated with FIU’s other academic programs and FIU will have final authority over all academic decisions associated with the program. Lastly, he added that Shorelight-Scientia, LLC will provide start-up capital and manage the business operations of the program.

A discussion ensued on the University's international student population. Provost Wartzok noted that currently the University's total international student population was under eight percent, which he added ranks second highest among institutions in the State University System. Trustee Armas requested specific data detailing statistics pertaining to the University's international student population.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend Board of Trustees' approval of Florida International University entering into a services agreement with Shorelight-Scientia, LLC for the operation of an international pathway school.

AP7. 2014-15 University Work Plan to the Florida Board of Governors

Provost Wartzok presented the 2014-2015 Work Plan for Committee review. He provided an overview of FIU's strengths and opportunities, and key initiatives and investments. He also presented plans for enrollment growth and new academic programs in 2014-15. He delineated data that addresses FIU-specific goals and system-wide metrics as emphasized by key performance indicators: academic quality, operational efficiency, and return on investment.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees approve the 2014-15 University Work Plan.

AP8. Amendment to the Florida International University Board of Trustees Operating Procedures

General Counsel M. Kristina Raattama presented the proposed amendments to the Operating Procedures of the Florida International University Board of Trustees for Committee review, noting that the proposed governance structure is intended to create new efficiencies and facilitate the conducting of Board business. She noted that the proposed amendments were based on the recommendations of Chancellor Emeritus at Syracuse University and Association of Governing Boards of Universities and Colleges (AGB) consultant, Dr. Kenneth A. Shaw, and approved by Board Chairman Albert Maury and University President Mark B. Rosenberg.

Trustees discussed the proposed revisions, specifically the removal of the provisions that pertain to the position of Treasurer and emeritus status for former Board members. Ms. Raattama indicated that the removal of the position of Treasurer from the Board's Operating Procedures was reflective of best practices, adding that the position overlaps with the responsibilities assigned to the University's CFO. She also indicated that Dr. Shaw recommended that going forward the Board may, through formal Board resolution, award emeritus status to former Trustees who have rendered exceptional service.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee move the Amendment to the Florida International University Board of Trustees Operating Procedures forward for discussion by the full Board at the upcoming meeting scheduled for June 12, 2014.

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

4.1 Academic Affairs Regular Reports

Committee Vice Chair Puig requested that the Undergraduate Education, University Graduate School, Engagement, Enrollment Services, Information Technology, Research and Student Affairs Reports provided in the agendas be accepted as written. There were no objections.

4.2 Academic Affairs Special Report

Department of Earth and Environment and Southeast Environmental Research Center Associate Professor, Dr. Rene Price, presented her current research on sea level rise. She discussed her research, noting that evidence indicates that globally sea level is rising and added that there is growing concern that the rate of rise is accelerating and will become a significant threat to coastal communities. She indicated that an important part of her research focuses on early discovery, a necessary component for better dissemination of research findings to the public that can also lead to informed political action.

School of Journalism and Mass Communication Assistant Professor Kate MacMillin and Associate Professor Juliet Pinto informed the Committee that along with Professors Robert E. Gutsche, Jr. and Susan Jacobson, they were awarded a 2014-15 Challenge Fund for Innovation in Journalism Education grant to conduct community-engaged journalism about the threats of sea level rise in South Florida. They indicated that their proposal focuses on using public data feeds, public media, “crowd hydrology,” and student-led journalism to conduct a public campaign that informs and engages South Florida residents on the impacts of sea level rise on their neighborhoods. They showed an excerpt of, and discussed, their documentary entitled *South Florida’s Rising Seas* that aired on WPBT2 earlier in the year and also appeared on PBS NewsHour, noting that the documentary was the first of its kind in addressing this significant issue for South Florida communities. They also mentioned the next phase of their research to include a second documentary named *A Sea Change*, which will focus on the financial and legal aspects of sea level rise.

5. New Business

No new business was raised.

6. Concluding Remarks and Adjournment

With no other business, Committee Vice Chair Claudia Puig adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Tuesday, June 3, 2014 10:49 am.

<i>Trustee Requests</i>	<i>Follow-up</i>	<i>Completion Date</i>
<i>Trustee Armas requested an overview of FIU’s international student enrollment, including an overview of the countries of origin for these students.</i>		

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 10, 2014

Subject: Admissions, Headcount, and Degrees Data for International Students

Proposed Committee Action:

None. Discussion only.

Background Information:

This report has been prepared by the Office of Planning and Institutional Research as a follow-up item from the Academic Policy and Student Affairs Committee meeting on June 3, 2014. It provides a snapshot of the current international student population as well as a trend of how the international student population has developed over the past five years. This data only includes international students who have received visas to attend FIU in the United States and excludes our students in offshore locations such as China and Jamaica.

Supporting Documentation: Admissions, Headcount, and Degrees Data
For International Students

Facilitator/Presenter: Kenneth G. Furton

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Admissions, Headcount, and Degrees Data For International Students

There was an overall increase in the number of FTIC, transfer, and graduate applicants to FIU over the last five years (a 42%, 8%, and 29% increase respectively). The number of FTIC, transfer, and graduate students enrolled also increased by 62%, 18%, and 31% respectively. Undergraduate fall headcount for international students increased by 20% since fall 2009 (an increase of 260 students). Graduate fall enrollment for international students also increased by 20% since fall 2009 (an increase of 201 students). The number of Bachelor's, Master's and Doctoral degrees awarded at FIU to international students increased by 40%, 31%, and 12% respectively from 2009-2010 to 2013-2014 (an increase of 111, 102, and 6 students).

Admissions

- The number of international FTIC students who applied to FIU increased by 349, or 42%, over the last five years.
- The number of international transfer students who applied to FIU fluctuated between 747 and 966 over the last five years.
- The number of international graduate students who applied to FIU increased by 794, or 29%, over the last five years.
- The number of international FTIC students enrolled increased by 33, or 62%, over the last five years.
- The number of international transfer students enrolled increased by 42, or 18%, over the last five years.
- The number of international graduate students enrolled increased by 149, or 31%, over the last five years.

Headcount

- International student headcount increased by 260, or 33%, over the last five years at the undergraduate level.
- International student headcount increased by 201, or 20%, over the last five years at the graduate level.
- The number of international students in Law ranged between 1 and 4 over the last five years.
- The greatest numbers of international students are from China, Venezuela, India, Iran, and Colombia with 548, 245, 171, 82, and 70 respectively.

Degrees

- The number of Bachelor's degrees awarded to international students increased by 111, or 40%, over the last five years.
- The number of Master's degrees awarded to international students increased by 102, or 31%, over the last five years.

- The number of Doctoral degrees awarded to international students over the last 5 years increased by 6 with a peak in 2012-2013 when 75 Doctoral degrees were awarded to international students.
- Over the last five years, 6 international students received Specialist degrees and 5 international students received Law degrees.

Applied, Admitted and Enrolled by Student Type

Student Type	Data	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
FTIC	APPLIED	836	888	1248	1107	1185
	ADMITTED	156	235	290	290	256
	ENROLLED	53	52	85	74	86
TRANSFER	APPLIED	747	824	966	895	807
	ADMITTED	433	462	479	500	462
	ENROLLED	230	271	269	288	272
GRADUATE	APPLIED	2692	2970	3603	3610	3486
	ADMITTED	1259	1377	1443	1595	1549
	ENROLLED	487	477	505	578	636

Headcount by Level

Level	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
UNDERGRADUATE	797	852	905	955	1057
GRADUATE	1002	1039	1083	1153	1203
LAW	4	1	2	4	4

Top 20 Countries Enrolled

Country	Fall 13
China	548
Venezuela	245
India	171
Iran	82
Colombia	70
Trinidad And Tobago	55
Dominican Republic	50
Bangladesh	49
Saudi Arabia	48
Brazil	44
France	37
Spain	36
Germany	35
Jamaica	33
The Bahamas	32
Mexico	32
Canada	32
Nepal	32
United Kingdom	27
Ecuador	25

Degrees Awarded by Level

Data	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
BACHELORS DEGREES	280	283	308	345	391
MASTERS DEGREES	324	370	390	414	426
DOCTORAL DEGREES	52	53	51	75	58
LAW DEGREES	2	0	0	1	2
SPECIALIST DEGREES	0	0	2	1	3

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
 September 10, 2014

Subject: 2015-2016 Legislative Budget Requests

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the 2015-2016 Legislative Budget Requests:

2014-15 Non-Recurring Issues:

- | | |
|---------------------------|----------------------|
| ○ Health EMBRACE | Request: \$1,000,000 |
| ○ Panther Life Program | Request: \$500,000 |
| ○ Fostering Panther Pride | Request: \$322,460 |

Unique University Issues:

- | | |
|--|----------------------|
| ○ STEM Innovation Investment | Request: \$2,500,000 |
| ○ Center for Children and Families | Request: \$2,000,000 |
| ○ Health Economics and Strategic Solutions | Request: \$400,000 |
-

Background Information:

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of a LBR to the Legislature and Governor based on an independent judgment of needs.

The LBR is an assessment of needs developed by the Florida Board of Governors in cooperation with the universities. The Florida Board of Governors requires that all State University System institutions submit their institutional LBR request for review and approval.

Supporting Documentation: 2015-2016 Legislative Budget Requests (6)

Facilitator/Presenter: Kenneth G. Furton

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**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

University(s):	Florida International University
Work Plan Issue Title:	Health EMBRACE
Priority Number	
Recurring Funds Requested:	\$1,000,000
Non-Recurring Funds Requested:	0
Total Funds Requested:	\$1,000,000
Please check the issue type below:	
Shared Services/System-Wide Issue	<input type="checkbox"/>
2014-2015 Non-Recurring Issue	<input checked="" type="checkbox"/>
New Issue for 2015-2016	<input type="checkbox"/>

I. Description *(Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

FIU EMBRACE is a new comprehensive, integrated care program developed to promote health, wellness and overall functioning for adults with Autism Spectrum Disorder (ASD) and other Neurodevelopmental Disorders at the FIU Modesto Maidique Campus. The program seeks to help persons with ASD and other neurodevelopmental disorders to lead healthy lives so they maximize their individual potential across their lifespan. Many adults with autism go long periods without a physical exam and others are misdiagnosed because the patient cannot communicate the problem effectively. The logical "next step" is to extend (parallel with transition from childhood to adulthood) access to services to that individual that benefitted them to age 22. Twenty two is a milestone year for these adults as they age out of many publicly funded programs (Medicaid services for children, for example) resulting in loss of continuity of care due to loss of a primary care physician, nursing services received in a Medicaid funded school program, and home care related services. This program embraces a person-focused, household-centric approach recognizing that people with developmental disabilities deserve to be treated as individuals with personal patterns of talents and challenges.

Our faculty and treatment team has recently begun providing care with the provision of primary care, Gynecological care, Psychiatric care, behavioral healthcare and laboratory and other ancillary tests. As the program develops a variety of other necessary services will be provided. FIU EMBRACE will also provide training opportunities for a variety of healthcare providers, including future generations of physicians, physician assistants, nurses, occupational therapists, physical therapists, speech and language therapists and others.

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

FIU EMBRACE was launched in May, 2014. Utilization of healthcare services continues to grow. We will be expanding the days of service beginning in September, 2014. Early successes are measured in small examples. A 23 year old young woman allowed EMBRACE staff to measure her blood pressure for the first time in her life. Parents report high satisfaction at the level of professionalism, understanding, quality and highly individualized care their children are receiving.

Relatively little research exists regarding the health and other “real world” needs of persons with ASD as they age into adulthood. Research will be conducted to more specifically assess the multitude of needs of adults with ASD. Data collection centered activities will be conducted to more specifically measure the health and economic outcomes of this model on our community and provide the blueprint for the expansion of the program statewide.

Children with ASD grow up to become adults with ASD, with estimates that over the next decade some 500,000 such individuals will come of age in the United States. The life expectancy of people with ASD is more or less average. Stress and depression among caregivers is well recognized. As a first step FIU EMBRACE has begun to provide health care services to caregivers. Over the next year FIU faculty will develop and provide other interventions to ameliorate the burden on the caregivers. Parents and caregivers are increasingly concerned about another reality about their adult children with ASD: they can't stay at home forever. A spectrum of supportive to more independent housing alternatives addressing safety, sensory, social, aesthetic and other issues need to be addressed. FIU researchers, architects, parents, patients and other community advocates will collaborate on designing comprehensive housing for adults with ASD.

FIU EMBRACE plans on addressing the needs of adults with neurodevelopmental disorders other than autism spectrum disorders. Down syndrome, Fragile X syndrome, cerebral palsy and intellectual disability are characterized by developmental deficits that can run throughout an individual's lifetime. These brain function deficits also affect a person's emotions, memory, ability to learn, socialize and maintain self-control. Other neurodevelopmental disorders can coexist with ASD but can present with different features and medical and behavioral health needs. FIU EMBRACE plans to develop a comprehensive assessment of these needs to determine how to best proceed.

FIU EMBRACE goals and outcome indicators over the next fiscal year:

1. Increase provision of healthcare services to adults with ASD.
2. Increase utilization of healthcare services of caregivers and family members of adults with ASD.
3. Develop and implement formal training curriculum for students (medical students, nursing students, physician assistant students, occupational therapy students, physical therapy students, speech and language pathology students and others).
4. Develop, measure and assess the health and non-health needs of adults with ASD.
5. Develop and begin to provide specialized interventions to ameliorate the burden on the caregivers of adults with ASD.
6. Begin to specifically measure the health and economic outcomes of the FIU EMBRACE Program.
7. Develop a plan on how to design and fund comprehensive housing for adults with ASD.
8. Develop a plan to measure and assess the health and non-health needs of adults with other neurodevelopmental disorders (such as, Down syndrome, Fragile X syndrome, cerebral palsy and intellectual disability) that co-exist with autism spectrum disorders.
9. Collaborate with other organizations, both public and private, that share our vision of meaningful aging for this population.

FIU EMBRACE has been successfully launched but is in its early phases of development. The continuation of this funding would allow FIU EMBRACE to continue to provide the much needed healthcare services to this population. Funding will also facilitate the delineation and understanding of the needs of adults with ASD as well as those co-existing neurodevelopmental disorders. Our goals include plans to broaden the scope of FIU EMBRACE to address a multitude of other health and life needs of this underserved population.

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

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

2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: Florida International University
Issue Title: Health EMBRACE

		NON- RECURRING	RECURRING	TOTAL
<u>Positions</u>				
Faculty	3.00		0.00	3.00
Other (A&P/USPS)	3.00		0.00	3.00
	-----		-----	-----
Total	6.00		0.00	6.00
	=====		=====	=====
<u>Salary Rate (for all positions noted above)</u>				
Faculty	\$450,000		\$0	\$450,000
Other (A&P/USPS)	\$154,166		\$0	\$154,166
	-----		-----	-----
Total	\$604,166		\$0	\$604,166
	=====		=====	=====
Salaries and Benefits	\$783,785		\$0	\$783,785
Other Personal Services	\$0		\$0	\$0
Expenses	\$216,215		\$0	\$216,215
Operating Capital Outlay	\$0		\$0	\$0
Electronic Data Processing	\$0		\$0	\$0
Special Category (Specific)	\$0		\$0	\$0
	\$0		\$0	\$0
	\$0		\$0	\$0
	\$0		\$0	\$0
	-----		-----	-----
Total All Categories	\$1,000,000		\$0	\$1,000,000
	=====		=====	=====

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**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

University(s):	Florida International University
Work Plan Issue Title:	Panther Life Program
Priority Number	
Recurring Funds Requested:	\$500,000
Non-Recurring Funds Requested:	0
Total Funds Requested:	\$500,000
Please check the issue type below:	
Shared Services/System-Wide Issue	<input type="checkbox"/>
2014-2015 Non-Recurring Issue	<input checked="" type="checkbox"/>
New Issue for 2015-2016	<input type="checkbox"/>

I. Description *(Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Project Panther LIFE: Panther Learning Is For Everyone is an ongoing collaborative partnership between Florida International University (FIU), Miami-Dade County Public Schools (M-DCPS), and Parent to Parent of Miami, Inc. to develop, implement, support, and expand a non-degree postsecondary transition program for students with intellectual disabilities (ID). The program provides students an inclusive environment that includes access and participation in university coursework, educational and professional activities (e.g., conferences), on-campus job shadowing opportunities, off-campus employment internships, campus life activities and events, online curricula focused on transition and functional academics, and a summer residential program focused on independent living skills. This group of students with unique abilities is provided with a system of support (e.g., academic mentors, peer coaches, job shadowing experiences) and a complete a well-rounded, structured, and individualized curriculum with the ultimate goal of preparing them for paid employment. The recurring funding request would allow for this program to continue offering services to our community and make an impact on the lives of many students deserving these opportunities to reach their maximum potential.

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

At this time, Panther LIFE students continue to progress in their studies and their university student life on and off campus. At the beginning Fall 2013, there were a total of 16 students accepted and enrolled in ***Panther LIFE*** across both FIU campuses. Demographic information on the sample included 12 males (75%) and 4 females (25%) with an ethnic distribution of 56.25% Black, non-Hispanic, 37.5% Hispanic, and 6.25% White. Student outcomes revealed average increases of 2 grade levels in reading comprehension and reading vocabulary comprehension. Thirteen students participated in a job shadowing experience on the University campuses, and two students completed a community employment internship to further develop their employability skills and better prepare them for paid employment. Additionally, Panther LIFE students attended and conducted a poster presentation at the Florida Undergraduate Research Conference (FURC) and also presented at the VISIONS Conference, further enhancing their public speaking and professional networking skills.

The **Summer Residential Program** was launched in Summer 2014, with PantherLIFE students living at FIU's University Towers for three weeks that included the development of independent living skills in the community, further self-determination, and promotion of social skills. Two students transitioned out of the program this academic year; one during each semester, and two students are expected to graduate and receive their certificates of completion at the end of the Summer 2014 term. To date, the program has graduated four students and all are currently employed in the community.

The recurring funding would allow the program to continue offering existing services to meet the demands of our community but also expand the program to serve additional age groups that are in need and to provide opportunities for these young adults to contribute toward the economic development of our community. An increase of \$200,000 for a total funding request of \$500,000 on a recurring basis will enable FIU to institutionalize the necessary infrastructure required to successfully continue the PantherLIFE program and begin to develop a Phase II of the program tailored for students for ages 22-28.

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

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

2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: Florida International University
Issue Title: Panther Life

		NON- RECURRING	RECURRING	TOTAL
<u>Positions</u>				
Faculty	1.00		0.00	1.00
Other (A&P/USPS)	2.00		0.00	2.00
	-----		-----	-----
Total	3.00		0.00	3.00
	=====		=====	=====
<u>Salary Rate (for all positions noted above)</u>				
Faculty	\$86,000		\$0	\$86,000
Other (A&P/USPS)	\$80,000		\$0	\$80,000
	-----		-----	-----
Total	\$166,000		\$0	\$166,000
	=====		=====	=====
Salaries and Benefits	\$215,352		\$0	\$215,352
Other Personal Services	\$92,633		\$0	\$92,633
Expenses	\$192,015		\$0	\$192,015
Operating Capital Outlay	\$0		\$0	\$0
Electronic Data Processing	\$0		\$0	\$0
Special Category (Specific)	\$0		\$0	\$0
	\$0		\$0	\$0
	\$0		\$0	\$0
	\$0		\$0	\$0
	-----		-----	-----
Total All Categories	\$500,000		\$0	\$500,000
	=====		=====	=====

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

University(s):	Florida International University
Work Plan Issue Title:	Fostering Panther Pride
Priority Number	
Recurring Funds Requested:	\$322,460
Non-Recurring Funds Requested:	0
Total Funds Requested:	\$322,460
Please check the issue type below:	
Shared Services/System-Wide Issue	<input type="checkbox"/>
2014-2015 Non-Recurring Issue	<input checked="" type="checkbox"/>
New Issue for 2015-2016	<input type="checkbox"/>

I. Description (*Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?*)

The FIU *Fostering Panther Pride* program, launched in fall 2013, focuses on providing access and ensuring success for former foster and homeless students at FIU.

Currently, the program serves nearly 80 students at FIU by providing an array of services that support the academic, social and emotional well-being of this underserved and at-risk population. Fostering Panther Pride is designed to enable access to higher education for students overcoming tremendous barriers and support their academic pursuits, making dreams a reality and transforming lives. Through this program, it is our mission to address the sobering national statistics indicating that less than 10% of foster youth enroll in college and less than 3% graduate with a college degree.

Fostering Panther Pride provides a customized support system designed to help former foster and homeless students navigate their way through the university system and increase the likelihood that they will reach graduation and pursue meaningful careers. Students are supported by a dedicated Success Coach, who assesses their needs and provides them with personalized support. The program takes a comprehensive approach by focusing on physical, emotional, social and academic support including:

- Admissions, Financial Aid and Enrollment Services

- Identification of a major, focus on retention and a pathway to on-time graduation
- Activities and workshops focused on study skills, career development, financial literacy, internships and job placements, and networking, among others
- Assigned FIU mentor and professional counseling support
- First Generation Scholarships
- Housing scholarships

Fostering Panther Pride directly supports FIU's goals as articulated in the institution's 2014-15 Work Plan to increase the 6-year baccalaureate graduation rate by at least 2% per year. As articulated in the Work Plan, *"The Strategic plan calls for increasing the percentage of full-time students at the lower, upper, GRAD 1 and GRAD 2 levels by 2 percent for year 2015. This goal is a building block in the University's effort to increase its graduation rate. The expectation is that increasing full-time enrollment as well as expanding student-support services will have a positive correlation with the number of students who complete their degrees within six years."* Specifically, by enabling former foster and homeless youth to reside on campus and designating a Success Coach, Fostering Panther Pride directly impacts access and success for a critically underserved population of students.

FIU requests \$300,000 in recurring funding to provide the continued development and growth of *Fostering Panther Pride* to meet the needs of our current student population. The funds will help the University retain and strengthen the program by continuing to support the Success Coach, housing scholarships for students in the program, and student programming. Further, the funding will enable continued support for research on how to better identify and assist this at-risk student population through comprehensive program evaluation and other research awards as we seek to build a nationally recognized, evidence-based model

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

Historically, nearly a third of the former foster and homeless students at FIU were on academic probation with grade point averages of less than 2.0. By investing in Fostering Panther Pride, we will continue to provide students with resources and tools necessary to become thriving individuals in a competitive world. Students participating in Fostering Panther Pride will have the opportunity to receive scholarships, engage in meaningful workshops and activities that will better prepare them to pursue their studies and graduate with an FIU degree. The Success Coach provides individualized support to ensure the emotional, social and academic needs of the students are being met as this is a critical aspect that can determine their college graduation. Since the hire of the Success Coach in 2014, there has been a substantial amount of interaction with students through in person meetings and phone calls. Over 40 students have benefited from such interactions as they were directly connected to resources within the university and local community. Data from summer 2014 shows that of the 43 students enrolled in the summer, 36 have an average GPA of 2.5 or higher. Investing in Fostering Panther Pride will further help in creating a residual impact in the lives of former foster and homeless youth as they receive

the knowledge and skills necessary to become engaged, productive citizens who reflect the power of public higher education.

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

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

2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: Florida International University
Issue Title: Fostering Pride

		NON- RECURRING	RECURRING	TOTAL
<u>Positions</u>				
Faculty	0.00		0.00	0.00
Other (A&P/USPS)	2.00		0.00	2.00
	-----		-----	-----
Total	2.00		0.00	2.00
	=====		=====	=====
<u>Salary Rate (for all positions noted above)</u>				
Faculty	\$0		\$0	\$0
Other (A&P/USPS)	\$89,000		\$0	\$89,000
	-----		-----	-----
Total	\$89,000		\$0	\$89,000
	=====		=====	=====
Salaries and Benefits	\$115,460		\$0	\$115,460
Other Personal Services	\$0		\$0	\$0
Expenses	\$207,000		\$0	\$207,000
Operating Capital Outlay	\$0		\$0	\$0
Electronic Data Processing	\$0		\$0	\$0
Special Category (Specific)	\$0		\$0	\$0
	\$0		\$0	\$0
	\$0		\$0	\$0
	\$0		\$0	\$0
	-----		-----	-----
Total All Categories	\$322,460		\$0	\$322,460
	=====		=====	=====

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

University(s):	Florida International University
Work Plan Issue Title:	STEM Innovation Investment
Priority Number	
Recurring Funds Requested:	\$2,500,000
Non-Recurring Funds Requested:	0
Total Funds Requested:	\$2,500,000
Please check the issue type below:	
Shared Services/System-Wide Issue	<input type="checkbox"/>
2014-2015 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2015-2016	<input checked="" type="checkbox"/>

I. Description *(Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

STEM Transformation Institute: Evidence-based Instruction and Learning Technologies (EBILT) Implementation Initiative.

FIU will create an innovation initiative to deploy evidence-based instruction and learning technologies across all STEM departments to serve as a model for implementing best practices in STEM courses across the state. Instructional faculty will be prepared to implement best practices in their STEM courses to improve student success, graduation rates, and programmatic efficiencies in order to increase the number of highly-qualified STEM professionals. Research and assessment of the student learning impacts resulting from the course transformations will be a core innovation to provide continuous feedback on the implementation as well as spur expansion across FIU and Florida's universities and colleges.

The initiative capitalizes on the opportunities afforded by the breadth of effective evidence-based instructional techniques, wide availability of technological devices that can be utilized for learning, and FIU's growing expertise in preparing faculty to implement evidence-based instruction in their classrooms. Effective active learning techniques are well established and understood, yet propagation of these techniques across the STEM courses is often limited to faculty with expertise in evidence-based instruction. Faculty often teach as they were taught in college, using lectures as the

primary method, thus the barrier to innovative instruction is effective professional development. This initiative provides the resources, professional development, and assessment necessary for effective course transformation, thus providing our students with the best instructional practices available in the nation.

Implementations of evidence-based instruction increased the College Algebra passing rate by 34% in the past 2 years and led to a sustained increase the passing rate in reformed introductory physics by nearly 40%. This initiative will bring these example reforms to scale across all STEM courses that serve all FIU undergraduate students. Course transformations will be undertaken based on rankings determined by FIU's predictive analytics group, with the most impactful courses being undertaken first.

The initiative's ultimate goal is to attract high technology companies to Florida, as well as fuel entrepreneurial innovation, thus driving the economic prosperity of the state. This will be achieved both through the reputation earned by our graduates as well as through the evidence on student learning outcomes accumulated through the initiative. Further, the initiative includes an annual STEM Symposium for State University and College faculty and administrators to disseminate best practices across the state. This provides the opportunity to position Florida as the first in the nation to implement evidence-based instruction and learning technologies throughout the STEM disciplines.

Specific Objectives includes:

- Hire of 10 new Discipline-based Education Research faculty into STEM departments: These highly-skilled faculty will provide leadership in Learning Technologies and Evidence-based Instruction implementation and measurement. The hires will target established leaders in their disciplines as well as top junior candidates.
- Operate STEM Faculty Institute: We will operate a summer STEM Faculty Institute to prepare current and incoming faculty to implement evidence-based instruction in their classroom. The Institute will operate for several weeks each summer to provide professional development to faculty prior to instruction. A follow up Institute will incorporate analysis of instructional data as well as provide further professional development to extend the course innovation based on evidence. Incoming STEM faculty will be encouraged to arrive in summer to participate, allowing them to be successful from day one.
- Provide 100 Learning Assistant Scholarships to top STEM students: Undergraduate Learning Assistants (LAs) have been critical elements in transformation of STEM courses at FIU, as they facilitate learning with their peers while deepening their understanding of content and collaboration. LAs improve the success of students in transformed courses, increasing retention. These prestigious scholarships will elevate the LA program, improve success of faculty course transformations, and attract top students to the STEM fields. LAs also experience improved learning as a result of the experience, thereby serving to improve Florida's workforce. 100 \$3,000 LA Scholarships will be awarded annually.
- Award 10 DBER Graduate Fellowships: A prestigious graduate student research fellowship program will be created both to develop skills as future university researchers and educators. These Discipline-based Education Researchers

(DBER) will work with the DBER faculty to implement and provide data on student impact and improved faculty instruction.

- Hire 2 Post-doctoral STEM education researchers: The researchers will assess impact of the innovative instructional strategies through student learning outcomes and classroom observations. Their work will be incorporated into the continuous improvement feedback loop.
- Hire 2 Staff for program operations: One LA Program Director will be hired to manage the LA program and prepare faculty to effectively integrate LAs into their active classrooms, working with faculty and undergraduate LAs. One Faculty Developer with expertise in STEM education transformation will be hired to prepare faculty to implement Learning Technologies and Evidence-based Instruction in their classroom. The Developer will operate the Faculty Institute as well as provide year-round support and feedback.
- State Wide STEM Symposium: We will operate an annual STEM Symposium to disseminate the initiative's innovative model to all SUS / FCS sites. Faculty, staff, administrators from the institutions as well as members of the BOG will be invited to attend and participate. Funding includes operation of the three-day Symposium as well as travel support for participants.

The initiative immediately addresses FIU's 2014/15 work plan goals and objectives, including:

- Mission: Provides *high-quality teaching and state-of-the-art-research* for our *students and diverse population of South Florida*.
- Vision: Provides *student learning, innovation, and collaboration*.
- Strategy: Bringing the best educational and research practices establishes a *solutions center for the community through the application of our research, learning and engagement*. Further, responds to *community's business leaders* requests for *county-wide higher education initiatives directed to job creation and entrepreneurship*.
- Strategy: Aligned to *Beacon Council's One Community One Goal (OCOG) strategic plan, which is an economic development initiative targeted to growing industries and strengthening the local economy*. The plan pivots around education as the foundation for *Miami-Dade County's economic development*, calling for a *new ecosystem of growth*.
- Strategy: Aligns to commitment to *improving early employment-related matching of student interest and aptitudes with available academic majors and jobs to ensure a more efficient and timely progression to degree and employment thereafter*.
- Strategy: Critically *deepens our role as the nation's leading producer of STEM degrees for minority students through expanded science offerings, more peer-led learning groups, and progressive faculty-led curricular and applied market-based research*, increasing national visibility of *FIU's approach to minority STEM education*.

- Strategy: Puts into place strategies identified in *the National Research Council's study for STEM completion "Barriers/Opportunities in Completing Two and Four-Year STEM Degrees"* on which President Rosenberg serves.
- Key Initiatives & Investments 1): Amplifies success of *Graduation Success Initiative (GSI)*, a comprehensive system for improving retention and graduation rates at FIU that aims to increase the 6-year baccalaureate graduation rate by 2% per year.
- Key Initiatives & Investments 1): Leverages the \$1.5 million grant recently received from the *Howard Hughes Medical Institute*, expanding its strategies to improve successful completion of STEM degrees to all STEM students.
- Key Initiatives & Investments 1): Catalyst to provide professional development and expertise for *the John N. Gardner Institute's Gateways to Completion (G2C) Project* which focuses on developing interventions in high enrollment/ high failure gateway courses.
- Key Initiatives & Investments 2): Further elevates the impact of the Learning Assistant program: *FIU leads the country in the number of students serving as trained Learning Assistants (LAs) with approximately 300 assisting their fellow students to enhance success in STEM fields.*
- Key Initiatives & Investments 3): Expands opportunities in *Preparing Students for the Workforce through Internships* including the *Talent Development Network* is based on the *Beacon Council's One Community One Goal (OCOG)* strategic plan and focuses on creating internship opportunities for undergraduate and graduate students in seven industries, including Aerospace, Information Technology, Life Sciences and Health Care, and Trade and Logistics.

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

This initiative leverages existing commitments to STEM education and a national climate devoted to STEM education reform and will increase research capacity and funding opportunities that will lead to increased grant funding, improved student performance, and national recognition. Further, it will stimulate adoption of similar instructional innovation at universities and colleges across the state. The initiative explicitly targets: preparing faculty to implement innovative instruction in the classroom, gather and analyze classroom data, and disseminate the classroom transformation model across the state. A secondary outcome is improved student learning and success in STEM courses that will lead to improved retention and graduation rates.

The intensive STEM Faculty Institute will provide professional development to least ten faculty each year in integrating evidence-based instruction and learning technologies in their classrooms. This will directly impact approximately 8,000 students enrolled in their classrooms in the first year, and they will continue to impact similar student enrollments

in later years. The majority of FIU students will enroll in at least one renovated course within three years of starting the initiative.

The model for faculty professional development will be established through research on faculty practices and student impact. It is anticipated that this will lead to production of at least 100 scholarly products (publications and presentations) annually in the first three years, growing to at least 150 within five years.

State university and college dissemination will be through the annual 3-day STEM Symposium. We will host 150 faculty and administrators from the SUS and FCS at the symposium each year. Impact of the symposium will be determined by investigations of teaching practices and student success at state institutions.

The initiative will also trigger improved student learning and success in the courses, leading to improved retention and graduation rates. Student learning outcomes are a key driver to sustained instruction (as well as a critical feedback loop element) and will be reported through the scholarly products. Based on prior FIU initiatives and national trends in active learning, we expect a 40% decrease in failure rates in large enrollment introductory courses within four semesters of implementing evidence-based instruction. For the courses with failure rates of 20-40%, this translates to a 8-16% decrease in failure rate. We expect this to increase an additional 10% within 3 years and be sustained for at least a decade. We base this on prior work at FIU and active learning literature. At FIU, College Algebra passing rates increased from 33% in 2012 to 64% in 2014 (decreasing failure rates by 46%), when evidence-based instruction was introduced across all sections. We have also seen a 70% decrease in failure rates in our studio-based introductory physics courses, compared to lecture courses. A recent Proceedings of the National Academies of Science publication found an average 35.5% decrease in reported failure rates when comparing active learning in all STEM disciplines to lecture courses (www.pnas.org/cgi/doi/10.1073/pnas.1319030111).

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

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

2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: Florida International University
Issue Title: STEM Innovation Investment

	NON- RECURRING	RECURRING	TOTAL
<u>Positions</u>			
Faculty	10.00	0.00	10.00
Other (A&P/USPS)	4.00	0.00	4.00
	-----	-----	-----
Total	14.00	0.00	14.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$1,135,309	\$0	\$1,135,309
Other (A&P/USPS)	\$250,000	\$0	\$250,000
	-----	-----	-----
Total	\$1,385,309	\$0	\$1,385,309
	=====	=====	=====
Salaries and Benefits	\$1,797,161	\$0	\$1,797,161
Other Personal Services	\$644,226	\$0	\$644,226
Expenses	\$58,612	\$0	\$58,612
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$2,500,000	\$0	\$2,500,000
	=====	=====	=====

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

University(s):	Florida International University
Work Plan Issue Title:	Center for Children and Families
Priority Number	
Recurring Funds Requested:	\$2,000,000
Non-Recurring Funds Requested:	0
Total Funds Requested:	\$2,000,000
Please check the issue type below:	
Shared Services/System-Wide Issue	<input type="checkbox"/>
2014-2015 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2015-2016	<input checked="" type="checkbox"/>

I. Description *(Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Founded in 2010, the Center for Children and Families (CCF) at FIU has become highly successful in a short period of time in its tripartite mission of providing excellence in research, clinical and community service, and education in the field of child and adolescent mental health, currently having nearly \$40M in federal funding. With its internationally recognized treatment programs for attention deficit hyperactivity disorder (ADHD), child anxiety, aggression, and early intervention/prevention, the Center is recognized as a leading national research, education, and service resource, especially in the area of ADHD. It is poised, with state investment, to expand on its successes to become the preeminent clinical, research, and education center in the U.S. focused on the understanding and treatment of all youth mental health (MH) disorders.

Simply stated, the mission of the FIU CCF is to study the causes, risk factors, and treatment of (MH) difficulties of children and adolescents, to educate and train the students and professionals who work with them, and to provide clinical and community services for the children afflicted with MH problems and their families.

One of the center's foremost areas of expertise is ADHD, the most common mental health disorder of childhood, which impacts the academic achievement, well-being, and social interactions of affected children, as well as the MH of their parents. With a

prevalence rate according to the U.S. Centers for Disease Control of 9% to 11% and accounting for at least 15% of visits to primary care physicians, ADHD is the major mental health disorder of youth. Further, ADHD is a costly public health-problem for society, with an estimated annual cost in the US of \$50-80 billion spread across educational, vocational, pediatric, mental health, and familial sectors. Left untreated, children with MH problems, including ADHD, grow into adults with even more prevalent, complex, and costly problems, including a variety of difficulties in their work, home, and social settings, MH disorders, criminal activities, and substance use. According to the National Institute of Mental Health, child and adolescent mental health problems including ADHD, affect at least 1 in 5 children-- 20% of the U.S. population. These rates double or triple when associated with poverty, and one in four children in South Florida lives in poverty. It is incumbent upon us to address this crushing need. Effective prevention and intervention in childhood holds the promise of dramatically altering children's long-term outcomes with resulting benefits for individuals, families, schools, and society.

CCF Accomplishments to Date

The CCF was established at FIU in 2010 under the direction of Dr. William E. Pelham when he joined the faculty. The CCF has created a critical mass of expertise that has enabled great expansion in research productivity and funding, educational activities, and clinical services, most notably a five-fold increase in research funding—mostly from the NIH and DoE—from 2M to 10 M over the past 4 years.

CCF faculty have received national awards for research excellence from prestigious groups including the National Institute of Drug Abuse, the American Psychological Society, the American Psychological Association, the American College of Suicidality, and the Association for Cognitive and Behavior Therapy. Notably, 6 of the awards were for early career achievement, highlighting the impressive potential of the CCF's young faculty.

As the nation's leader in research related to treatment of ADHD in youth, the CCF has more research grants and publications than any other group of ADHD researchers in the nation.

In addition to ADHD, CCF faculty are in the national forefront of developing and evaluating evidence-based interventions (those shown in careful studies to have scientific support) for child anxiety, youth aggression, classroom interventions, and parent training for parents of children from ages 2 to 18. With its focus on carefully controlled studies designed to yield scientific evidence for cost-effective treatments, CCF faculty are leaders in the nascent area of developing evidence-based methods for delivering therapy for children via the internet through telehealth programs and offering training and education for professionals and parents about youth MH through its video website built in collaboration with the American Psychological Association and The Children's Trust of Miami Dade (<http://effectivechildtherapy.fiu.edu>).

Finally, CCF faculty are performing cutting-edge, federally-funded research on the impact of marijuana on youth, a particularly timely issue given the national movement in legalization of the drug.

The CCF is home to two graduate training programs—the doctoral program in Child and Adolescent Clinical Science, which trains students for faculty/ and research positions and is already the most preeminent program in the U.S. in its field, and the Professional Psychology Program, which trains masters-level mental health counselors for the South Florida community and is the first masters-level program in the nation focused on evidence-based treatments in child and adolescent MH. In addition, hundreds of FIU undergraduates and students from other universities are involved annually in research and practicum activities at the CCF.

The CCF also provides clinical services and engagement. The *Summer Treatment Program* [STP], an 8-week, internationally known and replicated program (additional sites include Japan), has provided intensive intervention to nearly 1,000 ADHD children in South Florida and their parents since 2010. The STP has been recognized as a model program by the American Psychological Association and Children and Adults with Attention Deficit Disorder, is listed on the Substance Abuse Mental Health Services Administration’s National Registry of Evidence Based Programs and Practices, and is replicated at leading medical centers around the U.S. and abroad. In addition, the CCF is the leading provider of evidence-based services for children in Miami, offering a variety of treatment programs for youth MH problems from ages 3 to 17. In addition, the CCF provides in-service training in youth MH to thousands of teachers in the Miami-Dade Schools and conducts the biennial “Niagara in Miami” conference—the world’s leading conference on evidence-based treatments for youth mental health.

Targets for Investment in the CCF

With the support of the requested funds from the State of Florida, FIU’s CCF will become the premier center in the U.S. for research, treatment, and training on children’s mental health conditions. Specifically, support from this request will be strategically invested to expand its statewide and national footprints by facilitating the following research, clinical/engagement, and educational/training activities:

- Recruit and retain additional research faculty across multiple disciplines to expand the breadth of available expertise in childhood mental health problems, conduct and publish landmark studies in youth mental health, which will not only increase the center’s national visibility but also the center’s funding opportunities. With the critical mass of talent now assembled at FIU, the CCF is ideally positioned to recruit the nation’s top talent in youth mental health.
- Expand support for postdoctoral positions and graduate stipends for students engaged in external funded research. As the premier training facility in the country in childhood mental health, the CCF has an opportunity to provide work experience which will increase students ability to be successful in employment post graduation.
- Expand the research infrastructure by hiring a director of data management, a senior grants administrator, a Center administrator, support staff, and expand

- internet-based therapeutic activities and educational outreach resources. Stronger infrastructure will enhance the CCF's ability to remain competitive in the challenging federal funding climate and improve coordination among the various CCF research, training and clinical components.
- Increase community engagement by broadening community services to meet existing demand through school workshops/collaborations and consultations to mental health and child welfare agencies throughout Florida and the nation.
 - Hire additional clinicians to increase direct services through the CCF clinical programs to the families of South Florida.

Alignment with University Strategic Initiatives

The alignment of the CCF goals/outcomes and areas of investment with the University strategic goals and plans is clear. The University has decided to emphasize programs (1) that obtain substantial federal research funding, (2) that provide important service to and engagement with the community of South Florida, and (3) provide excellent undergraduate and graduate education and training. Investment in the CCF will meet – and exceed - these three goals simultaneously.

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

The Center's faculty, its high-caliber senior researchers and the talented, promising early career investigators committed to collaborating on center initiatives, aligned with FIU's staunch commitment to community engagement and enhanced educational opportunities, and South Florida's rich ethnic diversity, create highly favorable conditions for rapid recognition of the CCF as an international leader in the development, testing, demonstration, and implementation of comprehensive, cost-effective treatments for childhood and adolescent mental health problems in Florida and the nation

Investment by the state of Florida will be returned in many areas. First, additional faculty will result in increased federal research funding on the order of millions of dollars per year. It is expected that the requested state support will enable replication of the three-year rate of growth produced previously in the CCF (from \$2M to nearly \$10M), increasing external funding to as much as \$30 million per year by 2018. That would represent a 2-fold ROI based on research expenditures alone over a five-year period.

The ROI of increased clinical services and engagement are hard to quantify, but the impact on quality of life is indisputable. In its current form, the CCF serves approximately 500 children and their families annually in clinical treatment. The requested investment could quadruple the number of families served, with resulting improvements annually in the quality of life for 1500 additional children and their parents and teachers—6000 individuals.

The psychology department's doctoral program in Clinical Science utilizes the CCF clinics for training and will increase the number of Ph.D. graduates in the psychology department by 150%. The Professional Psychology masters program will provide 25 M.A-level clinicians annually to the mental health workforce in South Florida. Since these clinicians will be far better trained in evidence-based approaches than the existing workforce or students from other programs, each of them when employed will arguably produce improved outcomes in the children and families they treat. With an estimated caseload of 100-150 clients per year, they will enhance treatment outcomes for 2500 to 3750 patients annually treated in clinics throughout South Florida. Finally, because faculty in psychology are among the most active in undergraduate instruction in the classroom and involving undergraduates in research and clinical services, this investment will result in considerable ROI for undergraduate student success as well.

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

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

2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: Florida International University
Issue Title: Center for Children and Families

	NON-RECURRING		TOTAL
<u>Positions</u>			
Faculty	4.00	0.00	4.00
Other (A&P/USPS)	7.00	0.00	7.00
	-----	-----	-----
Total	11.00	0.00	11.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$319,895	\$0	\$319,895
Other (A&P/USPS)	\$655,207	\$0	\$655,207
	-----	-----	-----
Total	\$975,102	\$0	\$975,102
	=====	=====	=====
Salaries and Benefits	\$1,265,000	\$0	\$1,265,000
Other Personal Services	\$675,000	\$0	\$675,000
Expenses	\$60,000	\$0	\$60,000
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$2,000,000	\$0	\$2,000,000
	=====	=====	=====

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

University(s):	Florida International University
Work Plan Issue Title:	Health Economics & Strategic Solutions
Priority Number	
Recurring Funds Requested:	\$400,000
Non-Recurring Funds Requested:	0
Total Funds Requested:	\$400,000
Please check the issue type below:	
Shared Services/System-Wide Issue	<input type="checkbox"/>
2014-2015 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2015-2016	<input checked="" type="checkbox"/>

I. Description *(Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Florida International University's Health Economics and Strategic Solutions (FIU-HESS) pilot initiative will provide Florida with innovative policies and practical solutions to evaluate and build systems that improve health, wellness and economic competitiveness. FIU seeks to build on an established research and practice base to become a leading institution in health economics research and policy/practice solutions in Florida; especially South Florida where the demographics today represent the demographics of the U.S. in ten years. Given widening health disparities in South Florida, FIU-HESS will also focus on the critical issues of health literacy, equitable access, and quality of care.

This initiative is the only concerted effort in a public health program in the SUS that can provide Florida with the combined expertise necessary to address the changing landscape of health and healthcare. FIU's expertise

and commitment uniquely position the University to examine the intersection of health, health care and economic competitiveness in the state.

The proposed FIU-HESS program will systematically collect and analyze information to support decision-making in healthcare and health policy. New knowledge will be used to support businesses and communities in Florida make decisions about how to organize, finance and deliver efficient and effective health care that are economically efficient, effective and sustainable.

FIU-HESS will partner with businesses, especially small and medium sized businesses, to develop new tools to support business decision-making about the value of educating employees about health, health care financing and delivery options, and wellness practices that support productive work, build a culture of health and wellness and ultimately reduce health insurance costs.

In its first year, FIU-HESS will bring together research and business practice leaders to conduct a pilot statewide survey of businesses. The survey will focus on what Florida businesses need to be competitive in currently changing health care landscape. Survey results will provide information on the tools needed to support building sustainable businesses practices in turbulent economic times, thereby increasing improve the economic competitiveness of small and medium sized businesses in Florida.

In its first year, FIU-HESS will also provide training opportunities for the new generation of researchers and practitioners working at the bridge between science, engineering, and practice. Undergraduate and graduate trainees will participate in solution teams designing and developing policy and practical solutions for businesses. Solution teams will be composed of community business leaders and FIU research experts. These teams will identify problems to be solved by FIU-HESS.

Training program management will be the responsibility of a group of research experts across Colleges at FIU and practice experts from the business community. The pilot program will support for one faculty, one doctoral student, one master's student and one undergraduate student to demonstrate the feasibility of the approach of integrating students into solution teams.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue*

focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)

Short-term, 12 month outcomes:

- A set of tools for Florida businesses to support decision-making to reduce employee health care costs and reduce insurance costs.
- A policy brief for the Florida Legislature on strategies for improving economic competitiveness in a changing healthcare environment given the changing demographics of the Florida workforce.
- Demonstration of the feasibility of an innovative approach for creating student internship opportunities on FIU-HESS solution teams with opportunities for employment post-graduation.

Long-term outcomes:

- Policy and practice recommendations:
 - To increase healthcare efficiencies and long-term savings.
 - For reducing the cost and improving the quality of health care and building health care literacy.
- Programs and tools to support building health literacy among employees.
- A network of business-sponsored internships to support student transitions into the workforce.
- New innovative private/academic partnerships.

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

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

2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: Florida International University
Issue Title: Health Economics & Strategic Solutions

	RECURRING	NON-RECURRING	TOTAL
<hr/>			
<u>Positions</u>			
Faculty	1.00	0.00	1.00
Other (A&P/USPS)	0.00	0.00	0.00
	-----	-----	-----
Total	1.00	0.00	1.00
	=====	=====	=====
 <u>Salary Rate (for all positions noted above)</u>			
Faculty	\$130,000	\$0	\$130,000
Other (A&P/USPS)	\$0	\$0	\$0
	-----	-----	-----
Total	\$130,000	\$0	\$130,000
	=====	=====	=====
Salaries and Benefits	\$168,649	\$0	\$168,649
Other Personal Services	\$62,351	\$0	\$62,351
Expenses	\$169,000	\$0	\$169,000
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$400,000	\$0	\$400,000
	=====	=====	=====

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 10, 2014

Subject: Amendment to the Operating Procedures of the Florida International University Board of Trustees

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the Operating Procedures of the BOT.

Background Information:

At its June meeting, the BOT considered a re-write of the Operating Procedures and tabled the re-write to this September meeting to allow two changes approved by Trustees at the meeting to be incorporated and reviewed by the Trustees before final approval as follows:

1. Section 2.3 Powers and Duties. Revised to address the standard of care applicable to Trustee powers and duties.
2. Section 3.5 Emeritus Status. Added back current Trustees eligibility for emeritus status as provided in the current Operating Procedures but providing for the provision to sunset thereafter.

Additionally, authority for the Governance Committee to act on matters requiring attention between Board meetings was added to ensure time-sensitive matters not requiring full Board consideration may be addressed timely.

The Operating Procedures of the BOT, Article IV, state,
The Operating procedures may be altered, amended or repealed by a two thirds vote of all members of the Board at any regular meeting, when notice of the proposed amendment or repeal is provided in the meeting notice.

Supporting Documentation: Proposed Bylaws of the FIU Board of Trustees

Facilitator/Presenter: M. Kristina Raattama

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BYLAWS OF THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

ARTICLE I

ORGANIZATION

The Florida International University Board of Trustees (the “Board”) is established as a public body corporate, with all powers of a public body corporate as provided by Florida law, acting as an instrumentality of the state, pursuant to s. 768.28, Florida Statutes, for purposes of sovereign immunity. It shall serve as the governing body of the Florida International University (the "University") and perform all duties prescribed by law and by the Board of Governors.

The Board is the final institutional authority and delegates the conduct of administration and management of the University to the President. The Board entrusts the functions of teaching and research through the President to the Faculty. The Board encourages student, faculty and staff participation in decision-making within the limits of attainable effectiveness.

To establish a governance structure for the conduct of Board business, the Board establishes these Bylaws. These Bylaws are intended to encourage efficiencies and to facilitate Board business. These Bylaws, University Regulations and Board approved-policies take precedence over all other policies of the University.

ARTICLE II

THE BOARD

Section 2.1 Corporate Name. The Board of Trustees is a public body corporate called "The Florida International University Board of Trustees," with all the powers of a public body corporate under the laws of the State of Florida.

Section 2.2 Composition. The Board shall be composed of thirteen Trustees, six of whom shall be appointed by the Governor of the State of Florida and five of whom shall be appointed by the Board of Governors of the State University System of Florida, and all of whom are subject to confirmation by the Senate of the State of Florida. The other two members shall be the Chair of the Faculty Senate and the President of the University’s Student Government Association for the Modesto A. Maidique Campus and they shall also serve as voting Trustees during their terms of office.

Section 2.3 Powers and Duties. The Board shall serve as the governing body of the University. The Board shall have the authority to carry out all lawful functions permitted by these Bylaws, by regulations and policies of the Board of Governors and by law. The Board’s responsibilities include:

- Determining the mission of the University and ensuring that the mission is kept current and aligned with public purposes.
- Charging the President with the task of periodically leading a strategic planning process consistent with the Board’s strategic direction for the University; approving the strategic plan, and monitoring its effectiveness.

- Selecting, supporting, and evaluating the President and reviewing the President's compensation.
- ~~Ensuring Monitoring and overseeing~~ the University's fiscal integrity; overseeing the University's financial resources and other assets; and preserving and protecting the University's assets for posterity.
- ~~Ensuring and p~~Protecting, ~~through monitoring and oversight~~, within the context of faculty shared governance, the educational quality of the University and its academic programs; and preserving and protecting the University's autonomy, academic freedom, and the public purposes of higher education.
- Engaging regularly, in concert with senior administration, with the University's major constituencies.
- Approving University regulations and Board policies.
- Conducting the Board's business in an ~~business-like~~ ~~exemplary~~ fashion and with appropriate transparency, adhering to the highest ethical standards and complying with applicable open-meeting and public-record laws.
- ~~Keeping Ensuring the currency of~~ Board governance policies and practices current.
- Periodically assessing the performance of the Board, its committees, and its members.

In fulfilling their Board duties, Trustees may rely on information, opinions, and reports provided by University administrators to the Board, so long as the Trustees reasonably and in good faith believe them to be reliable and competent.

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The Board may delegate and provide for the further delegation of any and all powers and duties, subject to the limitations set forth in law.

Section 2.4 Corporate Seal. The University shall have a seal on which shall be inscribed "Florida International University". The seal shall be used only in connection with the transaction of business of the Board and of the University. The Corporate Secretary may affix the seal on any document signed on behalf of the University. The seal of the University shall be consistent with the following form and design:



ARTICLE III

THE TRUSTEES

Section 3.1 Term of Office. Trustees shall serve for staggered 5-year terms, as provided by law and may be reappointed for subsequent terms, except for the faculty and student representatives who shall serve for the duration of the term of their respective elected offices.

Section 3.2 Attendance. All trustees are expected to attend board and committee meetings. If a trustee has three consecutive unexcused absences in any fiscal year, the Chair will ensure that the trustee is still willing and able to serve, and will notify the appointing authority of the specific Trustee's attendance record.

Section 3.3 Vacancies. Vacancies shall be filled by the appointing authority, subject to confirmation by the Senate of the State of Florida.

Section 3.4 Compensation. Trustees shall serve without compensation but may be reimbursed for travel and per diem expenses in accordance with state law.

Section 3.5 Emeritus Status. The Board shall have the special member categories of Chairperson Emeritus and Trustee Emeritus for honorary purposes to recognize past Chairpersons and Trustees who have provided distinguished and extraordinary service and contributions to the University and are no longer serving in that capacity. Trustees shall be elected by a two-thirds vote of the Board for either of the above defined designations. Trustees receiving the Chairperson or Trustee Emeritus title may attend meetings of the Board but shall not have the right to vote and shall not be considered in constituting a quorum. This provision shall only be applicable to Trustees whose Board service commenced prior to June 30, 2014; thereafter, this provision shall no longer be effective.

ARTICLE IV

OFFICERS OF THE BOARD

Section 4.1 Officers. The officers of the Board are the Board Chair, Board Vice Chair, and the Executive Officer and Corporate Secretary.

Section 4.2 Selection / Term of Officers. The Board Chair and Vice Chair shall each serve for a two year term. The Board shall select, by majority vote, the Board Chair and Board Vice Chair from the appointed members at the last regularly scheduled meeting of the fiscal year and the Board Chair and Vice Chair will serve for the two fiscal years following thereafter. The Chair and Vice Chair shall be eligible for reselection for one additional consecutive two-year term. Normally, to be eligible for election as Chair or Vice Chair, a member of the Board shall have at least two years remaining on his or her term of appointment. Any additional term of office must be approved by a two-thirds vote of the Board. The University President shall serve as Executive Officer and Corporate Secretary of the Board.

Section 4.3 Duties of Chair. The duties of the Board Chair include presiding at all meetings of the Board, calling special or emergency meetings of the Board when necessary, appointing and removing Committee Chairs and Committee members, establishing and disbanding ad hoc committees, task forces or working groups of the Board, attesting to the actions of the Board, serving as the spokesperson for the Board and fulfilling other duties as assigned by the Board.

Section 4.4 Duties of Vice Chair. The Board Vice Chair shall act as Board Chair during the absence or disability of the Board Chair. While the Vice Chair shall be the presumptive successor to the Chair when a vacancy occurs, the Chair shall be selected by the full Board by a majority vote.

Section 4.5 Duties of Corporate Secretary. The University President, as Executive Officer and Corporate Secretary of the Board, is responsible for giving notice of all meetings of the Board, setting the agenda and compiling the supporting documents for the meetings of the Board in consultation with the Board Chair, recording and maintaining the minutes of any Board meeting, executing or attesting to all documents that have been executed by the Board, and shall be custodian of the University's seal.

ARTICLE V

DUTIES OF THE PRESIDENT

The University President shall serve as the principal liaison officer and official contact between the Board and the faculty, staff and students of the University. The University President shall be responsible for the operation and administration of the University, including efficient and effective budget and program administration, leading the University to accomplish its education missions and goals, monitoring educational and financial performance, consulting with the Board in a timely manner on matters appropriate to its policy-making and fiduciary functions, and serving as the University's key spokesperson. The President shall have the authority to execute all documents and take all actions on behalf of the University and the Board consistent with law, Board regulations, policies and delegations, these Bylaws and the best interests of the University.

ARTICLE VI

MEETINGS

Section 6.1 Applicability of Sunshine Law. All meetings of the Board and its Committees shall be open to the public at all times unless the matter being discussed or acted upon falls within the provisions of law allowing closed meetings. No formal action shall be considered binding except as taken or made in accordance with Section 286.011, Florida Statutes.

Section 6.2 Regular Meetings. Meetings of the Board shall be held as needed, with a minimum of four (4) regular meetings per year. Meetings may be held at the Florida International University or other locations as deemed necessary and appropriate by the Board, consistent with Section 286.011, Florida Statutes. The schedule of meetings is to be available on the Board's website.

Section 6.3 Special Meetings. The Board may hold special meetings, including hearings and workshops, at times and places designated by the Board Chair. The Corporate Secretary shall send written notice of such special meetings to all trustees, along with a statement of the purpose of the meeting, at least 48 hours in advance. Only matters included in the Chair's call of the meeting may be considered at a special meeting except a new matter may be added by an affirmative vote of a majority of the trustees at the meeting.

Section 6.4 Emergency Meetings. Meetings of the Board may be held for the purpose of acting on emergency matters affecting the university or public health, safety, or welfare. Notice of the time, date, place and purpose of an emergency meeting will be posted on the Board's website and forwarded to a major newspaper of general circulation in the area where the meeting will take place. The media may also be notified through a press release issued by the Media Relations Office.

Section 6.5 Notice of Meetings. Reasonable prior notice of all meetings shall be provided in accordance with Florida law. Notice of regular and special meetings will be provided by posting the notice and agenda on the Board's website and faxing such notice and agenda to a major newspaper of general circulation. Notice of emergency meetings shall be provided as described above.

Section 6.6 Telephonic Meetings. At the discretion of the Board Chair, Full Board and Committee meetings may be held through teleconferencing or other electronic means. Additionally, while Trustees are expected to attend most in person Board and Committee meetings, the Board Chair may give permission for participants to participate through teleconferencing or other electronic means when this is deemed necessary.

Section 6.7 Quorum. A majority of the members of the Board must be present to constitute a quorum for the transaction of business.

Section 6.8 Voting. Unless otherwise provided in these Bylaws, the decision of the majority of the Trustees in attendance and voting on the question shall prevail. No Trustee present at a Board meeting or Committee meeting may abstain from voting except for those circumstances when a Trustee has a specific recognized conflict of interest under Florida law. Trustees are prohibited from voting on any matters which the Trustee knows would inure to his or her individual special private gain or loss. A Trustee is encouraged to abstain from voting when a Trustee has any other conflict of interest recognized under the Florida Code of Ethics but Trustees are permitted by Florida law to vote when such a conflict of interest is present so long as the Trustee discloses the conflict of interest. Trustees with voting conflicts are required to inform the Board in the manner prescribed by the Florida Commission on Ethics. Voting by proxy or by mail is not permitted.

Section 6.9 Meeting Agendas. The Corporate Secretary or his/her designee, in consultation with the Board Chair, shall set the agenda for meetings. The Corporate Secretary will provide a copy of the agenda and supporting documentation to each member of the Board for regular meetings and, when possible, special meetings, at least seven (7) calendar days prior to the meeting, and for emergency meetings and all other special meetings, as soon as practical after the meetings are scheduled. Failure to provide an agenda by the time specified in these Bylaws will not affect the ability of the Board to vote on any items. If additional items or supporting documentation become available prior to the meeting, a supplemental agenda will be provided. Agendas shall list items in the order they are to be considered. Items may be considered out of their stated order at the discretion of the Chair. The Board may also consider and vote on items not included in the published agenda.

Normally, agenda items that come before the Board have been considered and recommended by a Committee of the Board. However, the Chair may, in consultation with the Corporate Secretary, allow an item to be presented to the full Board without prior consideration by a Board committee when circumstances warrant.

Section 6.10 Consent Agenda and Action Items. At regular meetings of the Board, the Board shall vote on matters appearing on the Consent Agenda in its entirety, unless an individual Trustee requests that a separate vote be taken on a particular item. A separate vote shall be taken on each item appearing as an Action Item on the Agenda.

Section 6.11 Rules of Procedure. *Roberts Rules of Order*, newly revised, will be followed in conducting meetings of the Board, unless otherwise provided by the Board Bylaws. The Chair shall resolve questions regarding interpretations under these Bylaws or Roberts Rules.

Section 6.12 Minutes. Minutes of the meetings of the Board shall be kept by the Corporate Secretary, who shall cause them to be preserved and who shall transmit copies to the members of the Board. All lengthy reports shall be referred to in the minutes and shall be kept on file as part of the University records, but such reports need not be attached to the minutes except when so ordered by the Board.

ARTICLE VII

COMMITTEES

Section 7.1 Committees. Except for the Governance Committee, the membership of which is specified in these Bylaws, the Board Chair, in consultation with the President, shall appoint members of Committees, their Chairs, and Vice Chairs based upon their expertise in matters relating to that Committee and may also remove any members. All Committees shall have no fewer than three (3) members. Unless specifically delegated or as otherwise provided in these Bylaws, authority to act on all matters is reserved exclusively to the Board and the duty of each Committee shall be to consider and to make recommendations to the Board upon matters referred to it. Each Committee shall have a written statement of purpose and primary responsibilities, or charter, as approved by the Board. The chairs of all Committees shall perform their duties and shall have the responsibility and authority to place matters on the Board's agenda, with approval of the Board chair.

Section 7.2 Standing Committees. The following Committees shall be standing Committees of the Board until dissolved by the Board:

The **Academic Policy and Student Affairs Committee** shall be responsible for oversight of all policies relating to the academic and student affairs of the University. It shall assist the Board in its oversight responsibilities relating to aspects of student life and student conduct. It shall review the infrastructure and resources necessary to deliver the academic and student life programs and for the accreditation of the University and professional programs. It shall be responsible for reviewing and considering policies relating to new and existing degree programs, instruction and research. It shall review and consider policies relating to the recruitment and retention of faculty members, including tenure, academic freedom and academic responsibility, codes of conduct and appropriate penalties for violations of University regulations pertaining to academic dishonesty, and student admissions, and make recommendations to the Board on these and other matters referred to it by the Board.

The **Athletics Committee** shall serve as the primary advisory body to the President in matters relating to intercollegiate athletics. It shall insure the proper role of athletics within the overall mission of the University. It shall insure the integrity of the athletics program with regard to NCAA, the University's athletic conference, state and federal law compliance and gender equity on Intercollegiate Athletics. It shall work to maintain the proper perspective of athletic competition within the university life of the student-athlete. It shall monitor the academic performance and progress made by student-athletes. It shall oversee all programs designed to insure the academic success, personal development and personal welfare of student-athletes.

The **External Relations Committee** is responsible for reviewing and recommending to the Board policies relating to local, state and federal legislation; working to identify all major local, state and federal activities affecting the University; reporting to the Board recommended actions which will further the University's mission; reviewing and recommending to the Board policies affecting communications with the media and with the public, including alumni of the institution; and reviewing and considering programs that advance the University's reputation and further the University's teaching, research, and service missions in the local, state, national, and international communities.

The **Finance and Audit Committee** is responsible, for providing oversight over the University's financial resources and other assets and for reviewing internal and external audits of the University, direct support organizations, and the University's faculty practice plan corporation, together with responses and corrective actions, as applicable. This includes receiving and reviewing information regarding the fiscal operations of the University and reviewing and, when appropriate, recommending to the Board for its approval: the University's annual operating and capital outlay budgets; the University's investment policy; the University's Capital Improvement Program list for funding by the Legislature, including the Public Education Capital Outlay list; debt issuances; the University's master plan(s); honorary and donative namings of University facilities; regulations and Board policies pertaining to the financial resources and other assets of the University; advising the Board on all aspects of internal and external audit; advising the Board on the adequacy of accounting procedures, systems, controls, and financial reporting in accordance with applicable laws and regulations; and overseeing and monitoring the University's compliance program.

The Governance Committee is responsible for reviewing and making recommendations to the Board on various Board functions, including, periodically reviewing these Bylaws; evaluating the Board's performance; overseeing governance of the University's affiliated organizations; overseeing Presidential personnel matters, including the annual evaluation of the President; considering collective bargaining matters coming before the Board; and establishing regulations and Board policies regarding University governance. - Furthermore, the Governance Committee shall have and may exercise all powers and authority of the Board on an as needed basis between regular Board meetings for time-sensitive matters, subject only to such restrictions or limitations as the Trustees may from time to time specify, except that the following matters shall be reserved to the full Board for approval (i) Board officer selection, (ii) changes in the mission and purposes of the institution, (iii) presidential selection and termination, (iv) amendments to the ByLaws, (v) debt issuances, (vi) sale or other disposition of real property, (vii) the University's annual operating and capital outlay budgets and the University's Capital Improvement Program list for funding by the Legislature, including the Public Education Capital Outlay list, and (viii) any other matter required by law or Board of Governors' regulation to be approved by the full Board. All actions taken by the Governance Committee pursuant to this authority shall be reported at the next meeting of the full Board, or when deemed sufficiently important by the Board Chair and the University President, such actions shall be reported to the Trustees within thirty (30) days after such action is taken, or at a meeting of the Trustees if a meeting is held within that period of time. The Governance Committee shall be comprised of the Board Chair, Board Vice Chair and all Committee Chairs.

The **Health Affairs Committee** is responsible for oversight of all policies relating to the Academic Health Center; assisting the Board in its oversight responsibilities relating to aspects of the Colleges of Medicine, Nursing and Health Sciences, Public Health and Social Work, Arts and Sciences (School of Integrated Science and Humanity), and Engineering and Computing (Department of Biomedical Engineering) that deal with health affairs; assisting the Board in its oversight responsibilities of the

University's clinical activities, including the faculty practice plan and the delivery of student health services; reviewing the infrastructure and resources necessary for the operation and integration of the Academic Health Center; and assisting the Board in providing strategic direction regarding affiliation activities for clinical instruction and practice for all faculty and students in the Academic Health Center.

Section 7.3 Ad-Hoc Committees. Ad-Hoc Committees shall be appointed by the Board Chair with such powers and duties and period of service as the Board Chair may determine, provided that no ad-hoc committee shall be created to act upon any matter appropriate to be acted upon by a standing committee. The Chair of any ad-hoc committee shall be appointed by the Board Chair and shall perform his/her duties in consultation with the University President.

Section 7.4 Quorum. A majority of the regular committee members shall constitute a quorum for all committee meetings. A quorum having been established, no business shall be transacted without a majority vote of all committee members present.

ARTICLE VIII

AMENDMENT OR SUSPENSION OF BYLAWS

Section 8.1 Bylaw Amendments. These Bylaws may be altered, amended or repealed at any regular meeting of the Board by a two-thirds (2/3) vote of all members of the Board, when notice of the proposed amendment or repeal is provided in the meeting notice.

Section 8.2 Suspension of Bylaw Provisions. Any provision of these Bylaws may be suspended in connection with the consideration of a matter before the Board by an affirmative vote of not less than two-thirds (2/3) of the members of the Board.

ARTICLE IX

APPEARANCES BEFORE THE BOARD

Section 9.1 Registration Procedures. Individuals or group representatives who desire to be heard on a proposition before the Board shall register in advance of the meeting by completing a public comment form ("Form") specifying the agenda item or specific matter on which they wish to be heard. The Form shall be available at the Board of Trustees Office at 11200 S.W. 8 Street, PC 548, Miami, Florida 33199, and must be submitted to the Board of Trustees Office no later than 11:00 a.m. on the business day preceding the Board meeting.

The Assistant Corporate Secretary, in consultation with the General Counsel, shall determine whether the speaker is entitled to be heard in accordance with applicable law. Each Trustee will be provided with an opportunity to review the list of individuals who are on the agenda to appear before the Board, as well as the names of any who were not placed on the agenda.

Only registered persons who timely submit a Form will be called on to speak during the public comment period of a Board meeting. Any person who has not timely registered to speak may request approval to be heard by submitting a Form to staff at a registration table at the Board meeting location no later than twenty (20) minutes prior to the scheduled commencement of the Board meeting.

Persons submitting any such untimely requests shall be required to show good cause as to why the person was unable to timely submit the Form in accordance with these procedures. Any such untimely requests shall be considered at the sole discretion of the Chair.

Section 9.2 Time Limits. As a general matter, speakers shall be allotted a maximum of two (2) minutes to be heard on a proposition before the Board. At the discretion of the Chair, time limits may be extended or shortened depending on the number of speakers requesting to be heard. Organizations or groups wishing to address the Board on a proposition shall designate one representative to speak on their behalf, to ensure the orderly presentation of information to the Board. If a speaker has requested to speak on more than one agenda item before the Board, the maximum time that will be allotted to any individual speaker during a Board meeting is five (5) minutes, regardless of the number of agenda items or topics to be addressed.

Section 9.3 Decorum. In order to proceed with the essential business of the Board in an orderly manner, the following rules of decorum shall be strictly observed:

1. Persons scheduled to speak shall be called by the Chair at the appropriate time during the meeting. Any person not immediately appearing at the podium when called upon by the Chair shall waive the right to any further participation at the Board meeting. Each speaker shall state for the record his or her name and the organization or group represented, if any. Substitutions for scheduled speakers will not be allowed except in exceptional circumstances as determined by the Chair.

2. Each speaker's remarks must be directed to the Chair or the Board as a whole and not to individual board members.

3. Speakers shall confine their comments solely to the proposition before the Board they have asked to speak on. Speakers may not use any form of profanity or loud abusive comments. The Chair may notify and warn speakers that their comments have gone beyond the subject matter for which they had signed up to address. The Chair may turn off the microphone or recess the meeting if a speaker persists in addressing irrelevant topics or engaging in inappropriate comments. The Chair has the authority after one warning to order the removal of the speaker from the meetings.

4. Speakers may not refuse to yield the podium when the Chair has advised that their time is up.

5. No clapping, applauding, heckling, shouting comments from the audience, or verbal outbursts in support or opposition to a speaker or his/her remarks shall be permitted. No signs or placards shall be allowed in the Board meeting. Persons exiting the Board meeting shall do so quietly.

6. Personal cellular telephone conversations shall be prohibited during Board meetings. Ringers must be set to silent mode to avoid disruption of proceedings.

Any individual or group representative who attempts to disrupt a Board meeting will be subject to appropriate action pursuant to law.

ARTICLE X

ACADEMIC FREEDOM

Statement of Board Policy on Academic Freedom

Florida International University is dedicated to the transmission and advancement of knowledge and understanding. Academic freedom is essential to the achievement of these purposes. The University therefore supports and encourages freedom of inquiry for faculty members and students, to the end that they may responsibly pursue these goals through teaching, learning, research, discussion and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors. The University shall protect faculty and students in their responsible exercise of freedom to teach and learn.

ARTICLE XI

MISCELLANEOUS

Section 11.1 Conflict of Interest Policy. Trustees stand in a fiduciary relationship to the University. Therefore, Trustees shall act in good faith, with due regard to the interests of the University, and shall comply with the fiduciary principles and law set forth in the Code of Ethics for Public Officers and Employees, Chapter 112, Part III, Florida Statutes. The Board shall adopt a written conflict of interest policy, which shall be reviewed periodically and revised as necessary.

Section 11.2 Limitation of Liability and Indemnification. The Board shall be a corporation primarily acting as an instrumentality of the state pursuant to Section 768.28, Florida Statutes, for purposes of sovereign immunity. The University shall, to the extent legally permissible, indemnify, defend and hold harmless each of its Trustees, against all liabilities and expenses incurred in the connection with the disposition or defense of any action, suit or other proceeding, whether civil or criminal, in which such person may be involved by reason of University service, except with respect to any matter in which such person shall have been adjudicated in any proceeding not to have acted in good faith; and further provided that no settlement shall be entered into without the prior consultation and approval of a duly authorized representative of the Board.

Section 11.3 Non-Discrimination. The University does not discriminate in its educational and employment policies against any person on the basis of gender, race, color, religion, age, disability, sexual orientation, national or ethnic origin, or on any other basis proscribed by federal, state or local law.

Report:

Combined Academic Affairs Regular Reports

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**Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
September 2014**

Academic Affairs Report

A. Unit Reports

- I. Undergraduate Education**
- II. Graduate Education**
- III. Engagement**
- IV. Enrollment Services**
- V. Information Technology**
- VI. Research**
- VII. Student Affairs**

I. UNDERGRADUATE EDUCATION REPORT

1. Graduation Success Initiative Update

FIU's Graduation Success Initiative's (GSI) straightforward, four-point framework guides the ongoing development of campus-wide initiatives aimed at fundamentally re-orienting the university toward student success. The four-point GSI framework is as follows:

- (1) help students to identify their appropriate major (one which fits their vocation, preparation, ability, interests, and goals) as soon as possible, preferably at admission;
- (2) provide a clear semester-by-semester path to achieving their goal--on-time graduation in their appropriate major;
- (3) provide students with immediate feedback if they get off track and help them to get back on track; and
- (4) remove barriers in their path and add supports.

GSI's Phase II focuses on removing barriers to progress and adding supports (point #4). To coordinate efforts and build synergies among the university's student success stakeholders, the Provost has created the Student Success Cabinet and assigned the Vice President for Academic Affairs to chair it.

2. Gates-Funded Transformational Planning Grant

Predictive analytics by the Undergraduate Education's Office of Retention and Graduation Success indicate that ineffective pedagogy in gateway courses has a significant negative effect on various student success metrics used for performance based funding. Ninety-

one percent of FIU students live off campus, and the primary, guaranteed point of contact of FIU with its students is in the course. Effective pedagogy, particularly in gateway courses, is crucial.

FIU is one of seven institutions nationally to receive a one-year \$225,000 Transformational Planning Grant, which is funded by the Bill and Melinda Gates Foundation and administered by the Coalition of Urban Serving Universities (USU) and the Association of Public and Land-Grant Universities (APLU). FIU's project is "University Transformation through Pedagogy (UT³)" and focuses on pedagogical reform in gateway courses.

The project builds on the GSI's work with the Gardner Institute's national Gateways to Completion (G2C) Project, which has involved an extensive analysis of five high enrollment, high failure, high impact courses in order to develop recommendations for improved student performance. In addition, the UT³ project pulls together pedagogical innovations developed in the STEM Transformation Institute (Howard Hughes Scholars), Title V Project (Mastery Math), and the Center for the Advancement of Teaching.

3. Course Scheduler

For students, creating a good course schedule each semester can be a significant challenge, especially where a student may have over 10 sections from which to choose and 10,000 possible course combinations or more exist. Being able to register for courses that work for each student's needs can be a real factor in persistence and timely progress to degree. To resolve this issue, Enrollment Services and Undergraduate Education are partnering to provide FIU students with a tool called College Scheduler. College Scheduler sorts through myriad permutations and quickly presents the student with the course schedules that fit the parameters that he or she entered. The ease of scheduling additional courses encourages students to take more credits.

College Scheduler produces real-time course demand reports for deans, chairs, course coordinators, advisors, and other stakeholders. These reports support course capacity management, such as alerting curriculum managers to the need for more sections. In a Fall 2013 survey of 8,700 students who were well positioned to graduate, 62% anticipated that course availability would be an issue; in contrast, 31% cited financial issues. Roll out of College Scheduler is anticipated by the end of October 2014, in preparation for priority enrollment for Spring 2015.

II. GRADUATE EDUCATION REPORT

1. University Graduate School (UGS) uses Social Media and Technology to Recruit International Students

The UGS has expanded its online outreach efforts through Adobe Connect sessions from India and China in AY 2012-2013 to an additional two countries, Vietnam and Iran, in AY 2013-2014. The sessions were designed to provide the students with an opportunity to

ask questions about their respective programs and about FIU, and to better prepare for their arrival in the United States. Participant questions were mostly centered on research and graduate student life at FIU as well as information about the city and living in Miami. Using Adobe Connect has proven to be an effective and cost efficient strategy for recruitment. Upon arrival, students indicated that attending the Adobe Connect session made them feel more comfortable about their decision to come to FIU. For AY 2014-2015, UGS will include Brazil as the fifth country in its Adobe Connect outreach portfolio.

2. Doctoral Student Annual Evaluation and Mentoring Plans

For AY 2013-2014, UGS processed and reviewed approximately 1,100 doctoral student evaluation and mentoring plans. Of the active doctoral students, 84 failed to submit an annual evaluation at the time of this publication. The annual evaluation promotes engaged mentoring of our doctoral students, defines the path for timely degree completion, and serves as an important tool to help increase the number of doctoral degrees granted annually. All research and education doctoral students are required to complete an annual evaluation and mentoring plan. The UGS implemented this requirement to enhance the doctoral student experience by establishing a systematic process for defining and communicating goals and expectations to the students. In cases where the student has failed to meet expectations, a performance improvement plan is developed. The annual evaluation has been extremely valuable in identifying the steps necessary for professional growth and defining milestones for the student's timely degree completion.

3. Increase in Graduate Online Program Offerings and Services

Five new online graduate programs offered through FIU Online are starting this fall. They include master's degree programs in Mass Communications, Curriculum and Instruction, Special Education, Engineering Management and Computer Engineering. The first cohort of online students is expected to reach 75 this fall, with a total new enrollment of 150 for the academic year. The successful rollout of these programs is due in large part to the targeted outreach efforts by FIU Online, which include networking fairs with Miami-Dade County teachers and direct outreach to companies, such as Florida Power and Light, and Florida state agencies. To meet the growing number of applications to these new online programs and the unique demands of online students, the University Graduate School has hired an additional admissions evaluator who will be dedicated entirely to evaluating admission applications for online graduate programs. Enrollment in online graduate programs is forecast to grow in the next 5-10 years, with the addition of two to five new online programs each year based on the current trend.

III. ENGAGEMENT REPORT

1. Fostering Panther Pride

The State of Florida allocated to FIU's Fostering Panther Pride program a non-recurring investment of \$300,000 to fund programming, administration, research and housing stipends in support of former foster and homeless youth pursuing a college degree. Additionally the Office of Engagement raised \$30,000 this year, in private funds from The

Miami Foundation and UPS to support the program. These funds are in addition to \$133,000 that were initially raised.

Fostering Panther Pride serves approximately 80 students with academic, social and emotional well-being support. Through this program, it is our intention to impact the sobering national statistics indicating that less than 10% of foster youth enroll in college and less than 3% graduate with a college degree. Historically, nearly a third of the former foster and homeless students at FIU were on academic probation with grade point averages of less than 2.0. Less than a quarter had grade point averages above 2.5. Data from summer 2014 shows that of the 43 students in the Fostering Panther Pride program, 36 have an average GPA of 2.5 or higher. By enabling former foster and homeless youth to reside on campus, providing student programming, networking, advising and designating a success coach, Fostering Panther Pride directly impacts access, persistence and success for this critically underserved population of students.

2. Achieving Community Collaboration in Education and Student Success (ACCESS)

FIU and Miami-Dade County Public Schools (MDCPS) celebrated the third year of the innovative partnership known as ACCESS. During a formal leadership meeting in June 2014, MDCPS Superintendent Alberto Carvalho touted the partnership as a key driver in the district's improved test scores in math and science, which outpaced the rest of the state. Since 2009, the number of MDCPS students participating in dual enrollment courses has increased from 425 to over 6000, saving South Florida families millions of dollars in tuition. Additionally, the partnership has leveraged the expertise of FIU's Center for Children and Families to support students with Attention Deficit Hyperactivity Disorder (ADHD). The Center, in collaboration with MDCPS, provided treatment to more than 70 middle and high school students in bridge years. The Center also served 45 pre-K children at risk for ADHD and their families.

Further evidence of the success of the ACCESS partnership, FIU's university community school model, the Education Effect, was expanded to Overtown with a \$1,000,000 investment by the Lennar Foundation. Overall, the partnership enabled a significant increase in grant application and award activity over the past two years including \$88 million in grant applications and \$18 million in grant awards.

3. One Community One Goal (OCOG) Update

Education has been identified as the foundation of the OCOG recommendations and the key driver of the target industries. The OCOG Academic Leaders Council (ALC) is united in a mission to build a globally renowned educational ecosystem to ensure we prepare and retain talent for the economic vitality of our region. In July, FIU hosted the leaders of trade and logistics companies who committed to working with our deans and faculty to position Miami as the global center for trade and logistics education. In Fall 2014 FIU will work with the Beacon Council to convene the deans and academic leadership from across the ALC to meet with each taskforce to further strategically align our efforts. As the Office

of Engagement continues to lead FIU's efforts as a key member of the Academic Leaders Council, more comprehensive updates will be provided.

IV. ENROLLMENT SERVICES REPORT

1. University Enrollment

As of August 25, 2014, 32,902 students have enrolled in courses for the summer 2014 term. This represents a 1.71% or 554 student increase as compared to summer 2013 enrollment of 32,348. In addition, the FTEs have increased by 0.11% or 5.40, from 5,103.40 FTEs in summer 2013 to 5,108.80 in summer 2014.

As of August 25, 2014 (first day of classes – fall 2014), 48,202 students have enrolled in courses for the fall 2014 term. This represents a 0.89% or 424 student increase as compared to fall 2013 enrollment of 47,778. FTEs have increased by 0.15% or 18.90, from 12,444.20 FTEs in fall 2013 to 12,463.10 in fall 2014.

2. New FTIC and Transfer Enrollment

For the academic year 2014-15, admission offers to first-time-in-college (FTIC) students for the fall term have increased by 18.12% or 1,293 students, from 7,134 to 8,427 over the same time period a year ago. There has been a 9.45% increase in matriculated students from 3,333 to 3,648 students. Enrolled FTIC has also increased by 1.77% or 53 students from 2,988 to 3,041 over the same time period a year ago. New student orientation programs started in May and since then we have been seeing an increase in the number of FTIC students enrolling in classes for the fall term. We continue active communication and follow-up with students encouraging them to stay connected with FIU over the summer.

Point in time data reflects that enrolled FTIC students for the fall have an average GPA of a 3.90 which is up .07 over the previous year. In addition the average SAT score of enrolled students is 1674.76 (-.39 points) and average ACT of 24.89 (-.93 point).

FTIC summer enrollment was down 26.34%. The mean high school GPA is a 3.5 and the mean SAT score is 1498.42 (+6.98) and ACT score is 21.45 (+.08). Both the mean SAT and ACT scores have increased for summer enrolled FTIC over the same period in time a year ago.

Admission offers to transfer students has increased by 4.60% or 332 students from 7,214 to 7,546 over the same time period a year ago. There has been a 1.07% increase in matriculated students from 5,607 to 5,667 students. The number of enrolled transfer students has also increased by 0.85% or 41 students from 4,805 to 4,846, over the same time period a year ago.

3. Financial Aid

As of August 22, 2014 we disbursed \$454 million to 39,874 students for the 2013-2014 academic year, a 6% increase as compared to \$427 million to 38,093 at the same time last year for 2012-2013. Federal Pell grant recipients and dollars continue to grow. For 2013-2014 as of August, 2014 22,070 students have received \$83.5 million, a 7% increase as compared to 21,767 students who received \$77.75 million for 2013-2013. The Financial Aid Coordinator Liaison Program has begun, whereby specific financial aid coordinators are assigned to colleges and high student contact departments, (Housing, Veterans Affairs, Honors, Undergraduate Education, etc.) as a direct point of contact for faculty, staff, and advisors in those areas. We continue to publish the “Financial Aid Tip” as part of the FIU Parent and Family Newsletter. This enables us to pass along important and timely financial aid information to our Panther parents.

V. INFORMATION TECHNOLOGY REPORT

1. Technology Fee for the 2014-2015 Academic Year

The Technology Fee Council reviewed one-hundred and six proposals (106) from academic and administrative units. The final recommendations were submitted to the Vice President and CIO Robert Grillo and Executive Vice President and Provost Dr. Douglas Wartzok for approval by July 1st, 2014. The total number of proposals approved were fifty-five (55), based on recommendations made by the Technology Fee Council. The remaining proposals were declined due to lack of available funding and/or not meeting the technology fee criteria. Some of the proposals approved include continued expansion and improvements of the University’s course capturing systems, distance learning classrooms and Wi-Fi capabilities. In addition, replacement classroom technology equipment and increased student collaborative spaces in the library are proposals that were approved to enhance the overall student experience on campus.

2. Distributed Antenna System (DAS)

As the enrollment of students and cellular data traffic at our University continues to increase, the Division of Information Technology is looking for ways to improve services. Students, faculty and staff will see a significant improvement in cellular coverage due to a Distributed Antenna System (DAS). The Division of Information Technology finalized a Master License Agreement with AT&T to implement DAS. DAS is a network consisting of many antennas or antenna nodes connected to a common source and tuned to precisely match the areas of a geographic area or structure where boosted cellular service is needed. The first phase of this project includes coverage in the following buildings: Green Library, Graham Center, Law School, School of International and Public Affairs, Panther Hall, Everglades Hall, Primera Casa, and Lakeview Hall. AT&T has begun to conduct radio frequency testing on campus and is finalizing its project plan. The initial phases of this plan will begin to be deployed by fall of 2015.

3. College of Medicine Group Practice Plan

The Division of Information Technology has deployed cabling, network and security services at the Herbert Wertheim College of Medicine Sunset location practice. The Division contracted a local Internet Service Provider for Internet Services. In addition, the Division has installed and configured two network switches, six wireless (802.11) access points, one Uninterruptible Power Supply and two Next Generation Firewalls for a highly available and secure network infrastructure. The Division of Information Technology will continue to provide support to the College of Medicine as it grows and expands.

VI. RESEARCH REPORT

1. External Grant Awards' Performance

During FY 2013-2014, awards increased by 12.5% to \$115.8M, including \$3.58M in gifts for research. Centers and Institutes were major drivers of the increases in research awards. The Extreme Events Institute (EEI) increased awards by 285% during FY 2013-2014 (from \$1.29M to \$4.98M). The EEI was established in FY 13-14, and encompasses multiple disciplines, including the social and behavioral sciences, engineering, computer science, earth and atmospheric sciences, public health, public administration, and management. The Institute includes the International Hurricane Research Center, the Laboratory of Coastal Research, the Laboratory for Insurance, Financial and Economic Research, the Laboratory for Social Science Research, and the Laboratory for Wind Engineering Research, including the Wall of Wind.

The Applied Research Center (ARC) increased awards this fiscal year by 227.8%, from \$1.8M to \$6.05M. Over \$5.0M were received from the U.S. Department of Energy to provide research support to the Office of Environmental Management (OEM). ARC provides technical research support to OEM in environmental remediation and student workforce development for the high priority areas of radioactive waste processing, facility deactivation and decommissioning, soil and groundwater remediation and information technology development for environmental management.

CRUSADA received grants totaling \$1.56M during FY 2013-2014, and the Wolfsonian more than doubled the awards received—\$0.48M in FY 2012-2013 versus \$1.233M in FY 2013-2014. The Center of Internet Augmented Research and Assessment (CIARA) also increased the amount of awards received by 92.3%, from \$1.73M in FY 2012-2013 to \$3.34M in FY 2013-2014.

In the College of Engineering and Computing, the Lehman Center for Transportation Research received awards totaling \$5.32M for the University Transportation Center, increasing awards received by 207%. The Center for Advanced Technology and Education more than doubled the awards received this fiscal year, receiving \$184K compared with \$90K last fiscal year. Additionally, the Telecommunications and Information Technology Institute received \$1.46M this year, increasing by 33% from last year (\$1.1M).

2. Technology Management and Commercialization

Business plans written for two FIU technologies took top honors at Startup Quest, an innovative competition pairing unemployed or underemployed workers with mentors who see promise in the cutting-edge technologies of Florida's public universities. Healical, a company based on College of Engineering & Computing researchers' communications virtual machine technology, and InfiniD, a company based on Sakhrat Khizroev's 3-D magnetic memory technology, won first and second place, respectively, in the competition's technology track. Startup Quest is a three-month entrepreneurship program that solicits volunteer mentors who are experienced in founding or growing biotech or technology companies. In turn, the mentors select a technology from a Florida public university or NASA that they believe is viable commercially. They pitch their ideas to highly educated Workforce One participants (78 percent of the participants have a master's degree and 6 percent a doctorate), create a team and guide its members through the harrowing process of researching and creating a business plan to take the innovation to market.

Efforts in the incubation of FIU technologies and recruitment of industry partners continued with two successes this past year. First, FIU made a licensing agreement with Professor Jose Almirall and his partners to incubate a forensics technology company at FIU. FIU has licensed to the company two FIU patented technologies developed in Dr. Almirall's laboratory. The company will be working during this year on the development and marketing of a product geared toward the forensics industry. Second, through the industry partnerships of the College of Engineering's NSF-funded Engineering Research Center, FIU initiated a partnership with PicoCal, a small company based at the University of Michigan, which develops nano devices for the biomedical industry. PicoCal moved from the University of Michigan to FIU and is currently located adjacent to Dr. Almirall's lab, in an area where we are beginning to provide incubation space. PicoCal will collaborate with FIU researchers in Small Business Innovation Research and Small Business Technology Transfer applications to the federal government. Additionally, PicoCal will employ FIU students.

FIU inventors received four patents this fiscal year, and created two startup companies. Details are provided below:

- a) College of Engineering and Computing researchers Yi Deng, S. Masoud Sadjadi, Steve Luis, Peter Clarke, Chi Zhang, Evangelos Christidis and Raju Rangaswami, received a patent for their "Communication Virtual Machine." The system automates a communication application development cycle that automatically interfaces with an existing network and provides an engine for executing designed application models over the existing network. This invention was used by one of the winning teams for Startup Quest. Professors Peter Dickson (COB) and Peter Clarke (COE) are using the technology for a start-up Peter Dickson started called, Withyouvirtually. Professor Peter Clarke is using the invention as part of a NSF I-Corps team he is part of.
- b) Drs. Wonbong Choi, Somenath Roy, Kalai Mathee and Vishwanath Prasad received a patent for a "Nanoscale DNA detection system using species-specific and/or disease-specific probes for rapid identification." The invention encompasses a

- method and system for detecting a DNA strand using carbon nanotubes or nanowires.
- c) Drs. Jose Almirall, Jeannette Perr and Patricia Guerra received a patent for a “Method and Apparatus for extraction, detection and characterization of vapors from explosives, taggants in explosives, controlled substances and biohazards.” The latter created an improved method of extraction, detection, and characterization of a vapor from an explosive, a taggant in an explosive, a controlled substance, a biohazard, and mixtures thereof.
 - d) Dr. Anuradha Godavarty and Mr. Steven A. Regalado obtained a patent for their “Hand-held optical probe based imaging system with 3D tracking facilities.” The technology provides a method, apparatus and system for displaying image data for a three-dimensional object in real-time, co-registering the image data acquired from a probe with the location on the three-dimensional object from which the image data was acquired.
 - e) Based on Dr. Almirall’s technology, see under c), he and a business colleague have set up a start-up company to commercialize the technology (described above).
 - f) A second start-up medical device company was created (PolyNova CardioVascular, Inc.) to develop innovative minimally invasive devices for the treatment of heart valve disease using synthetic biomaterials. The company is developing polymeric valve technology based in part on FIU technology.

VII. STUDENT AFFAIRS REPORT

1. Panthers Care Launched

The Dean of Students Office launched the Panthers Care initiative to promote a culture of care in the FIU community. The goal is to foster and sustain a campus culture grounded in the values of caring, support, and help that promote the academic and personal development of students and the overall educational mission of FIU. The initiative stems from our vision of an affirming university community where students support one another and speak up on behalf of those who may need assistance. The Panthers Care program includes the following activities: outreach aimed at educating members of the FIU community (students, employees, families) about how to identify a student in distress; simplifying the process for anyone to share a concern about a student; and referrals to appropriate campus resources.

2. Student Affairs and FIU Health Task Force Formed

A memorandum of understanding has been signed between Student Affairs and FIU Health that will result in FIU Health assuming the health care services for FIU students. Funded by the Student Health Fee, the clinical portion will transfer to FIU Health effective July 1, 2015. In the interim, administrators from Student Affairs, FIU Health, External Relations, and Business and Finance are meeting to coordinate a smooth transition. The transition plan developed by the Task Force will be presented to the BOT Health Affairs Task Force at its January 2015 meeting, with an interim progress report at the September 2014 meeting.

3. Panther Camp and Orientation Highlights

FIU Panther Camp is an extended orientation program which provides incoming students with the opportunity to transition to FIU in an exciting and engaging manner. The program focuses on assisting new students in building relationships with other FIU students, fostering school spirit, cultivating future student leaders, and helping students learn about FIU's traditions and unique culture. Panther Camp participants have higher involvement, institutional affinity, and retention rates than non-participants. The three-day retreat is planned and facilitated by current FIU students. Panther Camp has been recognized nationally for its best practices as a benchmark for other institutions creating extended orientation programs.

The Office of Orientation and Parent Programs had a busy Summer. The office assisted over 6,020 new freshmen and 3,663 transfer students in orienting them to FIU. The freshmen had a two-day orientation, including staying overnight on campus in a residence hall. Orientation creates a welcoming environment that builds a sense of community among the incoming class and connects them to faculty, staff, and other students.

B. Key Performance Indicators

As the academic year 2014-15 has just begun, the goals listed serve as projections.

Academic Quality		
	2014-15 Goal	2013-14 Actual*
Avg. SAT Score (for 3 subtests)	1,700	1,714
Avg. High School GPA	3.85	3.8

Return on Investment		
	2014-15 Goal	2013-14 Actual
Graduate Degrees Awarded	3,633	3,596
Percent of Graduate Degrees in STEM	16.6%	17.6%
Percent of Bachelor's Degrees in STEM	16.25%	16%
Percent of Baccalaureate Graduates Employed in Florida or Continuing Their Education in Florida	67%	67%
Total Research Expenditures (\$M)	\$132.76	\$126.44
Science & Engineering Research Expenditures (\$M)	\$94.26	\$89.58

Science & Engineering R&D Expenditures in Non-Medical/ Health Sciences (\$M)	\$86.46	\$82.35
Percent of Research Expenditures Funded from External Sources	66%	70%
Patents Issued	3	4
Licenses/Options Executed	3	3
Licensing Income Received (\$M)	\$0.03	\$0.05
Number of Start-up Companies	2	1
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	National Financial	National Financial

Operational Efficiencies		
	2014-15 Goal	2013-14 Actual*
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	25% 54%	22% 52%
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	21% 63%	19% 62%
Percent of Bachelor's Degrees Without Excess Hours	71%	70%
Average Time to Degree (for FTIC)	5.5 yrs	5.6 yrs

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Report:
Strategic Plan Update

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FIU iREAL Commission
Final White Paper Report
March 31, 2014

Introduction

American research universities, both public and private, are facing profound challenges. Disturbances "from unstable revenue streams, demographic shifts in the US population, changes in the organization and scale of research, and shifting relationships between research universities, government and industry" are affecting the way universities currently operate ("Research Universities and the Future of America," National Academies Press, 2012). Public research universities face more significant challenge as state funding, already eroding over the last two decades, was further reduced by the recent economic recession. As digital technology democratizes knowledge and the access to learning, institutions of higher education are finding themselves in a globally competitive market. Demand from industry for well-rounded employees and demand from students for an education that prepares them for a rapidly shifting job market further challenge the status quo. These challenges provide an opportunity for re-envisioning FIU's future.

To address these major trends at Florida International University, President Mark B. Rosenberg charged the ten iREAL (integrating Research, Engagement, Assessment and Learning) Commissioners, led by Dean Kenneth G. Furton of the College of Arts & Sciences, with drafting a white paper to identify ways FIU can leverage its current success as a world class research university, that is also a community engaged solutions center, to be more world serving and stay competitive. The Commissioners are using this opportunity to create a vision that will position FIU as a leader in redefining the role of the American public research university in the 21st century and as a leader in innovative higher education in South Florida. Working from the ten questions posed by President Rosenberg in May 2013 (Towards a New Strategic Plan, Appendix 1), the intent of this white paper is to inform FIU's next strategic plan.

The future of FIU is seen in the following context:

- Miami and South Florida are at the front line of global change; as the gateway to the Americas, they are at the vanguard of many social, demographic, scientific, and environmental challenges that have national and global relevance and that will directly impact FIU's future. Yet Miami still ranks 43 out of 51 among metro areas for baccalaureate attainment. The growth of Miami and FIU are directly linked.
- Declining state appropriations are forcing universities to find external funding or risk closing programs.
- The State University System of Florida's shift towards performance based funding creates greater competition for state revenues. Additionally, the prospect of federal financial aid being tied to performance is increasingly real.
- A greater presence of lower cost degree options including online only universities, community colleges, for profit colleges, Massive Open Online Course (MOOCs), etc.
- Competency-based assessment (CBA) practices challenge academic programs to focus on competencies of graduates rather than required curricular sequences.
- Employers expect university graduates to be critical thinkers who can communicate effectively, work in teams, and be resilient and responsive learners able to integrate knowledge across disciplines to more readily adapt to a rapidly changing global environment.
- The financial need of students is growing. 50% or more of FIU's students receive federal financial aid and 50% of these are at the level of greatest need.
- Public universities have a responsibility to provide a high quality education and to foster civic, intercultural, and ethical learning that will guide a student's life and work.

- Institutional challenges include increasing competition for quality faculty and students, restrictions on tuition revenue, rising infrastructure costs, and declining state and national funding for research.

The Commissioners agree that in order to meet the expectations of the State University System of Florida and the needs of our students, faculty, and our community, FIU must find creative responses to the profound transformations facing higher education. To this end, the Commissioners recommend the following nine **bold actions for FIU**:

Recommendation 1: Dramatically increase the percentage of students graduating in 4-6 years

Metric: Strive for a 70% graduation rate by 2020

Recommendation 2: Prepare graduates for seamless career integration and entrepreneurial success in the global marketplace

Metric: Require experiential learning and maintenance of electronic portfolio of student work that demonstrates accomplishment in key skill and knowledge areas (effective communication, knowledge in their field, etc.) by 2017

Recommendation 3: Grow: aggressively and strategically

Metric: Increase enrollment to 65,000 students by 2020 and increase quality of first time in college (FTIC) students each year (e.g. higher average GPA)

Recommendation 4: Expand financial base through organizational efficiencies, diversification of revenue streams, and incentive-based budgeting

Metric: Invest resources in preeminent programs utilizing an incentive-based budgeting system implemented in 2016

Recommendation 5: Launch a synchronized communications campaign to elevate the FIU brand focused on attracting donors

Metrics: Increase the number of national and international media hits annually and complete capital campaign raising more than \$750M in private gifts by 2020

Recommendation 6: Intentionally pursue Carnegie “Very High Research” Designation

Metric: Increase PhD production in STEM areas by 20% by 2020, increase patent production by 500% by 2020

Recommendation 7: Innovate and integrate healthcare education, research, and delivery

Metric: Grow health-related grant funding by 100% by 2020 through FIU’s Innovative Health Initiative as a global leader in strategic areas

Recommendation 8: Strengthen reputation as critical academic partner/solutions center for the local marketplace and beyond

Metric: Increase public/non-profit/private partnerships and pioneering research that address community needs

Recommendation 9: Leverage global status of FIU and Miami

Metric: Increase international student enrollment, develop additional global business partners, and expand international programs

Recommendation 1: Dramatically increase the percentage of students graduating in 4-6 years

Metric: Strive for a 70% graduation rate by 2020

The primary driver for change in the delivery of education at FIU is the need to improve student learning, retention, and graduation rates. Not enough students are completing their degrees in a timely manner. Difficulties passing gateway courses, challenges getting into high-demand courses, and a sense of isolation in FIU's largely commuter student population lead to decreased GPAs, lost scholarships, loss of motivation, an inability to justify the cost of education, and early departure.

Although FIU has recently improved the 6-year undergraduate FTIC (first time in college) graduation rate to 50%, which is leading among Hispanic Serving Institutions, it still lags behind peer top research universities. FIU must adopt a multi-prong approach in order to significantly increase the graduation rate. As leading retention scholars have recently indicated, doing so requires increased focus on the classroom experience and leveraging the expertise of faculty, who are critical agents in student retention. The approach should include improving access to and upgrading technology; creating more ways to assess prior learning; improving student services; and integrating, incentivizing, and rewarding faculty who conduct research, teach, and foster community engagement. FIU will distinguish itself as an educational institution through its in-class learning experience, which will use the best current practices in pedagogy and assessment to advance efficiency and rate of learning, while providing students with significant learning experiences.

Effective teaching is a core university responsibility. Given the many recent developments in neuroscience, biology, and cognitive science, FIU should provide additional opportunities for faculty to assimilate this research and determine which learning-centered teaching practices best suit their and their students' needs. For instance, research suggests that students learn better from a hybrid or blended approach of both high tech and high touch. To enrich the teaching experience and expose students to top-quality research, it is also important that researchers teach. A balance is necessary as overloading research faculty could divert them from their research and innovation activities and reduce teaching quality. FIU must integrate traditionally isolated activities (no longer teaching vs. research vs. community engagement) and promote it through incentives.

Degree programs that are focused around competency-based assessment (CBA) rather than credit hours and semester calendars allow working adults to study at their own pace to achieve the necessary outcomes. This minimally could be focused on General Education competencies, but ideally would expand to degree programs that can identify competencies of graduating students and development of effective assessment techniques to measure them. This model will depend heavily on faculty input and expertise, as they develop online learning activities designed to achieve competency and provide their expert feedback to students.

In addition to enhancing the online experience for students, it is important to remember and redefine campus life, as its energy and vibrancy are critical for students and alumni. A way to enhance campus life would be incorporating more places and experiences for students and alumni mentors to connect, communicate and collaborate. FIU must continue to offer robust athletics, creative, and cultural offerings. Athletics is a point of pride for many institutions for its students, community and alumni. Continuing to build a quality athletics program will generate excitement and pride in FIU, encouraging students to stay, the community to participate and alumni to return.

Finally, FIU must attract South Florida's best students and not cede them to other institutions in the state or beyond. By targeting recruitment resources towards the best local high school students, and enhancing dual enrollment courses county-wide, the university and student will see the benefits of increased graduation rates, reduced costs, and a greater return on investment.

Examples of implementation strategies for discussion:

- a. Focus on teaching excellence
 - i. Develop incentives for faculty to adopt blended learning techniques and implement strategies to improve student learning
 - ii. Identify outstanding instruction strategies and develop innovative mechanisms to share with all faculty and adjuncts
 - iii. Create opportunities for the best adjuncts to convert to permanent instructors
 - iv. Encourage more courses that involve both faculty and community expertise
 - v. Build on FIU's unique community outreach and enrich FIU's teaching by developing new experiential field-based learning programs
 - vi. Develop a comprehensive approach to evaluating teaching and establish incentives to promote continuous improvement of teaching
- b. Become more student-centered
 - i. Incorporate prior learning assessments such as CLEP, DANTES, Portfolio assessments
 - ii. Identify competencies of General Education with concomitant competency-based assessment (CBA) strategies
 - iii. Determine degree programs that are compatible with CBA and encourage creative approaches to implement CBA
 - iv. Enhance dual enrollment to include working with all high schools
 - v. Expand seamless Undergraduate to Master's Degree Programs/3+2 programs
 - vi. Revamp first-year experience course (FIU Experience)
 - vii. Improve percentage of bachelor's degrees without excess hours
 - viii. Expand multi-disciplinary advising for well-rounded education
 - ix. Personalize services for national award winning students
 - x. Extend mentorship programs
 - xi. Focus on STEM advising
 - xii. Create environment to optimize the conditions for learning on campus
 - xiii. Strategize student recruitment
 - xiv. Target recruitment at local high schools and beyond
 - xv. Increase the quality of FTIC every year
 - xvi. Leverage athletics and cultural activities on campus to draw the community to campus
- c. Incorporate technology:
 - i. Make all university core curriculum courses and labs hybrid
 - ii. Build flipped classrooms
 - iii. Ensure classroom capture is available for all classes
 - iv. Adopt adaptive learning technology
 - v. Explore the gamification of education
 - vi. Expand the use of master course models
 - vii. Use data to assess student learning and online coaches for real time assistance
 - viii. Produce e-books and reduce reliance on traditional textbook

Recommendation 2: Prepare graduates for seamless career integration and entrepreneurial success in the global marketplace

Metric: Require experiential learning and maintenance of electronic portfolio of student work that demonstrates accomplishment in key skill and knowledge areas (effective communication, knowledge in their field, etc.) by 2017

FIU has a responsibility to prepare students to be professionally and personally successful in a century that is defined by rapid and unpredictable change. Employers are looking to FIU to develop students who are not only technically qualified but also critical thinkers, adaptable and multi-disciplinary. Since approximately 80% of FIU students remain in South Florida, FIU alumni are an essential part of the region's work force and a key resource for the state's future. Employers and alumni can be game changers by making investments of resources, time, and engagement to ensure industry integration for students.

FIU must go beyond traditional forms of engagement and gradually move corporations, the public sector, and alumni to a more holistic relationship with FIU – both for enhanced experiences for our students and researchers and for new investments. The engagement between employers and students must begin in year one and gradually progress to include concurrent internships and apprenticeship-style experiences.

Demographically, FIU is a mirror of its community – its residents and its students are truly global citizens. FIU also mirrors the entrepreneurial spirit of Miami so it is necessary not only to prepare students to enter companies but to also prepare them to start their own companies. The combination of a diverse student body, entrepreneurial thinking, and a global city gives FIU a unique advantage in developing what it means to be a 21st century workforce ready, college graduate.

Examples of implementation strategies for discussion:

- a. Enhance private/public partnerships (seamless integration with industry)
- b. Develop dedicated career services – varies by unit/discipline
- c. Utilize MOOCs to require a Tools for Life program for college seniors (preparation for life after university focused on financial competency and community engagement)
- d. Develop MOOCs to teach entrepreneurship to college juniors
- e. Work to minimize the impact of student loan debt
- f. Expand Student Employment Portfolio and ensure all FIU students graduate with one or more of the following: internship, study abroad, research study, creative project, community engagement activity, job experience or learning assistantships
- g. Require participation at select cultural events
- h. Demonstrate that FIU students can find jobs by increasing the number of baccalaureate degree graduates employed full-time one year after graduation
- i. Partner with industry to leverage diverse student population to develop employment pipelines for graduates

Recommendation 3: Grow: aggressively and strategically

Metric: Increase enrollment to 65,000 by 2020 and increase quality of first time in college (FTIC) students each year (e.g. higher average GPA)

Strategic growth is critical for the long-term success of FIU. Increasing the student base to 65,000 would allow FIU to meet the community demand for an affordable, high quality college education. Growth must ensure that FIU continues to attain and improve performance metrics to both maximize funding from the state and continue to provide an outstanding student experience. To achieve this balance, FIU must boldly expand on its successes blending high tech with high touch, charging faculty with the identification of ways to expand the use of hybrid course models to increase enrollment, have more meaningful student interactions (even though total contact time may be reduced), and enhance student achievement. Such a model will allow more students to be enrolled per faculty, commute to FIU less often (reducing carbon footprint), yet maintain the on-campus interactions that are critical to a student's success and facilitate a strong life-long commitment to FIU. It also will allow FIU to use

existing space more efficiently - a critical need with PECO (Public Equipment Capital Outlay) projects not on the horizon - and enhance 4-6 year graduation rates.

Examples of implementation strategies for discussion:

- a. Develop technology such as classroom capture, hybrid courses, competency-based assessment including prior learning assessment, MOOCs, and fully online courses and degrees to support the educational needs of a growing student population
- b. Leverage external funding by integrating interdisciplinary approaches
- c. Advance FIU's strategic growth by supporting an institutional culture that expects, rewards, and sustains activities involved in generating external funding
- d. Develop quality measures for FTIC and strive to increase quality every year

Recommendation 4: Expand financial base through organizational efficiencies, diversification of revenue streams, data-driven decisions, and an incentive-based budgeting system

Metric: Invest resources in preeminent programs utilizing an incentive-based budgeting system implemented in 2016

The future growth of FIU is dependent upon adequate funding. Traditional funding sources will need to be supplemented by a multifaceted financial base. Operational efficiency needs to be partnered with an entrepreneurial approach to generating income. FIU needs to realign its operations to take into account declining budgets for maintenance and to demonstrate the cost-effective custodianship of university resources. The stewardship of FIU resources and the development of university research and creative activities should be viewed as interrelated.

Investment must be made in areas where FIU can truly be excellent, especially in programs that are unique in the country/the world. This would attract quality faculty and students, which will enhance opportunities to garner research grants and philanthropic gifts.

Examples of implementation strategies for discussion:

- a. Work with an external auditor to review management and organizational structures and processes
- b. Allocate budget to units utilizing an incentive-based budget model that links funding to activity generating revenue and increases overall transparency of the university budget
- c. Identify and invest in academic programs and faculty that set FIU apart (where we are best in the world/U.S. or can become best in the world/U.S. by a target date and where we directly serve regional issues and needs). This can in part be achieved by developing centers and institutes that are both key to the SUS research portfolio and demonstrate relevance through sustained collaboration and funding.
- d. Make environmental sustainability a guiding principle in the management of FIU facilities and resources
- e. Recognize the campus as a landscape for learning and creativity
- f. Continue and strengthen the FIU tradition of master planning with local communities to better utilize FIU's investments and to leverage local, state, and federal funding
- g. Incentivize entrepreneurial approaches by deans, chairs, and center directors to generate revenue, reduce costs, and propel online and cross-disciplinary education

Recommendation 5: Launch a synchronized communications campaign to elevate the FIU brand focused on attracting donors

Metrics: Increase the number of national and international media hits annually and complete capital campaign raising more than \$750M in private gifts by 2020

FIU has matured into a top public research university with a strong portfolio of programs in the sciences and humanities. However, because it is still under 50 years old, the perception of the university is still largely not reflective of our true status. In fact, many alumni, community stakeholders, and policy makers still do not realize how far FIU has come. The fact that many colleges and divisions within FIU have independent communications strategies fragments the message and adds to the brand confusion. FIU should not be all things to all people and risk sacrificing quality.

Effective communication about the research, humanities, and the creative enterprises at FIU is one important way to change this perception. FIU needs to tell the story of the many ways it engages with the community and region, contributing to its health and vitality with the expertise and resources uniquely at its disposal. Stories about the research and creative excellence within the academic units are a way to start building brand credibility and need to be well publicized. Communication should include FIU's commitment to use its resources to be a solutions center for the local community and beyond; and the fact that 80% of graduates remain in Miami and are the future the city's workforce.

In order to attract private funding and ensure public support, FIU must create an aggressive, intentional, and unified messaging strategy aimed at raising the level of awareness both within the university and in the community. The message may be multi-faceted to give different units the flexibility to tailor it to specific audiences but it remains unified. This demonstrates that the university does not duplicate efforts but is nimble, efficient, and collaborative. The advancement effort benefits from clear, coordinated messaging about FIU's brand as well as from a coordinated, goal for each organization with whom FIU wants to do business. Single strategies per organization will yield larger philanthropic investment over time and mitigate donor fatigue – which can occur when multiple uncoordinated asks are going to the same organization.

Therefore it is important to note that a capital campaign is a university-wide effort. While University Advancement is responsible for coordinating the strategy to reach the fundraising goal, the division can only be successful if it can effectively unite efforts collectively. In launching the largest campaign in FIU's history, the university must adopt the collective responsibility to raise \$750 million.

Examples of implementation strategies for discussion:

- a. Complete capital campaign and raise more than \$750M in private gifts by 2020
- b. Work with academic leaders to implement donor relations best practices
- c. Develop effective communication strategies with the donor in mind
- d. Coordinate university-wide strategy on biggest prospects or high profile partners
- e. Highlight impactful research, engagement, and creative activities with particular focus on how FIU research impacts the community (e.g. Center for Children and Families)
- f. Develop an aggressive media strategy focused on garnering national and global media attention for FIU's preeminent programs
- g. Create a web presence that reflects a more purposeful approach to advancement

Recommendation 6: Intentionally pursue Carnegie “Very High Research” Designation

Metric: Increase PhD production in STEM areas by 20% by 2020, increase patent production by 500% by 2020

FIU faculty conduct world-class research that builds knowledge, solves problems, and improves society. FIU is an important base of knowledge, expertise, and entrepreneurship for South Florida. The net economic impact of FIU's non-payroll operating expenditures and the personal expenditure of its employees at the county level is 7,650 jobs created or \$539.8 million of output.

In addition, investment in preeminent programs is robust. Achieving the Carnegie “Very High Research” designation would allow the university to be a stronger competitor for federal funding, benefitting faculty and the institution as a whole. Donors, from individuals to corporations to family foundations, are also stressing the need for impactful philanthropic funding through research based metrics. Returns on philanthropic investment need to be demonstrated in order to attract and secure transformational, long-term funding. FIU’s current state of teaching, research, and technology transfer activities within the context of other SUS Carnegie Research institutions is reflected in Appendix 3.

Examples of implementation strategies for discussion:

- a. Increase PhD production particularly in STEM fields by 5% per year
- b. Increase grant expenditures by 5% per year
- c. Establish a focused and coordinated approach to research centers and partnerships, promoting topic-centered facilities to deliver collaborative research
- d. Develop incentives to create and increase patents, licensing, and startups
- e. Identify key research areas that build on our strengths
- f. Leverage ROIs with current C&Is. Examples include the Environment (SERC, Water, ICTB), International Affairs (LACC, CRI), Health (CCF, BSI, CNI) and STEM. The current list of C&Is ranked by total budget is listed in Appendix 3).
- g. Use a standardized rubric to evaluate and prioritize current and new opportunity areas (see example rubric in appendix 2)
- h. Recruit, mentor, and retain top faculty focusing on FIU’s strengths and strategic priorities
- i. Ensure FIU faculty have the resources necessary to develop collaborative and competitive research initiatives
- j. Fundraise to establish endowed scholarships for PhD students and post-doctoral researchers/fellows
- k. Provide mechanisms to streamline PhD student graduation
- l. Develop program to encourage faculty to fund/recruit postdoctoral scholars
- m. Improve research support services to reduce administrative burden of faculty and allow more time writing grants

Recommendation 7: Innovate and integrate healthcare education, research, and delivery

Metric: Grow health-related grant funding by 100% by 2020 through FIU’s Innovative Health Initiative as a global leader in strategic areas

FIU will lead in shaping the future of health education, research, and service delivery - the “Innovative Health Initiative” (IHI). Health is envisioned as an equation best solved through a holistic approach that integrates genomics, behavior, access, technology, environment, education, economics, and policy while balancing that solution with the cost to deliver it and the time to research and implement it.

Examples of implementation strategies for discussion:

- a. Take advantage of FIU’s strengths to become a global leader in shaping the future in five strategic areas: health disparities, childhood health, aging, climate change, and disaster preparedness and computationally intensive data science
- b. Make serving FIU’s diverse local population a key point of focus. Research undertaken in Miami can be used to implement programs to serve as a model for diverse urban areas of the future, in the US and globally.

The IHI will accelerate scientific discovery through the following:

- a. NIH and NSF model of interdisciplinary research
- b. Cross-pollination of ideas and deep collaboration across units

- c. Promotion of integrative approaches that combine research from the basic and behavioral sciences with the applied sciences

Recommendation 8: Strengthen reputation as critical academic partner/solutions center for the local marketplace and beyond

Metric: Increase public/non-profit/private partnerships and pioneering research that address community needs

FIU serves the communities of South Florida through an ambitious set of community programs that apply university resources to key social, economic, and environmental needs. By establishing strong collaborations, FIU should position itself as the primary academic partner for communities and businesses in South Florida, recognized as a relevant and innovative solution center. These projects will disseminate research and innovation that strengthens the economy of South Florida. FIU has established strong linkages with South Florida non-profits and cultural organizations. Additionally, as FIU's research strengths and innovation becomes nationally relevant, stronger synchronization with organizations like the Beacon Council or Greater Miami Chamber of Commerce, and other national corporate partnerships will contribute directly to Miami Dade's economic growth. Increasingly, FIU will harness its innovation strengths, engagement reach and alumni population to be a driver in the transformation of the entrepreneurial ecosystem of South Florida while increasing talent retention locally.

In the arts, FIU can leverage Miami's growing cultural identity and align itself with the community through more private/public partnerships. The Arts allows the University to engage the students and the community and bring back alumni to campus. Involving students in the arts and creative activities will help create more well-rounded and dynamic individuals – ones that can more readily integrate into industry to be the pipeline into the South Florida employment market.

Examples of implementation strategies for discussion:

- a. Dramatically increase FIU entrepreneurial activities and products (patents, spin-offs, innovation)
- b. Build on FIU's traditions of private/public partnerships
 - i. Campus based (RCCL, FPL)
 - ii. Internships (local, national and global)
- c. Establish FIU as gateway to the arts in Miami
 - i. FIU students to perform at community venues
 - ii. Bringing local community to campus for cultural activities
- d. Increase sponsored research in areas of strategic priority (Water, Ecotoxicology, Wall of Wind)
- e. Establish FIU as a valued solutions center to major issues facing community (e.g., sea-rise/extreme events)
- f. Serve the educational needs of South Florida's retired community (silver tsunami, access to healthcare)

Recommendation 9: Leverage global status of FIU and Miami

Metric: Increase international student enrollment, develop additional global business partners, and expand international programs

FIU has a global future with an established and primary focus on Latin America and the Caribbean. It is uniquely placed with a geographic location on the edge of the Caribbean and in close proximity to Central and South America and has a tradition of global engagement, which is reflected in a number of innovative international partnerships (over 40 countries). However as FIU becomes more globally

focused, there are also opportunities to strengthen current programs in Asia, Europe, Africa, the Middle East and more specifically, the BRICs nations of Brazil, Russia, India, and China.

There is demand for FIU's services and resources internationally, and such partnerships will form an important part of the university strategy for academic and financial growth. The global engagement strengthens FIU's international brand, essentially reinforcing the "I" in FIU.

FIU should exploit the strategic advantages of "place," e.g., geography, diversity, demographics, climate, and culture. Miami is the fourth largest urban area in the US, a cosmopolitan city at the gateway to Latin America, the Caribbean and the world. It is a unique arena in which to explore the future of the USA and the region. FIU needs to fully integrate with Miami's growth as a regional and global center for tourism, culture, biotechnology, agriculture, health care, and the need to prepare for future extreme events, etc.

While China and India remain large source countries for international students at FIU, efforts at recruiting students should span the globe. Given FIU's proximity to Latin America and the Caribbean this region should continue to be a strategic market for recruitment. Closer to home, in leveraging the global and Miami, FIU must also develop strategies for recruitment, external relations, alumni engagement, philanthropy, and corporate partnerships in two global US cities: New York and Washington, D.C.

Examples of implementation strategies for discussion:

- a. Increase global learning professional development for faculty teaching in online, web assisted, and face-to-face courses
- b. Recognize global learning research and instruction in tenure, promotion, and hiring
- c. Increase visibility and impact of the Office of Study Abroad
- d. Fully utilize the resources of the international centers (e.g. LACC, CRI)
- e. Develop curricular offerings that allow every FIU academic program to pursue niche opportunities to attract students and prepare them for the global marketplace
- f. Establish offshore programming in SACSCOC-approved sites (Examples include China, Guatemala, Jamaica, Panama, and Dominican Republic)
- g. Leverage and expand existing programs in China
- h. Support areas of strategic value to FIU through partnerships with overseas universities and international agencies
- i. Leverage US and federal government relationships as well as State of Florida's partnerships and relationships abroad
- j. Develop FIU as a global solutions center. Examples include water, tropical ecology, and sustainable architecture
- k. Focus on building revenue-building courses and activities with international partners
 - i. Develop more MBA-like courses
 - ii. Expand continuing Education (workforce training, language immersion)
 - iii. Increase Study Abroad/Student Exchange opportunities
 - iv. Identify courses of interest to our international markets and offer online classes to address the demand

Appendix -1: iREAL Commission working groups - Commissioner areas based on President's initial ten questions and additional areas developed (<http://commission.fiu.edu/about-fiu-ireal/commissioner-participants/>)

1. What are the major drivers of change, now and in the foreseeable future, in the delivery of educational services, and how will they likely impact FIU and our predominantly minority and non-traditional (working) students who have been shown to have a greater need for high-touch educational experiences?

1. **Commissioner Connie Boronat**

staffed by Liz Greb

2. Leslie Richardson
3. Jeanette Cruz
4. Alexandra Quadra
5. Eric Brewe
6. Shekhar Bhansali
7. Leanne Wells
8. Ive Barreiros
9. Julian Edward
10. Norma Goonen
11. Elianis Nieves

2. What are the major drivers of change in the assessment of learning (i.e., prior learning and competency-based assessment) at the university level, and how will they impact FIU? For instance, the recently passed HB7029 requires the Board of Governors to develop rules to enable students to obtain university credit for online courses, including MOOCs, taken before they enroll in a SUS institution.

1. **Commissioner Elizabeth Bejar**

staffed by Jenn Gebelein

2. Janie Valdes
3. Susan Himburg
4. Rosa Chang
5. Bridgette Cram
6. Ida Rodriguez
7. Barbara Manzano
8. Nancy Colon
9. Susan Clemmons
10. Matt Hagood

3. How will new modalities of education impact the six-year graduation rate of our first-time-in-college students, the primary performance funding indicator used by the Board of Governors?

1. **Commissioner Kathleen Wilson**

staffed by Valerie Johnsen

2. Adam Drisin
3. Jamie Sutton

4. Alan Gumerson
5. Christine Dundas
6. Bruno Phanord
7. Katherine Perez
8. Danilo LeSante
9. Adam Owenz
10. Diana Ashley
11. Enrique Villamor

4. The American public research university is built upon instructional revenues providing the salary support for faculty to pursue their research. How can the research university survive if the focus is on providing validation of individual learning in ways that are "less expensive than ever before"? Increasing research & PhD production

1. **Commissioner Ken Furton**

staffed by Meredith Newman

2. Lidia Kos
3. Maureen Pelham
4. Ranu Jung
5. Shahed Al-Tammar
6. Dale Williams
7. Peter Hernandez
8. David Chatfield
9. Nancy Borkowski
10. Fu Zhou

5. What alternative scenarios of institutional change should we consider, and what are the pros and cons as well as the costs of the initiatives proposed? e.g. Smaller and more focused could improve our national rankings but reduce our local impact Being a leader in sustainability; Improving athletics

1. **Commissioner Jerry Cohen**

staffed by Emily Gresham

2. Mike Heithaus
3. Christopher Bultnick
4. Stuart Kennedy
5. Mariel Acosta-Garcia
6. Aime Martinez
7. Karen Fuller
8. Medjy Pierre-Louis
9. Sara Lipman
10. Peter Campbell

6. How can faculty, staff, students, and the community be thoroughly engaged with changes that are proposed? e.g. continuous use of social media and open forums with live polls for suggestions and feedback. Becoming more community engaged; maintaining a life-long relationship with graduates

1. **Commissioner Pablo Haspel**

staffed by Gisela Casines

2. Duane Wiles
3. Amy Woltman
4. Amanda Garcia
5. Teresa Ponte
6. Lori-Ann Cox
7. Michelle Mason
8. Luis Bolanos
9. Lauryl Collins

7. How will FIU respond to, and benefit from, the changes in the global educational market?

Expanding overseas educational activities

1. **Commissioner Mihaela Plugarasu**

staffed by John Stack

2. Mahfoud Oubadji
3. Christine Toguchi
4. Steve Luther
5. Hilary Landorf
6. Mercedes Ponce
7. Rocco Angelo
8. Eunju Suh
9. Sharon Spaltenstein
10. Bill Bullard

8. How do we balance the pressure to deliver inexpensive degrees with the need to maintain a high quality product that represents excellent value to our students and maintains FIU's trusted brand status? Expanding access to online and hybrid classes and programs; Improving graduation rates

1. **Commissioner Carlos Becerra**

staffed by Jo Adkins

2. Joyce Elam
3. Diane Singh
4. Francisco Valines
5. Laura Padron
6. Valerie Patterson
7. JC Espinosa
8. Philip Koenig
9. John Stuart /Faquiry Diaz
10. Javier Rodriguez
11. Gabriel Albelo

9. How can we best harness the innate entrepreneurial spirit of our students, staff, faculty, and alumni? Business rep? Expanding and diversifying income streams.

1. **Commissioner Christina Jardim**

staffed by Mike Maunder

2. Seema Pissaris
3. William Trueb
4. Dileep Rao
5. Rafael A. Paz
6. Elizabeth Rockowitz
7. Tina Vidal
8. Francisco Mora
9. Yanfei Zhang

10. How can we get maximum benefit from FIU's growing health related initiatives that include building on existing FIU expertise and demonstrating value to our university, South Florida, and global constituencies?

1. **Commissioner Yogi Hernandez**

staffed by Suzanna Rose

2. Bill Pelham
3. Henry Henao
4. Monica Hough
5. Monica Chiarini-Tremblay
6. Eneida Roldan
7. Jessica Robb
8. Simone Morgan
9. Angela Laird
10. Pedro Greer
11. Yukching Tse Dinh

Appendix 2: iREAL ROI Rubric for Evaluating Existing and New Areas of Emphasis

Existing and New Areas of Emphasis Evaluation Matrix

Project Name: _____

Date: _____

Categories	Score	Level of Adherence					Score
		1	2*	3	4***	5	
University Priorities							
Advance FIU's Strategic Themes		No relevance to FIU's strategic themes		Limited relevance to FIU's strategic themes		themes	
Support FIU's Mission		No relevance to FIU's mission		Limited relevance to FIU's mission		Direct and positive relation to FIU's mission	
Produce additional auxiliary revenue		Total Revenue: < \$50,000		Total Revenue > \$100,000		Total Revenue > \$200,000	
Advancement							
Attract donor interest: Impact		helped, addressing pressing need)		people helped, addressing pressing need)		helped, addressing pressing need)	
Attract donor interest: Prestige		community, student interest		media, community, student interest		community, student interest	
Attract donor interest: Unique		Many of its kind in existence		Few of its kind in existence		One of a kind	
Expand funding opportunities		Total Fundraising < \$100,000		Total Fundraising > \$500,000		Total Fundraising > \$1,000,000	
Increase number of prospects		< 10		11 to 19		> 20	
Research							
Improve PhD Production		graduate		graduate		graduate	
Recruit outstanding faculty		top faculty		recruit top faculty		to recruit top faculty	
Increase grant awards		Total Grants < \$100,000		Total Grants > \$500,000		Total Grants > \$1,000,000	
Expand potential for patents/spin-off		No patents/spin-off potential		Limited patents/spin-off potential		High patents/spin-off potential	
External Relations/Engagement							
Benefit the South Florida community		No benefit to the community		Some benefit to the community		Significant benefit to the community	
Brand and/or promote FIU		Few opportunities to brand or promote FIU		Some opportunities to brand or promote FIU		Many opportunities to brand or promote FIU	
community, non-profit)		No opportunities for partnerships		Some opportunities for partnerships		Many opportunities for partnerships	
Retention/Graduation Rates							
Engage student		and events		seminars and events		seminars and events	
Supports student success		successfully achieve the learning outcomes		of students to successfully achieve the		of students to successfully achieve the	
Increase retention rates		No influence on student retention rates		Limited influence on student retention rates		rates	
Attract quality students		applicants		student applicants		of student applicants	
the student experience		Many of its kind in existence		Few of its kind in existence		One of a kind	
Enhance active learning		Few opportunities for active learning		Some opportunities for active learning		Many opportunities for active learning	
Inspire next generation (K-12)		No opportunities to engage K-12 students		Some opportunities to engage K-12 students		Many opportunities to engage K-12 students	
Diversify course format		No impact on the current course format		format		offered	
Increase enrollment opportunities		courses students need		students need to take (less than 10%)		courses students need. (10% or more)	
Potential challenges							
Restrict land use		Significant restriction of land use		Some restriction of land use		No restriction of land use	
Political liability		Politically unsupported		Politically neutral		Politically supported	
Perception liability		Lowers perception of FIU		Does not affect perception of FIU		Enhances perception of FIU	
Financial liability		Requires significant FIU investment		Requires some FIU investment		Does not require FIU investment	
TOTAL SCORE =							0

*Exhibits most characteristics of '1' and some of '3'

***Exhibits most characteristics of '3' and some of '5'

Appendix 3: Data Tables: Comparative SUS Data

Centers and Institutes

Florida International University						
Centers and Institutes						
Total Expenditures						
2012-2013						
Center/Institute	E&G	C&G	Fees for Service	Private and Other	Total	Return on Investment
Southeast Environmental Research Center (SERC)	76,591	8,143,385	782,695	258,643	9,261,314	120.9
Center for Children and Families	334,762	6,205,130	31,209	1,023,077	7,594,178	22.7
FIU Applied Research Center	0	4,046,488	0	962,212	5,008,700	
Center for Internet Augmented Research and Assessment	0	1,586,960	0	3,052,246	4,639,206	
International Hurricane Research Center	1,385,103	1,707,602	15,746	255,824	3,364,275	2.4
English Language Institute	0	0	2,816,318	0	2,816,318	
High Performance Data Research Center	0	2,121,453	75,025	12,849	2,209,327	
Latin American and Caribbean Center	519,996	1,584,162	40,318	5,346	2,149,822	4.1
The Center for Ethics and Professionalism	1,608,690	173,364	0	143,072	1,925,126	1.2
International Forensic Research Institute	202,493	1,520,849	98,769	9,392	1,831,503	9.0
Lehman Center for Transportation Research	0	1,700,000	0	0	1,700,000	
The Center for Research on U.S. Latino HIV/AIDS and Drug Abuse	0	1,677,420	0	22,420	1,699,840	
The Center for Leadership	864,205	0	356,362	458,569	1,679,136	1.9
Institute of NeuroImmune Pharmacology	0	1,282,521	0	45,204	1,327,725	
Center for Advanced Technology and Education	0	1,022,059	0	72,750	1,094,809	
Center for Diversity in Engineering and Computing	186,668	632,776	63,161	59,625	942,230	5.0
Women's Studies Center	463,227	410,235	24,968	2,878	901,308	1.9
Institute for Hospitality and Tourism Education and Research	0	0	659,563	213,098	872,661	
Center for the Administration of Justice	137,059	564,063	0	162,141	863,263	6.3
Center for Labor Research and Studies	0	89,419	630,022	0	719,441	
Metropolitan Center	180,907	226,304	93,294	5,868	506,373	2.8
Jack D. Gordon Institute for Public Policy and Citizenship Studies	215,370	81,919	19,500	136,228	453,017	2.1
Institute for Public Management and Community Services	271,855	0	155,255	0	427,110	1.6
Telecommunications and Information Technology Institute	0	351,038	0	54,084	405,122	
International Media Center	0	260,348	0	0	260,348	
Center for the Study of Matter at Extreme Conditions	67,432	125,911	3,672	31,424	228,439	3.4
Cuban Research Institute (CRI)	86,500	92,280	5,949	1,992	186,721	2.2
Engineering Manufacturing Center	102,248	21,021	10,267	0	133,536	1.3
STEM Transformation Institute	19,697	110,615	0	0	130,312	6.6
Jerome Bain Real Estate Institute	0	0	0	62,038	62,038	
Center for the Humanities in an Urban Environment	4,757	0	11,181	128	16,066	3.4
Ryder Center for Supply Chain Management	0	0	7,798	3,234	11,032	
TOTAL	6,727,560	35,737,322	5,901,072	7,054,342	55,420,296	8.2

University of Central Florida						
Centers and Institutes						
Total Expenditures						
2012-2013						
Center/Institute	E&G	C&G	Fees for Service	Private and Other	Total	Return on Investment
Florida Solar Energy Center	3,544,063	14,927,448	1,562,683	4,655	20,038,849	5.7
Institute for Simulation and Training	2,221,427	17,056,482	0	0	19,277,909	8.7
Center for Research and Education in Optics and Lasers (CREOL)	6,063,843	8,583,667	0	3,767,242	18,414,752	3.0
Biomolecular Science Center	3,816,561	3,508,200	0	0	7,324,761	1.9
Advanced Materials Processing and Analysis Center (AMPAC)	710,094	2,052,147	404,070	1,582	3,167,893	4.5
Executive Development Center	0	0	2,613,384	0	2,613,384	
Florida Space Institute (FSI)	721,718	1,419,581	0	0	2,141,299	3.0
Small Business Development Center (Affiliate)	302,513	1,522,366	60,300	0	1,885,179	6.2
University of Central Florida Center for Forensic Science	710,388	305,895	0	0	1,016,283	1.4
Institute for Social and Behavioral Sciences	0	168,163	0	0	168,163	
Institute of Exercise Physiology and Wellness	0	14,303	10,890	0	25,193	
Florida-Canada Linkage Institute	8,769	0	0	0	8,769	1.0
Florida-Eastern Europe Linkage Institute	8,769	0	0	0	8,769	1.0
Environmental Systems Engineering Institute	0	0	7,278	0	7,278	
Institute of Statistics and Data Mining	0	0	0	5,361	5,361	
TOTAL	18,108,145	49,558,252	4,658,605	3,778,840	76,103,842	4.2

University of South Florida						
Centers and Institutes						
Total Expenditures						
2012-2013						
Center/Institute	E&G	C&G	Fees for Service	Private and Other	Total	Return on Investment
Pediatrics Epidemiology Center	570,201	45,406,665	0	599,847	46,576,713	81.7
Center for Urban Transportation Research	1,209,997	9,690,657	0	122,980	11,023,634	9.1
Institute for School Reform, Integrated Services, and Child	0	8,242,370	0	0	8,242,370	
USF Center for HIV Education and Research	16,798	3,431,756	83	284	3,448,921	205.3
Institute for Research in Psychiatry and Neurosciences	1,307,041	1,083,318	0	990,184	3,380,543	2.6
National Center for Transit Research (NCTR)	5,171	3,220,354	0	0	3,225,525	623.8
USF Clinical and Translational Science Institute	1,807,274	863,635	187,425	287,479	3,145,813	1.7
Institute for Research in Art	1,340,334	67,712	992,820	412,557	2,813,423	2.1
Center for Personalized Medicine and Genomics	1,078,974	1,431,622	0	237,856	2,748,452	2.5
Center for Assistive, Rehabilitation and Robotics Technologies	104,145	2,303,109	11,710	0	2,418,964	23.2
The Archie A. and Mary-Louise Silver Child Development Center	568,665	601,314	0	1,131,325	2,301,303	4.0
Small Business Development Center - Affiliate	329,788	1,517,222	62,841	117,193	2,027,044	6.1
Center for Aging and Brain Repair	657,289	1,134,068	0	227,927	2,019,284	3.1
Lawton and Rhea Chiles Center for Healthy Mothers and Babies (Health	108,114	1,525,178	0	292,214	1,925,506	17.8
Clean Energy Research Center	271,675	1,174,555	0	415,849	1,862,079	6.9
Diabetes Center (HSC)	921,454	57,530	35,782	841,661	1,856,427	2.0
David C. Anchin Center for the Advancement of Teaching	292,549	816,959	56,982	446,138	1,612,627	5.5
Joy McCann Culverhouse Center for Esophageal and Swallowing	0	0	0	1,513,550	1,513,550	
USF Center for Biological Defense	24,771	1,468,217	0	0	1,492,988	60.3
Nanomedicine Research Center	209,216	1,103,994	0	2,349	1,315,559	6.3
The Occupational Safety & Health Administration Training Institute	0	0	0	1,187,905	1,187,905	
Florida Center for Community Design and Research	321,012	806,162	0	57,269	1,184,442	3.7
USF Center for Wireless and Microwave Technology	479,015	609,932	0	89,776	1,178,724	2.5
Global Center for Hearing and Speech Research	148,316	843,452	0	1,531	993,299	6.7

University of South Florida (cont.)						
Centers and Institutes						
Total Expenditures						
2012-2013						
Center/Institute	E&G	C&G	Fees for Service	Private and Other	Total	Return on Investment
Center for Autism and Related Disabilities	0	949,762	0	0	949,762	
Florida Health Information Center (FHIC) (HSC)	106,970	803,230	0	31	910,231	8.5
Suncoast Gerontology Center	97,682	94,747	0	696,927	889,356	9.1
Nanotechnology Research and Education Center	614,335	57,415	93,939	93,239	858,928	1.4
National Bus Rapid Transit Institute (NBRTI)	0	843,573	0	0	843,573	
Center for the Study of Migrant Education	0	805,297	0	19,711	825,009	
Educational Research Center for Child Development	0	0	713,913	0	713,913	
Florida Prevention Research Center	4,930	673,073	0	1,053	679,055	137.7
Florida Center for Instructional Technology	283,205	80,658	230,911	19,871	614,645	2.2
The John Scott Dailey Florida Institute of Government	66,385	258,868	216,333	38,181	579,767	8.7
Alcohol and Substance Use Research Institute	26,605	547,246	0	0	573,851	21.6
Institute for the Study of Latin America and the Caribbean	406,073	28,022	0	1,795	435,890	1.1
Center for Industrial and Interdisciplinary Mathematics	0	403,438	0	0	403,438	
Kiran C. Patel Center for Global Solutions	155,929	11,124	0	231,914	398,968	2.6
James and Jennifer Harrell Center for the Study of Family Violence	3,423	356,032	0	20,127	379,582	110.9
The Center for Leadership in Public Health Practice	359,434	0	22	0	359,457	1.0
Florida Policy Exchange Center on Aging	0	137,758	157,205	16,766	311,729	
Center for Modeling Hydrologic and Aquatic Systems	600	0	0	284,738	285,338	475.6
Institute for Translational Research in Adolescent Behavioral Health	6,801	250,753	0	0	257,555	37.9
Gus A. Stavros Center for Free Enterprise and Economic Education	71,155	0	9,165	132,843	213,163	3.0
Center for Entrepreneurship	3,519	52,037	0	139,353	194,909	55.4
Suncoast Area Teacher Training (SCATT)	172,036	0	2,291	19,794	194,121	1.1
Center for Communications and Signal Processing	0	190,913	0	0	190,913	
Center for Transdisciplinary Research on Women's Health	190,745	0	0	0	190,745	1.0

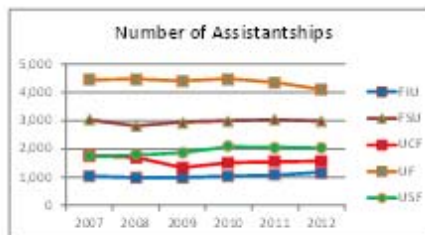
University of South Florida (cont.)						
Centers and Institutes						
Total Expenditures						
2012-2013						
Center/Institute	E&G	C&G	Fees for Service	Private and Other	Total	Return on Investment
The Jim Walter Partnership Center	34,977	18,162	5,080	118,207	176,426	5.0
USF Humanities Institute	146,378	0	0	11,253	157,631	1.1
Center for Neuromusculokeletal Research	143,225	0	0	0	143,225	1.0
Florida Kinship Center	9,314	112,113	0	18,945	140,372	15.1
Institute on Black Life	91,760	1,619	0	14,688	108,067	1.2
Center for Research, Evaluation, Assessment and Measurement	16,039	71,918	11,641	0	99,598	6.2
Center for Human Morpho-Informatics Research	83,911	0	0	0	83,911	1.0
USF Parkinson's Disease and Movement Disorders Center, NPF	0	0	0	65,061	65,061	
STEM Education Center	2,500	0	52,322	4,578	59,400	23.8
Preparedness and Emergency Response Learning Center	5,117	34,978	0	0	40,095	7.8
Center for Hospice, Palliative Care and End of Life Studies At the	0	0	1,617	30,227	31,843	
Center for Eating and Weight Disorders	0	0	0	23,158	23,158	
Interdisciplinary Center for Hellenic Studies	0	0	0	16,489	16,489	
Center for Environmental/Occupational Risk	0	0	0	14,869	14,869	
Center for Music Education Research (CMER)	4,468	0	8,938	1,024	14,429	3.2
Institute for Environmental Studies	0	6,333	0	1,115	7,447	
Florida Public Health Training Center	150	6,988	0	0	7,138	47.6
USF-SMMARTT (Smart Metal Organic Materials Advanced	6,260	0	0	0	6,260	1.0
Institute for Systematic Botany	0	0	0	5,500	5,500	
Institute for Secure and Innovative Computing	4,936	0	0	0	4,936	1.0
Center for Partnerships for Arts-Integrated Teaching (PAInT)	0	0	0	2,143	2,143	
Ancient Studies Center, Department of History	0	0	0	1,900	1,900	
Institute for Information Systems Management	0	0	0	1,353	1,353	
Institute for Public Policy & Leadership	0	0	0	503	503	
TOTAL	14,890,661	94,195,838	2,851,020	11,023,230	122,960,747	8.3

Faculty/Student Data

Comparative Faculty/Student Data

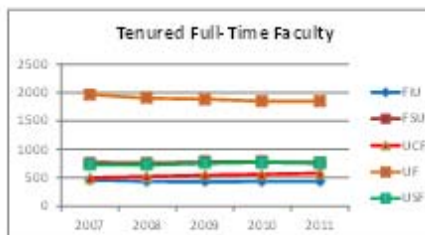
Assistantships

	2007	2008	2009	2010	2011	2012
FIU	1,036	985	990	1,038	1,071	1,177
FSU	3,022	2,812	2,946	2,997	3,033	2,982
UCF	1,784	1,698	1,335	1,509	1,541	1,568
UF	4,440	4,473	4,403	4,480	4,354	4,095
USF	1,725	1,774	1,866	2,071	2,059	2,026



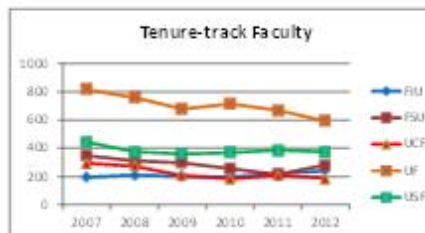
Tenured Full-time Faculty

	2007	2008	2009	2010	2011	2012
FIU	481	436	432	438	435	448
FSU	773	760	778	778	769	783
UCF	504	520	547	564	579	595
UF	1965	1899	1885	1847	1850	1838
USF	732	727	735	773	755	733



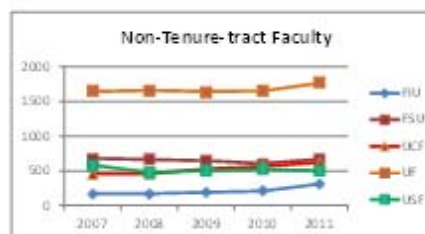
Tenure-track Full-time Faculty

	2007	2008	2009	2010	2011	2012
FIU	195	210	201	196	220	240
FSU	347	311	296	256	214	283
UCF	284	272	207	184	206	189
UF	815	799	677	713	669	592
USF	443	376	360	369	387	375



Non-tenure track full-time faculty

	2007	2008	2009	2010	2011	2012
FIU	172	171	191	210	310	429
FSU	680	664	647	606	667	695
UCF	454	455	528	564	621	808
UF	1647	1661	1645	1655	1766	1813
USF	582	476	503	523	501	521



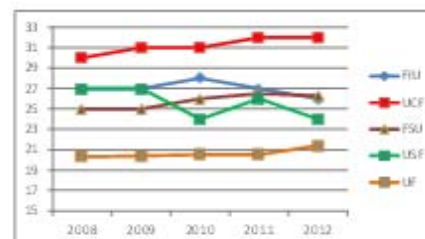
Total Full-time Faculty

	2007	2008	2009	2010	2011	2012
FIU	828	817	824	844	965	1,118
FSU	1,800	1,735	1,721	1,640	1,650	1,761
UCF	1,252	1,247	1,282	1,312	1,406	1,592
UF	4,427	4,319	4,207	4,215	4,285	4,243
USF	1,757	1,579	1,618	1,665	1,643	1,629



Student-to-Faculty Ratio

	2008	2009	2010	2011	2012	Average
FIU	27	27	28	27	26	26.8
UCF	30	31	31	32	32	30.8
FSU	25	25	26	26.5	26.5	25.6
USF	27	27	24	26	24	25.8
UF	20.3	20.4	20.5	20.5	21.4	20.8



Technology Transfer Data

SUS Technology Transfer Comparison

	2007-08	2008-09	2009-10	2010-11	2011-12	5 Yr Avg
Invention Disclosures						
FIU	18	16	24	15	20	18
UCF	93	83	96	109	127	102
UF	299	304	295	322	345	315
FSU	45	41	37	60	65	49
USF	139	141	161	172	177	150
US Patents Issued						
FIU	0	1	1	3	1	1
UCF	57	41	91	76	67	60
UF	53	73	59	86	60	68
FSU	11	10	21	36	27	21
USF	31	36	66	91	98	59
Licensing Options Executed						
FIU	0	1	1	0	0	0
UCF	6	5	12	14	11	9
UF	75	115	92	131	129	103
FSU	12	10	6	10	13	10
USF	28	25	37	36	52	36
Licensing Income Received (\$)						
FIU	9,423	39,819	24,942	12,000	62,034	25,731
UCF	327,176	640,008	411,393	500,966	560,135	611,073
UF	52,252,469	53,880,476	29,235,006	29,493,522	33,922,249	41,136,499
FSU	1,257,266	1,192,448	1,314,917	1,467,981	1,333,065	1,396,540
USF	1,831,000	1,300,000	17,411,625	1,390,871	1,243,425	4,212,772
Number of Start-up Companies						
FIU	0	0	0	0	0	0
UCF	2	3	7	1	5	4
UF	14	10	9	12	15	12
FSU	3	2	2	4	2	2
USF	5	3	5	8	10	6
Patents Per 1000 Tenured or tenure-earning faculty						
FIU	0	1.6	1.5	4.7	2	2
UCF	74	0	122	97	85	68
UF	20	29	25	34	24	27
FSU	10	9	20	34	27	20
USF	26	28	52	80	83	49
Total Research Expenditures per Full-time Tenured, Tenure-earning Faculty Member (\$)						
FIU	163,148	160,066	174,204	173,511	180,241	171,569
UCF	184,326	187,883	157,734	145,975	155,170	167,628
UF	227,582	242,378	266,022	289,036	276,691	254,847
FSU	188,890	220,030	221,475	222,835	229,276	212,997
USF	291,630	313,641	327,318	350,857	381,131	323,872

FIU *Beyond Possible* 2020



2015-2020 Strategic Planning and Implementation

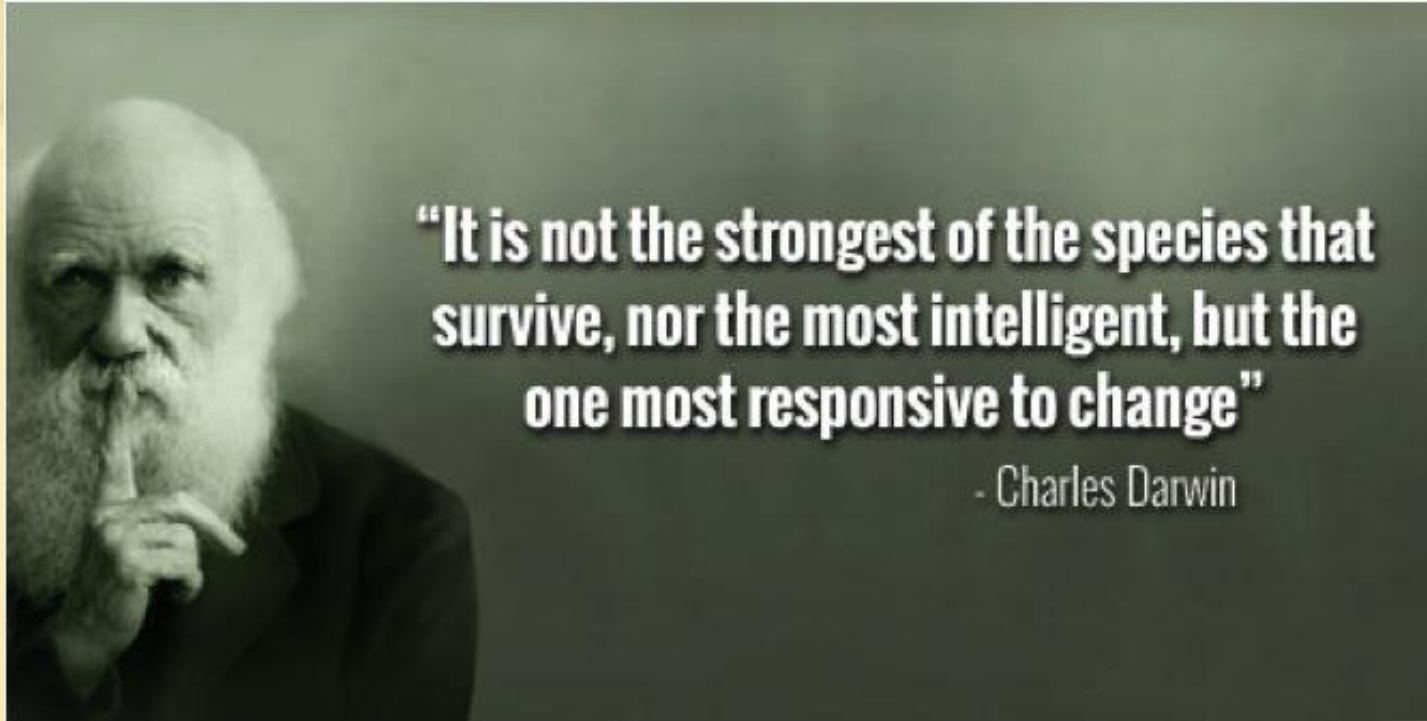
Strategic Plan 2015-2020

The Strategic Planning Process

- A steering committee of less than 10 people and four focus committees with approximately 60 people total
- Goal is to design the 2015-2020 FIU strategic plan using the iREAL Commission's recommendations as the foundation with implementation in mind
- Vice Provost for Strategic Initiatives and Implementation position will help drive the process of creating the 2015-2020 FIU strategic plan as well as the implementation strategies and continuously monitor progress

Focus Committees

1. Student Success (Recommendations 1, 2, 3)
2. Preeminent Programs (Recommendations 5, 7, 9)
3. Financial Base/Efficiency (Recommendations 3, 4, 5, 8)
4. Carnegie Very High Research Designation
(Recommendations 4, 6, 7, 8)



“Every organization is optimized to achieve the results it currently gets.”

<http://www.ideo.com/expertise/org-design/>

Strategic Plan 2015-2020

Focus Committees

Student Success (Recommendations 1, 2, 3)

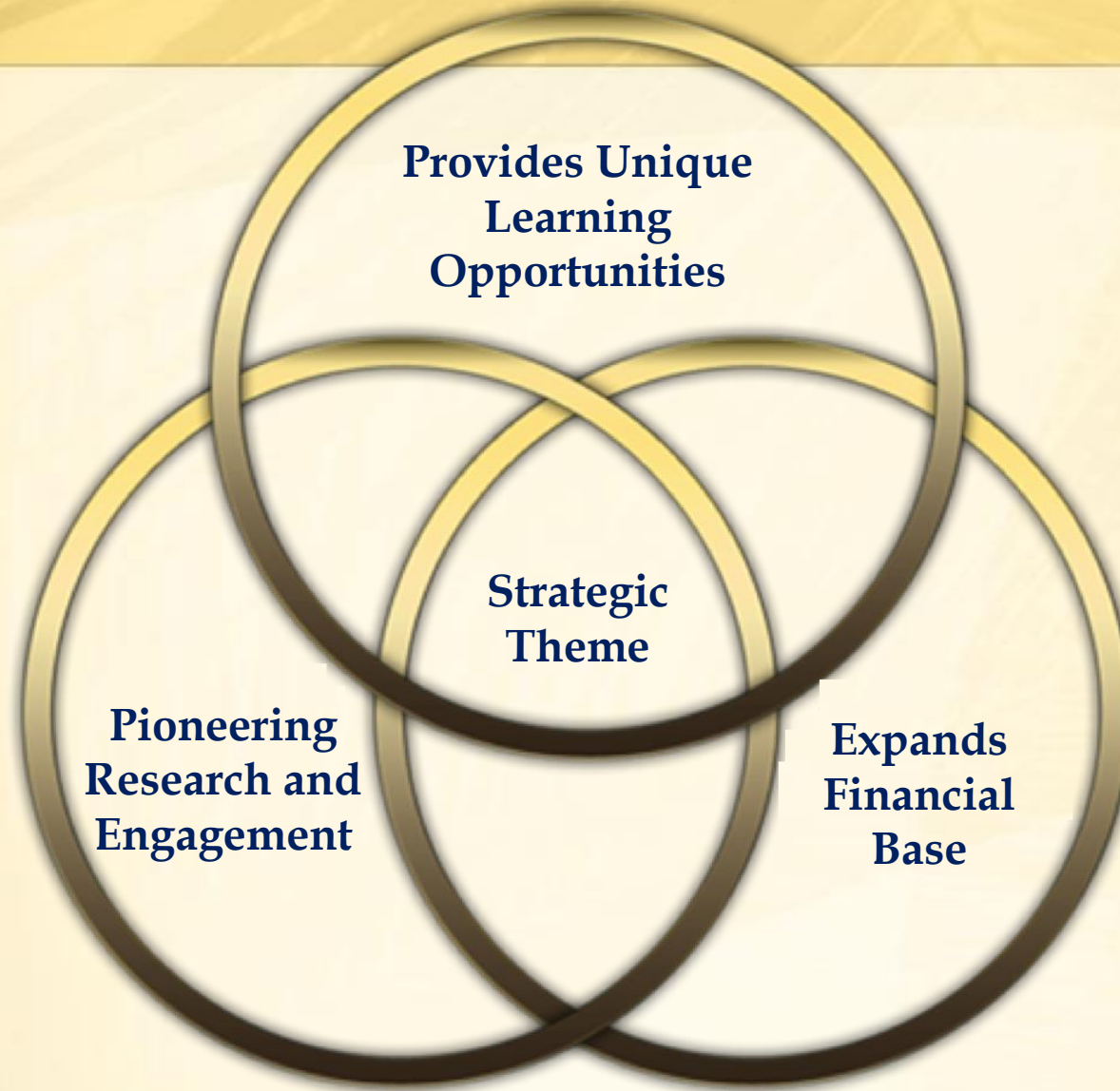
- Improving access, retention and timely graduation of our students.
- Creating an environment that integrates career planning from admission through alumni with a focus on entrepreneurship and engagement.
- Mandatory advising, required portfolios including experiential learning.
- Online and hybrid courses/degrees (teach all UCC courses as hybrid or other best practice for optimal student learning outcome)
- Faculty incentives (recognition, travel funds, summer assignments)

Strategic Plan 2015-20

Focus Committees

Preeminent Programs (Recommendations 5, 7, 9)

- Reviewing current University themes (Arts, Environment, Globalization, and Health) and programs in relation to performance metrics and other strategic priorities.
- Determining processes and criteria to be used to identify and promote preeminent programs.
- Developing implementation strategies for these activities.



Prioritization of Areas of Emphasis

Strategic Plan 2015-2020

Focus Committees

Financial Base Expansion (Recommendations 3, 4, 5, 8)

- Determining strategies to further diversify and optimize revenue streams, including successful completion of \$750 million capital campaign.
- Developing public and private partnerships.
- Considering alternative budget models and reviewing organizational efficiencies.
- Creating an environment of practicing as well teaching entrepreneurship.

Strategic Plan 2015-2020

Focus Committees

Carnegie “Very High Research” Designation (Recommendations 4, 6, 7, 8)

- Increasing research doctoral degree production.
- Enhancing the development of intellectual property through patents and licensing.
- Increasing research and development funding through multiple sources, including philanthropy and entrepreneurship.
- Focusing on university strengths in an increasingly competitive environment.
- Building clinical research capacity.

Strategic Plan 2015-20

Timeline

Action	Date
University feedback from iReal	March 7, 2014
Town Hall meeting	April 2, 2014
Committee selections	June 2014
Committees charged	June 2014
Committees develop plans	June – November 2014
Community forums	December 2014
Preliminary strategic plan	December 2014
Community discussion	January 2015
Final strategic plan	February 2015
BOT review and approval	March 2015