



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

Thursday, December 1, 2016
9:30 a.m. **approximate start time*
Florida International University
Modesto A. Maidique Campus
Graham Center Ballrooms

Committee Membership:

Cesar L. Alvarez, *Chair*; Natasha Lowell, *Vice Chair*; Jose J. Armas; Alian Collazo; Michael G. Joseph; Marc D. Sarnoff; Kathleen L. Wilson

AGENDA

- | | |
|--|--------------------|
| 1. Call to Order and Chair's Remarks | Cesar L. Alvarez |
| 2. Approval of Minutes | Cesar L. Alvarez |
| 3. Action Items | |
| AP1. Tenure as a Condition of Employment Nominations | Kenneth G. Furton |
| AP2. New Program Proposal: Limited Access Bachelor of Science in Digital Communication and Media | Elizabeth M. Bejar |
| AP3. New Program Proposal: Limited Access Bachelor of Science Public Relations, Advertising, and Applied Communication | Elizabeth M. Bejar |
| AP4. New Program Proposal: Master of Science in Data Science | Elizabeth M. Bejar |
| AP5. New Program Proposal: Doctor of Philosophy in Applied Mathematical Sciences | Elizabeth M. Bejar |
| 4. Information/Discussion Items <i>(No Action Required)</i> | |
| 4.1 Academic Affairs Regular Reports | |
| ▪ FIU <i>Beyond Possible 2020</i> | Pablo G. Ortiz |
| ▪ Student Success | Bridgette E. Cram |
| ▪ Engagement | Saif Y. Ishaq |
| ▪ Enrollment Management and Services | Luisa M. Havens |

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

4.1 Academic Affairs Regular Reports *(Continued...)*

- Information Technology **Robert Grillo**
- Research and Economic Development/ University Graduate School **Andres G. Gil**
- Student Affairs **Larry Lunsford**

4.2 Academic Affairs Special Report

- FIU Preeminence Plan **Kenneth G. Furton**
Andres G. Gil

5. New Business *(If Any)*

Cesar L. Alvarez

6. Concluding Remarks and Adjournment

Cesar L. Alvarez

The next Academic Policy and Student Affairs Committee Meeting is scheduled for Friday, March 3, 2017

2. Approval of Minutes

Approval of Minutes

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 1, 2016

Subject: Approval of Minutes of Meeting held September 1, 2016

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, September 1, 2016 at the Modesto A. Maidique Campus, Graham Center Ballrooms.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, September 1, 2016 at the Modesto A. Maidique Campus, Graham Center Ballrooms.

Supporting Documentation: Minutes: Academic Policy and Student Affairs Committee Meeting, September 1, 2016

Facilitator/Presenter: Cesar L. Alvarez, *Academic Policy and Student Affairs Committee Chair*

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FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
September 1, 2016

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Cesar L. Alvarez at 12:23 p.m. on Thursday, September 1, 2016, at the Modesto A. Maidique Campus, Graham Center Ballrooms.

The following attendance was recorded:

Present

Cesar L. Alvarez, *Chair*
 Jose J. Armas
 Alian Collazo
 Michael G. Joseph
 Marc D. Sarnoff
 Kathleen L. Wilson

Excused

Natasha Lowell, *Vice Chair*

2. Approval of Minutes

Committee Chair Alvarez asked that the Committee approve the minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, June 2, 2016. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee Meeting held on Thursday, June 2, 2016.

3. Action Items

AP1. 2017-2018 Legislative Budget Request

Provost and Executive Vice President Kenneth G. Furton presented the 2017-18 Legislative Budget Request (LBR) for Committee review, noting that the LBRs are an assessment of needs developed by the Florida Board of Governors in cooperation with the universities. He delineated the University's 2017-18 request. He explained that the Population Health Sciences Research Collaboration is a joint project between the FIU and UCF colleges of medicine. He added that this entails both institutions working together across two urban communities to implement and assess clinical intervention practice improvements as well as to develop projects that are utilizing data driven patient centered programs.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Florida International University Board of Trustees approve the 2017-2018 Legislative Budget Requests:

Unique University Issues:

- | | |
|---|----------------------|
| ▪ FIU Startup | Request: \$6,102,120 |
| ▪ FIU UPLIFT | Request: \$4,995,314 |
| ▪ Royal Caribbean Cruise Lines Hazardous Substance Mitigation | Request: \$2,500,000 |

Shared System Resources:

- | | |
|---|----------------------|
| ▪ UCF and FIU Colleges of Medicine Population Health Sciences
Research Collaboration | Request: \$2,000,000 |
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AP2. Tenure as a Condition of Employment Nominations

Committee Chair Alvarez noted that two candidates were nominated for tenure as a condition of employment, stating that the nominees were selected to receive tenure based on the caliber of their work.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees approve the two (2) candidates for Tenure as a Condition of Employment, as specified in the Board materials.

AP3. Textbook and Instructional Material Affordability Report

Vice President for Academic Affairs Elizabeth M. Bejar presented the Textbook and Instructional Material Affordability Report for Committee review, delineating the requirements that are embedded in the Education Access and Affordability bill, HB 7019, which she added became effective July 1, 2016. She reported that under this bill, all State University System institutions are required to submit a Textbook and Instructional Material Affordability Report that determines the wide cost variance for required and recommended course materials for General Education and High Enrollment courses. In addition, she noted that the report includes an overview of institutional initiatives and policies designed to reduce the costs of course materials and promote college affordability.

VP Bejar provided an overview of FIU's posting compliance, stating that because the bill became effective on July 1, the current report only includes fall 2016 data. She indicated that on July 8, 2016, the University reached 79% compliance, adding that 90% compliance was achieved by August 15, and reported that currently over 95% compliance has been reached.

VP Bejar delineated the University's efforts in reducing the costs of course materials, including the University's collaboration with on-campus vendors, such as Barnes & Noble, where she added that a price match program has been established. She mentioned that 77% of the University's books are currently available at Barnes & Noble for rent at reduced prices, stating that approximately 40% are available digitally.

Trustee Alian Collazo stated that students have provided positive feedback on the price match program, noting the added convenience to students who can now purchase books on campus with similar online competitor prices.

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 textbook and instructional material affordability report.

4. Information/Discussion Items

4.1 Academic Affairs Regular Reports

Committee Chair Alvarez requested that the Academic Affairs Regular Reports provided in the agendas be accepted as written. There were no objections.

4.2 Torrey Pines Institute for Molecular Studies

Provost Furton reported, for discussion purposes, on a potential affiliation between FIU and the Torrey Pines institute for molecular studies. He stated that the Torrey Pines Institute for Molecular Studies is a non-profit research center dedicated to conducting basic research to advance the understanding of human diseases and the improvement of human health. He added that scientists at the Torrey Pines Institute for Molecular studies conduct research in fields associated with a wide variety of major medical conditions. He mentioned that the University has engaged in discussions with Torrey Pines, and acknowledged that an affiliation agreement is currently being considered. He also noted that the University has sought guidance from both the BOG and the Office of the Governor on this. In response to Trustee Kathleen L. Wilson's inquiry regarding costs, Provost Furton noted that currently there are no associated costs, adding that feedback from the Governor's office and the Chancellor was pending. Provost Furton noted that an affiliation agreement with Torrey Pines aligns with the University's strategic plan.

Trustees engaged in a discussion regarding the University's potential affiliation with Torrey Pines. Trustee Marc D. Sarnoff requested additional information regarding the feasibility of a merger. Trustees Collazo and Wilson mentioned possible benefits to the University in terms of research, its positive impact on Performance Funding metrics, and that the affiliation can serve to attract students and faculty. In response to Committee Chair Alvarez' inquiry, Provost Furton reported that FIU will not have exclusivity with Torrey Pines until such time that an affiliation agreement is executed.

5. New Business

No new business was raised.

6. Concluding Remarks and Adjournment

With no other business, Committee Chair Cesar L. Alvarez adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee meeting on Thursday, September 1, 2016 at 12:54 p.m.

There were no Trustee Requests.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 1, 2016**

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of four (4) candidates for Tenure as a Condition of Employment (TACOE).

Background Information:

Pursuant to the Florida Board of Governors Regulation 1.001(5)(a), each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including but not limited to tenure.

The four TACOE nominees have appropriate qualifications and have completed the required expedited tenure review at FIU by their respective disciplines.

Supporting Documentation: Tenure as a Condition of Employment Nominees
Attachment 1 – Tenure as a Condition of Employment
Nominee Bios

Facilitator/Presenter: Kenneth G. Furton

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Florida International University
2016-2017 Tenure (as a Condition of Employment) Nominations

Name	College	Department	Proposed Rank
Newton D'Souza	College of Communication, Architecture + the Arts	Interior Architecture	Associate Professor
Jun Li	College of Arts, Sciences, and Education	Biological Sciences	Associate Professor
Jacqueline Lynch	College of Arts, Sciences, and Education	Teaching and Learning	Associate Professor
Kim Tieu	Robert Stempel College of Public Health and Social Work	Environmental and Occupational Health	Professor

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Attachment 1

Newton D'Souza, Ph.D.
Department of Interior Architecture
College of Communication, Architecture + the Arts

Dr. Newton D'Souza holds a Ph.D. in architecture from the University of Wisconsin-Milwaukee and a master's degree in design from the National University of Singapore. He was an instructor at the University of Wisconsin-Milwaukee before joining the University of Missouri-Columbia in 2007 as an assistant professor. Dr. D'Souza was tenured at the University of Missouri-Columbia in 2013. He served as the Director of Graduate Studies in the Department of Architectural Studies and as a faculty collaborator at the Immersive Visualization Lab at the University of Missouri-Columbia. He has also practiced as an architect and interior designer in Bangalore, India.

During the past two decades Dr. D' Souza's research and teaching has focused on design cognition, creativity, human factors for design, environment-behavior, and emerging media environments. He is widely published in various journals, including the *Journal of Design Studies* and *Architecture Research Quarterly*.

It is anticipated that Dr. D'Souza's recent book, *The Multi-Skilled Designer: A Cognitive Explanation for Diversity in Architectural Thinking*, will be published in January 2017 by Routledge Publications. At the University of Missouri, he initiated the Creative Convergence Network, which involves a multidisciplinary faculty forum to investigate creative behavior in new media and whose work was recently published in a special section of the *Journal of Design Studies*.

Dr. D'Souza serves as an active member of the Environmental Design Research Association and the Design Thinking Research Symposium. He is a recipient of several grant-funded awards, including MU System Research Board award, MU Research Council Award, and Mizzou Advantage Media of the Future Award. Since 2013, he has received nearly \$350,000 in grant funding and has published nearly 10 books or peer-reviewed publications. Moreover, he has served as a chair and committee member for 12 graduate doctoral committees. Dr. D'Souza has been honored as the recipient of the 2014 *Ernest L. Boyer International Award for Excellence in Teaching, Learning, and Technology*, and has also won two additional awards from the University of Missouri in recognition of his teaching.

Dr. D'Souza is being recommended for Associate Professor in the Department of Interior Architecture.

Attachment 1

Jun Li, Ph.D.
Department of Biology
College of Arts, Sciences & Education

Dr. Jun Li earned his bachelor's in biochemistry at the Nanjing University in 1991 and his master's degree in molecular biology at the Shanghai Institute of Biochemistry, Chinese Academy of Sciences in 1994. He then worked as a technician at the Shanghai Institute of Plant Physiology and Ecology, Chinese Academy of Sciences, studying rice genome and transgenic cotton. In 1996, he arrived to the United States to pursue his doctoral degree at the Oklahoma State University. He studied biology and computer sciences simultaneously, aiming to use computational technology to resolve biomedical problems. In 2000, he graduated with a Ph.D. in veterinary biomedical sciences and an M.S. in computer sciences. Following his doctoral studies, he worked as an engineer in industry in San Jose, California from 2000 to 2003. Thereafter, he worked as a senior research associate at the University of Minnesota from 2003 to 2010, and as an assistant professor at the University of Oklahoma from 2010 to 2016.

Dr. Li's research interests include genome sequence analysis, genome-wide association, molecular pathways of malaria transmission in mosquitoes, and the development of drugs and vaccines for mosquito transmitted diseases. His current research program focuses on mosquito-transmitted malaria, which is supported by the National Science Foundation Career Award (\$798K) for basic science research and education, the National Institute of Health R21 (\$424K) for vaccine development, and the National Institute of Health R01 (\$2.2M) for drug development. Dr. Li has also received an NIH R56 award (\$365K), NIH project contract (\$80K), and OCAST grant (\$135K). He has published 17 papers in high profile journals, including *Science* and *Proceedings of the National Academy of Sciences*. He has also reviewed many manuscripts for academic journals.

In addition to offering undergraduate and graduate courses in biochemistry and genomics, Dr. Li has served as a member of nine doctoral students' advising committees and four master's level graduate student advising committees. He is the major professor of two doctoral students and one master's student. Dr. Li is an active grant reviewer for NIH Study Sections, state, university, and private funds. Dr. Li is being recommended for Associate Professor in the Department of Biology.

Attachment 1

Jacqueline Lynch, Ph.D.
Department of Teaching and Learning
College of Arts, Sciences & Education

Dr. Jacqueline (Jackie) Lynch received a B.Ed. (primary) and a M.Ed. in Teaching and Learning from Memorial University of Newfoundland, and a Ph.D. in Language and Literacy Education from the University of British Columbia in 2003. She has received a number of awards throughout her studies, including a dissertation award from the U.S. College Reading Association. Following her studies, she served as a SSHRC post-doctoral research fellow at Michigan State University's Department of Teacher Education from 2003-2005. Dr. Lynch joined York University, Toronto, Canada as an assistant professor in 2005, and obtained tenure and the rank of associate professor in 2010. In 2014, Dr. Lynch was an affiliate associate professor at the College of Education and Human Development, George Mason University, Virginia. She has primary school teaching experience in Canada and South Korea, and was a course director at the University of British Columbia and at Michigan State University.

Dr. Lynch has presented nationally and internationally on language and literacy research, and has published widely in the literacy research field. She has conducted research in early literacy development and family literacy across Canada and in the U.S., and her research findings are published in refereed journals, including the *Journal of Research in Reading*, *Reading Psychology*, and the *Journal of Early Childhood Literacy*. She is the primary author of the Canadian edition of a language arts text, *Literacy: Reading, Writing and Children's Literature*, to be published by Oxford University Press (release date February 1, 2017). She continues to write about and conducts research in early literacy, family literacy, primary school teaching, and teacher professional development. Her approach to literacy research often stems from a socio-cognitive or sociocultural perspective, and she has a particular interest in working with children of families from low-income backgrounds. At York University, she was active in university and community service, in student supervision, and in teaching at the undergraduate and graduate levels. Dr. Lynch is being recommended for Associate Professor in the Department of Teaching and Learning.

Kim Tieu, Ph.D.
Department of Environmental and Occupational Health
Robert Stempel College of Public Health and Social Work

Dr. Kim Tieu completed his bachelor's degree in pharmacy with honors distinction in 1993 at the University of Saskatchewan (Canada). In 1995, he secured a competitive graduate student scholarship, which allowed him to study with a group of researchers at the University of Saskatchewan to investigate the efficacy of newly developed chemicals for the treatment of Parkinson's disease. After obtaining his Ph.D. in 2000, Dr. Tieu joined the laboratory of Dr. Serge Przedborski at Columbia University, to further investigate how brain cells die in Parkinson's disease. In 2004, he joined the University of Rochester Medical Center as an assistant professor, and in January 2013 joined Plymouth University in England as an associate professor to establish the translational research program in Parkinson's disease. In December 2015, Dr. Tieu was promoted to tenured professor.

Dr. Tieu has published landmark studies in the area of Parkinson's disease research in scholarly journals, including the *Journal of Clinical Investigation*. At the University of Rochester Medical Center, he led a group of highly productive students, post-doctoral fellows, and technicians in a study of the pathways by which environmental toxicants and genetic mutations cause Parkinson's disease. The novel and translational impact of his research has resulted in a patent application, which has now entered the final prosecution phase. Additionally, his laboratory has published high impact studies, such as the one in the *Proceedings National Academy of Science* (2011) describing an important discovery of how paraquat (an herbicide that has been linked to Parkinson's disease) caused cell death in the brain. Dr. Tieu's research team demonstrated for the first time that blocking the function of a protein called dynamin-related protein-1 (Drp1), using gene therapy and chemical approaches, dramatically improved the function and viability of brain cells as seen in Parkinson's disease. As principal investigator on numerous studies, Dr. Tieu has received over \$3 million from the NIH and MRC to advance his research.

Dr. Tieu has been productive in research and has published extensively in top ranking journals, as evidenced by his ranking among the top 100 most cited Parkinson's disease investigators worldwide. His total citations so far (excluding self-citations) is 4,714, mean citation/publication is 134, and has an h-index of 24. Furthermore, he serves in various scientific review capacities for journals and funding agencies. In addition to research, Dr. Tieu is being recommended for Professor in the Department of Environmental and Occupational Health.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 1, 2016

Subject: New Program Proposal: Limited Access Bachelor of Science in Digital Communication and Media

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Limited Access Bachelor of Science in Digital Communication and Media (CIP 09.0702) new program proposal.

Background Information:

The School of Communication and Journalism in the College of Communication, Architecture + The Arts at Florida International University proposes to offer a new Limited Access Bachelor of Science degree in Digital Communication and Media. This proposal originates from a current major within the BS in Communication. As the current degree program requires a 2.85 GPA for admission, the proposed Limited Access degree will require the same GPA standard. The proposed program would award degrees in an area of strategic emphasis, as identified by the State University System's Board of Governors.

The proposed degree will place the School of Communication and Journalism at the forefront of pedagogical efforts to create new and diverse opportunities for students entering a changing and highly competitive field. The courses being offered in this degree will represent the very latest in research, critical thinking, and professional standards emerging from both academia and industry. While building a skillset attractive to potential employers will be one goal of the curriculum, there will also be strong emphasis on academic rigor and critical, theoretical foundations that will be even more essential for ensuring students are well prepared as the field continues to evolve and change.

Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*. Additionally, section (3) of Regulation 8.011 states that in a proposal for a baccalaureate program, if limited access status is sought in accordance with Board Regulation 8.013, adequate justification shall exist for such a designation, and evidence shall be provided that diversity, articulation, and workforce issues are appropriately addressed.

Section (1) of Florida Board of Governors Regulation 8.013 – *Limited Access* states in relevant part that the Board of Governors may declare certain degree programs as limited access programs, upon request by university board of trustees.

Supporting Documentation: Executive Summary: Limited Access Bachelor of Science Digital Communication and Media (CIP 09.0702) New Program Proposal

Facilitator/Presenter: Elizabeth M. Bejar

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Proposed B.S. in Digital Communication and Media
Department of Journalism + Media
College of Communication, Architecture + The Arts
Florida International University

EXECUTIVE SUMMARY

The School of Communication and Journalism in the College of Communication, Architecture + The Arts at Florida International University is proposing a new Limited Access Bachelor of Science degree in Digital Communication and Media under the Science, Technology, Engineering, and Mathematics (STEM) CIP code 09.0702. This new degree in Digital Communication and Media, currently a major within the BS in Communication, is being proposed in recognition of the rapidly changing communication and media environment confronting communication professionals, academics, and entrepreneurs. Students enrolled in this concentration will be given the critical thinking and technical skills needed for producing digital media content and distributing that content across multiple platforms, engaging diverse audiences through a strong foundation in social media and networking, as well as learning methods and strategies for ensuring their communication attains maximum impact. The School is requesting that the proposed degree model itself after the current degree's 2.85 GPA admission standard, thus it will be considered a limited access program. (See Appendix with rationale and enrollment impact data.)

A degree in Digital Communication and Media is also envisioned as providing core foundational classes for all students pursuing degrees in Communication and Journalism, as the rapid expansion of the Internet and digital media has been transformational for all forms and types of communication. The new degree in Digital Communication and Media is being designed with just a single concentration, which will in turn offer students the flexibility to choose from a number of classes that best fit their interests in the field. This decision is also being made in recognition of the diversity of the field and potential career paths that exist in this varied and expanding discipline.

The BS in Digital Communication and Media will be a critical addition to the degrees being offered by the School of Communication and Journalism and bring the curriculum of the School fully in line with the challenges, opportunities, and demands presented by a rapidly changing industry. Creating a core curriculum in the theories and critical thinking needed to understand the field of digital media and communication will be an essential component for creating a strong intellectual foundation for students enrolled in this degree as well as all degree-seekers in the School. Among the careers that will be available to students graduating with a B.S. in Digital Communication and Media are the following:

- Data Journalist
- Multimedia/Digital Video Storyteller
- Digital Strategist
- Social Media Strategist/Editor
- Community Engagement Manager Digital
- Product Manager
- Audience Metrics and Data Analyst
- Multimedia Experience Developer
- Web Producer, Designer, or Developer
- Web/Mobile Application Developer

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	75	56.25
Year 2	110	82.5
Year 3	125	93.75
Year 4	133	99.75
Year 5	150	112.5

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$5,534	\$311,288		\$25,670	\$311,200
\$5,331	\$599,724			\$599,724

Appendix: Board of Governor's Limited Access Request

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

The University does intend to seek formal Limited Access status for the B.S. in Digital Communication and Media. The proposed admission requirements include a 2.85 GPA and successful completion of three upper division courses. The degree will be a professionally oriented program and like most other professional programs- Business, Architecture, Arts - we often need to limit access to engage only those students serious about skills-building in those professions. The nature of much of the instructional material means that classes must be of a size that allows regular feedback opportunities and strong mentor relationships between faculty and students. Such mentoring cannot take place in large, traditional classroom structures. Because much of the work of our students has both audio and visual components, students must also have adequate space and time in which to pursue their work and classes must be limited to the number that the faculty can reasonably support. As such, we teach a number of very specific, skill-focused classes that require low enrollment. Additionally, the official accrediting body for the School of Communication and Journalism, the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), recommends 15 students in skills classes and prohibits more than 20.

The above admission requirements were already in place for the existing BS in Communications degree in which this proposed new degree program was originally a major of Digital Media Studies. The enrollment numbers of the current major indicate that Transfer Students from the Florida College System (FCS) is 50 and this is almost double in number compared to FTIC students - 30 - who are enrolled in the upper division. Given that the School is maintaining their current requirements for the BS in Communication for the newly proposed BS in Digital Communication and Media, the impact on FCS students will not limit their acceptance in the program compared to other students seeking admission.

The current major, which will become the degree, has a very diverse student population. The race/ethnicity breakdown for the 86 upper division digital media studies' students (fall 2016) includes the following: 75.58% Hispanic (65), 3.39% White Non-Hispanic (3), and 12.79% Black or African American (11). Given FIU's status as an Hispanic Serving Institution, and the current major from which this new degree will draw has been very diverse, we do not believe the continuation of these admission policies will adversely affect the new degree's diversity.

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3.3 New Program Proposal: Limited Access B.S. Public Relations, Advertising, and Applied Communication.

Agenda Item 3

AP3

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 1, 2016**

Subject: New Program Proposal: Limited Access Bachelor of Science Public Relations, Advertising, and Applied Communication

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Limited Access Bachelor of Science Public Relations, Advertising, and Applied Communication (CIP 09.0900) new program proposal.

Background Information:

The College of Communication, Architecture + Arts proposes to offer a Limited Access Bachelor of Science in Public Relations, Advertising, and Applied Communication. This proposal originates from a current major within the BS in Communication. As the current degree program requires a 2.85 GPA for admission, the proposed Limited Access degree will require the same GPA standard. The proposed program would award degrees in an area of strategic emphasis, as identified by the State University System's Board of Governors.

The proposed program will produce more well-trained professionals with global orientation who will drive this economic growth and the ever-increasing business cooperation. In addition, equipping students with the knowledge and skills to communicate effectively with culturally diverse audiences addresses the increasing cultural diversity of the U.S. population. More than ever before, advertising and public relations agencies need to develop expertise in identifying the unique needs of each cultural segment and address them in their strategic communication.

Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*. Additionally, section (3) of Regulation 8.011 states that in a proposal for a baccalaureate program, if limited access status is sought in accordance with Board Regulation 8.013, adequate justification shall exist for such a designation, and evidence shall be provided that diversity, articulation, and workforce issues are appropriately addressed.

Section (1) of Florida Board of Governors Regulation 8.013 – *Limited Access* states in relevant part that the Board of Governors may declare certain degree programs as limited access programs, upon request by university board of trustees.

Supporting Documentation: Executive Summary: Limited Access Bachelor of Science Public Relations, Advertising, and Applied Communication (09.0900) New Program Proposal

Facilitator/Presenter: Elizabeth M. Bejar

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Proposed B.S. in Public Relations, Advertising, and Applied Communication
Department of Communication
College of Communication, Architecture + The Arts
Florida International University

EXECUTIVE SUMMARY

The College of Communications, Architecture + The Arts is proposing to offer a Limited Access B.S. in Public Relations, Advertising, and Applied Communication. We currently offer majors both in Advertising and Public Relations under the school-wide B.S. in Communication. Currently there are almost 500 upper division majors in these very robust programs. Working with both industry and students, it was determined that the major was insufficient and that a separate degree is warranted. The new degree is also different from others offered in the SUS because FIU is located in a hub of Hispanic and multicultural marketing, and where major international advertising and public relations agencies have their Latin American headquarters. This provides unique opportunities for students to access mentors, guest speakers, and internships. The School is requesting that the proposed degree model itself after the current degree's 2.85 GPA admission standard, thus it will be considered a limited access program. (See Appendix with rationale and enrollment impact data.)

Careers in strategic communication with a global focus and the opportunity to take on areas of concentration in strategic disciplines are in line with the mission and strategic plan of FIU. This degree will prepare students to work in marketing communication fields, including advertising and public relations, as well as media sales and management, areas identified as priorities in the county's Beacon Council's "One Community One Goal" targeted industry strategic plan. In the context of the thriving strategic communication industry in South Florida, the University will gain increased recognition as a leader in this industry, attracting top candidates looking specifically for this strategic degree rather than a generic professional degree in communication. The proposed program addresses one of the gap areas identified by the SUS, which means that there are more jobs in the state of Florida than students graduating with the corresponding degree. This is true particularly in South Florida, where there are hundreds of advertising and public relations agencies serving a broad and diverse market, and where dozens of global firms have their Latin American headquarters. A search for jobs in public relations in South Florida on job posting site indeed.com yielded 1,024 open positions in November 2015, and 893 in advertising. The new program will engage local employers and professionals to a greater degree as we build an advisory board and robust internship structure specifically for students in the new degree. This will increase recognition and engagement among businesses and community members, facilitating access of our graduates to the job market.

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	364	273
Year 2	410	308
Year 3	470	353
Year 4	566	425
Year 5	588	441

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$1,212	\$330,997			\$330,997
\$1,502	\$661,995			\$661,995

Appendix: Board of Governor's Limited Access Request

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

The University does intend to seek formal Limited Access status for the B.S. in Public Relations, Advertising, and Applied Communication. The proposed admission requirements include a 2.85 GPA and successful completion of three upper division courses. The degree will be a professionally oriented program and like most other professional programs- Business, Architecture, Arts - we often need to limit access to engage only those students serious about skills-building in those professions. The nature of much of the instructional material means that classes must be of a size that allows regular feedback opportunities and strong mentor relationships between faculty and students. Such mentoring cannot take place in large, traditional classroom structures. Because much of the work of our students has both audio and visual components, students must also have adequate space and time in which to pursue their work and classes must be limited to the number that the faculty can reasonably support. As such, we teach a number of very specific, skill-focused classes that require low enrollment. Additionally, the official accrediting body for the School of Communication and Journalism, the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), recommends 15 students in skills classes and prohibits more than 20.

The above admission requirements were already in place for the existing BS in Communications degree in which this proposed new degree program was originally two majors (Advertising and Public Relations). The enrollment numbers of the current major indicate that Transfer Students from the Florida College System (FCS) is 263 and this is about one-third more in number compared to FTIC students - 184 - who are enrolled in the upper division. Given that the School is maintaining their current requirements for the BS in Communication for the newly proposed BS in Public Relations, Advertising, and Applied Communication, the impact on FCS students will not limit their acceptance in the program compared to other students seeking admission.

The current major, which will become the degree, has a very diverse student population. The race/ethnicity breakdown for the 496 upper division advertising and public relations' students (fall 2016) includes the following: 77.62% Hispanic (385), 6.8% White Non-Hispanic (34), and 7.06% Black or African American (35). Given FIU's status as an Hispanic Serving Institution, and the current majors from which this new degree will draw has been very diverse, we do not believe the continuation of these admission policies will adversely affect the new degree's diversity.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 1, 2016

Subject: New Program Proposal: Master of Science in Data Science

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Master of Science in Data Science (CIP 11.9999) new program proposal.

Background Information:

The School of Computing and Information Sciences is proposing to offer an interdisciplinary program that offers broad and deep technical training in data science, drawing on faculty expertise from five different colleges/schools across both of FIU's main campuses, allowing for specialization in several key application areas of importance to industry, and training students from a wide variety of disciplines. The proposed program would award degrees in an area of strategic emphasis, as identified by the State University System's Board of Governors.

An innovative MS – Data Science program at FIU will be of great value, contributing a supply of well-trained professionals able to address industry needs related to data-driven decision-making. The program will also provide an environment for synergistic multidisciplinary research and education in broad areas of data analytics as applied to public health, engineering, business, tourism and hospitality industries, as well as in increasingly data-intensive areas like forensics and social sciences, and will facilitate collaboration among academic, government, and industry entities.

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

Supporting Documentation: Executive Summary: Master of Science in Data Science (CIP 11.9999) New Program Proposal

Facilitator/Presenter: Elizabeth M. Bejar

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New Degree Proposal: Master of Science in Data Science
School of Computing & Information Sciences
College of Engineering and Computing
Florida International University

EXECUTIVE SUMMARY

The College of Engineering and Computing at Florida International University is proposing to offer an interdisciplinary program that offers broad and deep technical training in data science, drawing on faculty expertise from five different colleges/schools across both of FIU's main campuses, allowing for specialization in several key application areas of importance to industry, and training students from a wide variety of disciplines. This program addresses a critical need facing the marketplace. Data Science has been recently hailed as one of the fastest growing fields in terms of the number of job openings. The proposed program will prepare the students for the global marketplace where major decisions in every discipline are becoming increasingly "data-driven".

The MS - Data Science program will be a face-to-face program aimed at students with sound analytical skills holding a Bachelor's degree in Computer Science, Computer Engineering, Statistics, Healthcare Management, Management Information Systems, or related disciplines. The interdisciplinary MS degree program in Data Science will have a common core involving four courses in Computing and Statistics plus a Capstone course. The elective courses are offered as separate specialization tracks to prepare students to become data scientists with specializations in areas such as Computational Data Analytics, Business Data Analytics, Hospitality Data Analytics, and Biostatistics Data Analytics. With the express goal of giving students professional experience and making them better prepared for the marketplace, the proposed program also includes a Capstone course where students will pursue a discipline-specific and industry-relevant project in data analytics.

The program will directly support SUS goals in Teaching & Learning, specifically advancing the strategic priority of increasing the number of graduate STEM degrees in the critical area of data science. It will also directly support SUS goals in Community & Business Engagement by increasing the community workforce in this area, and it will indirectly support SUS goals in Scholarship, Research, & Innovation through its innovative curriculum which will focus both faculty and graduate students on the key concepts and technologies needed to address the deep challenges of data analytics.

The MS - Data Science program will be attractive to a large body of students from South Florida, including both new graduates in data-intensive disciplines and skilled professionals in many disciplines, especially those in the healthcare, finance, insurance, trade, shipping, urban planning, business analytics, and tourism industries.

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	34	21.25
Year 2	87	43.75
Year 3	120	58.44
Year 4	134	62.81
Year 5	134	62.81

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$7,516	\$159,722	0	0	\$159,722
\$4,360	\$273,892	0	0	\$273,892

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 1, 2016

Subject: New Program Proposal: Doctor of Philosophy in Applied Mathematical Sciences

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Doctor of Philosophy in Mathematical Sciences (CIP 27.0301) new program proposal.

Background Information:

The College of Arts, Sciences & Education proposes to offer a Doctor of Philosophy in Applied Mathematical Sciences. The proposed program would award degrees in an area of strategic emphasis, as identified by the State University System's Board of Governors.

The main goal of the program is to train and produce knowledgeable scholars with a higher level of problem solving skills than in traditional Ph.D. programs in mathematics. Besides working in academia at a university or community college, a graduate with a doctorate degree in applied mathematical sciences has wide employment opportunities. There is an increasing demand by major companies and governmental agencies for highly skilled mathematical scientists.

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

Supporting Documentation: Executive Summary: Doctor of Philosophy in Applied Mathematical Sciences (CIP 27.0301) New Program Proposal

Facilitator/Presenter: Elizabeth M. Bejar

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New Program Proposal: Ph.D. in Applied Mathematical Sciences
Department of Mathematics and Statistics
College of Arts, Sciences & Education
Florida International University

EXECUTIVE SUMMARY

The College of Arts, Sciences & Education at Florida International University is proposing to offer a Ph.D. in Applied Mathematical Sciences. The program will be housed in the Department of Mathematics and Statistics. This broad-scope degree program will have an emphasis on applications within mathematics and statistics. It will prepare students for careers in academia, government agencies, high tech, and biomedical industries.

The Applied Experience Component (AEC) is unique to this program and is not found in any other doctoral program in mathematics in Florida. In addition to acquiring skills in work outside academia, the AEC is an opportunity to introduce students to potential employers. A recent Wall Street Journal article found that Mathematician, Actuary, and Statistician were the top three professions. The following quote from the article summarizes the centrality and expectations of mathematical discoveries: “The mathematical modeling of humanity promises to be one of the great undertakings of the 21st century.” Besides the production of highly qualified scholars that can educate the future generations of STEM students, the graduates of this program will also contribute to emergence of new businesses and industries in Florida. According to the most recent annual report of the American Mathematical Society for the new doctoral recipients awarded in the mathematical sciences at U. S. universities, 93.9% are employed. Employment distribution is as follows: Academia 47%; Business and Industry 34%; Research Labs 13%; Government 6%. A previous study of the AMS finds that the number of Ph.D. awarded has increased more than 53% over the last ten years and is expected to grow. According to the Florida Chamber of Commerce, the state currently has 55,000 unfilled STEM positions. The proposed Ph.D. program will help address this shortage. The demand for students graduating from the proposed program is clear at the local, state, and national levels.

The proposed Ph. D. program is directly aligned with the goals contained in the BOG Strategic Plan for 2012-2025. The program directly supports the three goals Excellence, Productivity, and Strategic Priorities in the categories Teaching & Learning and Scholarship, Research, & Innovation. The program directly supports the third goal (Strategic Priorities) and indirectly the first two (Excellence and Productivity) in the category Community & Business Engagement.

According to the most recent annual report of the American Mathematical Society for the new doctoral recipients awarded in the mathematical sciences at U. S. universities, only 2.7% are African Americans and only 3.1% are Hispanics. The following quote taken from the report of Dr. Emile Straube, the external reviewer of this proposal,

draws attention to the unique opportunity at hand “The American Mathematical Society reports that of the 863 new Ph.D. graduates in Mathematics from July 2011 to July 2012 who were US citizens, only 33 were Hispanics, and only 28 were African American”. Given the demographics of FIU's student body and of the greater Miami area, the department is poised to become the leading producer of Hispanic Ph.D.s in Mathematical Sciences, with the attendant national recognition

Among the 115 universities in the Carnegie ratings as “R1: Doctoral Universities-Highest Research Activity” only three universities (including FIU) do not offer a Ph.D. program in Mathematical Sciences. In Florida, FIU is the only large university without a Math Ph.D., and at FIU Math is the only major STEM field with no Ph.D. A Ph.D. program in Mathematical Sciences will enhance the research environment both in the department and in other departments. Graduate students will often assist in the research programs of the faculty both in math and in other departments

A Ph.D. program in Mathematical Sciences at FIU will provide the Department with a unique opportunity to significantly contribute to the wide-ranging University “Student Success” initiative. The Ph.D. program will train young mathematicians for careers as professional researchers and educators of the 21st century. Tomorrow’s STEM workforce, particularly in mathematical sciences, must be diverse to cover the wide spectrum of societal needs. FIU’s location puts it at the heart of the Hispanic community and can thus provide a hub of educators of Hispanic students.

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	4	3	\$21,106	\$63,318	\$41,000		\$104,318
Year 2	8	6					
Year 3	13	10					
Year 4	18	14					
Year 5	20	16	\$17,017	\$272,274	\$145,000		\$417,274

**Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
December 2016**

Academic Affairs Report

A. Unit Reports

- I. **FIU*BeyondPossible*2020**
- II. **Student Success**
- III. **Engagement**
- IV. **Enrollment Management and Services**
- V. **Information Technology**
- VI. **Research and Economic Development / University Graduate School**
- VII. **Student Affairs**

I. FIU*BEYONDPOSSIBLE*2020

1. FIU ComPASS

Communication Protocol for Accountability and Strategic Support (ComPASS) sessions bring together Deans and University Senior Leadership to use data to make informed decisions that impact the critical performance indicator goals detailed in the FIU*BeyondPossible*2020 strategic plan.

The second ComPASS session, held on August 10, focused on metrics related to Research and Revenue. In advance of the session, Deans submitted surveys to senior leadership about the following topics:

- College trends in the areas of (1) research expenditures/ gifts received/ auxiliary revenue; (2) numbers of doctoral degrees and postdocs; and (3) numbers of patents/startups/licensing income
- Strategies to improve performance in these areas
- Challenges and potential solutions related to performance goals
- How the University can support their implementation plans

Deans and leadership then engaged in a substantive discussion dialogue at the ComPASS session. The session yielded 46 University and 125 college action items, for a total of 68 University and 250 college action items from the two sessions. These steps are being tracked by the Provost's Office, and Deans are updated regularly on the University's progress addressing these action items. Additionally, the Provost's Office is working with the division of External Relations to integrate ComPASS information to the FIU*BeyondPossible*2020 website.

The third ComPASS session, related to Strategic Enrollment Growth, occurred on November 18.

2. Strategic Implementation Project Plans

The 33 strategic implementation projects that were awarded a total of \$6.04M are implementing their initiatives. The bulk of these projects fall under the categories of student success, strategic enrollment growth, and research innovation and entrepreneurship. The Provost's Office is offering strategic and program assistance to the projects.

3. Preeminent and Emerging Preeminent Programs

One of the goals of the FIU *Beyond Possible 2020* Strategic Plan is identifying and supporting the University's preeminent programs to strengthen and further FIU's mission as a leading public research university in the 21st century. Twenty-nine FIU programs responded to a University-wide request to apply for the designation of University Preeminent and Emerging Preeminent Programs, as defined below:

- A University Preeminent Program is a collaborative endeavor that demonstrates extraordinary success in providing unique learning opportunities, pioneering research, and engagement while expanding FIU's financial base. Designation as a preeminent program is recognition for outstanding contributions to advancing FIU's *Beyond Possible 2020* strategic plan and enhancing the University's reputation at the national and international levels.
- A University Emerging Preeminent Program is a collaborative endeavor with high potential to be designated preeminent. With strategic support, an emerging preeminent program could potentially build upon its distinctive merits, strengths, and successes to earn the preeminent program designation.

The Provost appointed an FIU Preeminent Program Selection Committee of nine faculty members, most of whom are tenured, representing a majority of colleges and departments. The Selection Committee reviewed the applications and submitted recommendations to the President and Provost. The President and Provost have selected the following programs for these designations:

Preeminent Programs

- The Bridge Engineering Program
- The Center for Children and Families
- The Extreme Events Institute
- The Institute for Water and Environment
- The STEM Transformation Institute

Emerging Preeminent Programs

- The Brain, Behavior and the Environment Program
- The Health Disparities Program
- The Kimberly Green Latin American and Caribbean Center
- The Tropical Biodiversity, Sustainable Agriculture and Conservation Program

Details about these programs can be found here: <https://beyondpossible.fiu.edu>.

Applicant programs that did not receive designation have received feedback and guidance to prepare for subsequent opportunities for designation.

Each designated Preeminent Program or Emerging Preeminent Program will receive tailored University support reflecting individual program needs; support will not be one-size-fits-all. Support may include cluster hire priority, marketing, media relations, fundraising priority, travel funds, grant proposal support, government relations assessment and priority, space priority consideration, student support priority, and bridge funding priority.

II. STUDENT SUCCESS REPORT

1. 2015-2016 Academic Progress Rate

Several strategies were employed over the summer to reach out to all 2015-2016 fulltime first time in college (FTIC) students who were not enrolled for the fall 2016 semester. These strategies included targeted advisor outreach and student success interventions related to fall nonpayment. In addition, retention grants were awarded to students with financial barriers to reentry. The preliminary 2015-2016 fulltime FTIC retention rate for students above a 2.0 GPA is 81.3%.

2. Fall 2016 College Life Coaching Pilot

The 2016-2017 FTIC students who began in summer B and earned below a 2.0 GPA were invited to participate in the fall 2016 College Life Coaching pilot. Forty-three students are currently participating in bi-weekly coaching sessions. In addition to the student coaching pilot, the Student Success Initiative has partnered with the advising community to host workshops for advisors. The program will be assessed at the end of fall 2016 and again at the end of spring 2017.

3. Spring 2017 Strategies for Success Course

The Strategies for Success (SLS1993) experimental course was approved for the spring 2017 semester. This course is intended for FTIC students who earn below a 2.0 GPA during their first year. Topics covered will include: time management, study skills, how to handle roadblocks, and other important student life skills. Ten sections of the course will be offered in spring 2017, and its efficacy will be assessed at the end of the semester.

III. ENGAGEMENT REPORT

1. Talent Development Network

The Talent Development Network continues to excel in its core goal of creating new industry-specific internships. Since its launch in April 2015, more than 445 internships have been posted on the TDNmiami portal, 88% of which have been paid learning opportunities. Housed at FIU, TDN has registered 227 employers across Miami-Dade County. On the student side, 1,006 students have registered on the portal, 488 are FIU students, for a total of 2,077 applications processed.

Over the 2016 summer term, as part of the Miami-Dade County Public Schools' Summer Youth Internship Program, FIU created 21 paid internship opportunities for high school students in the Information Technology, Engineering, Office of Engagement, and School of Education departments. These high school students spent six weeks on campus gaining industry-specific experience from FIU staff and faculty. On July 21, 2016, FIU President Dr. Mark B. Rosenberg and Miami-Dade County Public Schools STEM Administrative Director Cristian Carranza presented the students with a certificate of completion. "I have found my passion," said Janet Lofts, a senior at G. Holmes Braddock Senior High School, "because of this experience, I now know that I want to go into video production as my career choice. Thank you to FIU for the opportunity." More information can be found at <http://news.fiu.edu/2016/08/local-high-schoolers-intern-on-campus-for-the-summer/102623>.

2. Education Effect 3.0

With a local philanthropist's \$2M donation, the Education Effect, a groundbreaking partnership between FIU and Miami-Dade County Public Schools aimed at student achievement, is expanding into the historic Little Haiti community. Over the next five years, Rose Ellen Greene's gift will fund a multidisciplinary team that will connect the school, students, and parents with university expertise, resources, and

research-based programs that address pressing educational and social needs. The gift will also incorporate researchers, faculty, and staff from FIU's Center for Children and Families, a nationally recognized interdisciplinary clinical center committed to improving the lives of children and families.

A breakfast with community leaders in Little Haiti took place on October 2016. This gathering served to connect the leaders to share their vision for Little Haiti, and learn more about FIU's Education Effect at Jesse J. McCrary Jr. Elementary School.

The Education Effect was first launched at Miami Northwestern Senior High School in Liberty City in 2011, and later expanded to Booker T. Washington Senior High School in Overtown.

3. City of Miami Beach Partnership

FIU and the City of Miami Beach have forged a dynamic partnership leveraging our unique assets – geography, history, demographics, and intellectual capital – to address both of our institutions' most pressing challenges. The partnership, managed by the FIU Office of Engagement, is driven by workgroups focused on: Arts, Culture & History; Florida Coastal Resilience & Adaptation; Transportation; and Youth & Education Development. All workgroups have made important gains in strengthening the overall partnership and by doing so, helping our students and greater community.

A vigorous internship program for our students has come out of the Youth & Education Development workgroup. Since the 2015 summer semester, the City of Miami Beach has worked with FIU to provide paid internship positions to 23 graduate and undergraduate students. From these internship positions, four interns have been hired to work at the city full-time. This semester, nine FIU interns are employed at the City.

IV. ENROLLMENT MANAGEMENT AND SERVICES REPORT

1. University Enrollment

Fall 2016

A total of 3,161 new FTIC students enrolled in the fall semester (as of September 23, 2016). Adding the new fall FTIC students to the early fall FTIC students, and the 2016 FTIC cohort represents a total of 4,581 students. Their average high school GPA is a 3.96, their average SAT score is 1,681 and their average ACT score is 25. A total

of 5,046 new transfer students enrolled in the fall semester with an average college GPA of 3.09.

A total of 55,099 students have enrolled in courses for the fall 2016 term (as of October 9, 2016). This represents a 10.44%, or 5,208 students, increase as compared to final numbers of fall 2015 enrollment (49,891). In addition, FTE's have increased by 3.76%, or 474.4, from 12,620.7 in fall 2015 to 13,095.1 in fall 2016.

Spring 2017

Looking ahead to next semester there are 378 new FTIC and 1,304 new transfer students that have been admitted to the spring term (as of September 23, 2016). Of those admitted, 191 new FTIC and 423 new transfer students have matriculated.

Transfer orientation for spring began on November 3 and FTIC orientation for spring began on November 29. Applicants will continue to be reminded through phone calls and emails to complete their applications for admission to the spring term. In addition, those who are admitted will receive a series of communications outlining the steps they need to take in order to successfully enroll in the spring term.

2. One Stop

During the first month of August, more than 31,000 interactions of OneStop service occurred by means of in-person, phone, on-line chat, and e-mail regarding Financial Aid, Registration, and Admissions. On August 1, 2016, OneStop opened for business in the new Student Academic Success Center (SASC) building with no disruptions in service during the move. On the same day, Q-nomy (electronic line management system) was launched. It allowed students to check-in using kiosks located in the SASC building or by using a mobile application (MyVisit) from remote areas on campus. This system offers students the flexibility to check-in without having to wait in line.

3. Financial Aid

Disbursement

The Financial Aid Office has disbursed \$182.6M to 32,189 students (as of September 28, 2016). For the same time period last year, \$179.2M was disbursed to 31,663 students. This represents a 1.66% increase in students receiving some form of financial assistance.

Cohort Default Rate

FIU's Three-Year Cohort Default rate continues to decrease as our Default Prevention Coordinator works with former students in repayment.

The table below shows a comparison for all four-year public institutions and the national rates for all institutions.

Cohort Year	2010	2011	2012	2013
FIU	10.5%	8.9%	6.8%	5.4%
Four-Year Publics	9.3%	8.9%	7.6%	7.3%
National All	14.7%	13.7%	11.8%	11.3%

Early FAFSA Campaign

The Free Application for Federal Student Aid (FAFSA) became available for the 2017-2018 school year on October 1st, 2016. A comprehensive awareness campaign has begun to inform current and prospective FIU students of the importance of filing the FAFSA early. This campaign began with a focused presentation at the Fall Showcase on the Modesto A. Maidique Campus (MMC). Subsequently, e-mail and message board messages went out to all currently enrolled FAFSA filers and all prospective early fall/fall 2017 students. The Director of Financial Aid Francisco Valines conducted a workshop with all the CAP Counselors at the Mater Academy schools in Miami-Dade County on October 4th. The OneStop website has updated information about early FAFSA, and informational postcards were mailed to current and prospective FIU students in October. Continued follow-up emails, phone calls, and events will occur throughout the fall semester. The goals of this campaign are to generate an increase in early FAFSA filers and to encourage early fall/fall 2017 students to apply by December 1, as we will begin awarding those students in January 2017, two months earlier than in prior years.

4. Office of the Registrar

During Summer 2016, we launched the "Portal to Image Now" project. Through this functionality, students can submit 65 different types of documentation for services offered by Undergraduate Admissions, Office of the Registrar, and Financial Aid. Students can submit these documents directly from their portal without having to visit a department or wait in line.

The automation at the core of this project routes documents to the appropriate queue in substantially less time than the manual process of receiving, scanning and indexing documents. Moreover, at any point in a document's cycle through the queues, staff can review, manage the service, and use the document in addressing student questions. Through this automation, we provide students with document

receipt confirmations, estimated processing times, and notification when we fulfill the students' documented requests.

Over the next year, we will develop quantitative evidence that we expect will demonstrate the manner in which this project enhances the services that we provide for our students. Specifically, we plan to diminish wait times at the OneStop, our response times to student concerns, and the time required to make decisions or provide services. As students become accustomed to the benefits of this new service, we also expect to reduce the volume calls that the OneStop receives during peak enrollment cycles. This service has been used for over 6,000 forms since the launch. The transition to uploading documents has been highly successful given the ease of uploading and the e-mail notifications.

V. INFORMATION TECHNOLOGY REPORT

1. Technology Fee for the 2016-2017 Academic Year

The Technology Fee Council reviewed 116 proposals from academic and administrative units. The final recommendations were submitted to the Vice President of Information Technology and Chief Information Officer (CIO) Robert Grillo, and Executive Vice President and Provost Dr. Kenneth Furton for approval. Based on recommendations made by the Technology Fee Council, a total of 60 proposals were approved. Some of these proposals include the continued expansion and improvements of the University's classroom technologies across all our campuses. Also approved were updates to technology equipment in our labs and libraries, and enhancements to our wireless infrastructure.

2. Institutional Business Intelligence & Analytics Implementation Update

FIU Business Intelligence is now live with several key subject areas of data elements. These data elements will help FIU report, produce dashboards, and provide trends on admissions, admissions' test scores, student clubs and Greek life data, courses, course meetings, instructors, degrees, enrollment activity, as well as daily point-in-time data for enrollment and admissions. Additional data elements and subject areas related to student data are currently in the process of being deployed. More than 60 FIU personnel have been trained on the new system and a College Dashboard was deployed for colleges and schools to view detailed data and trends on important aspects of their operations. The team is also working on the implementation of Human Resources Analytics data related to workforce effectiveness and career placement for FIU, as well as beginning the Financials,

Research, and Budgeting analytics part of the project with an expected go-live date of spring 2017.

3. IT Security Enhancement Strategy Update

In June 2016, the Division of IT implemented DUO, to enhance security by requiring users to provide authentication through a combination of two different components. Since our go-live in June, more than 35,000 students, faculty and staff have opted to enroll in two-factor authentication. The DUO application allows users to verify their identity even when their phones are not connected to the internet or cell networks through a one-time password feature in the application. Two-factor is currently supported in several critical enterprise applications and plans to roll out to other applications and web logins are in progress.

The Division of IT is in the process of implementing a new computer-based security awareness training. This new training will be delivered in short modular videos with questions to be answered at the end. The training will be offered in English, Spanish and French and will be tailored to address different audiences, such as general users, advanced users, and IT administrators. Managers will receive status reports where they will be able to track the completion and status of each of their employees.

VI. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL REPORT

1. External Grant Awards' Performance

During the first quarter (July-September) of fiscal year 2016-2017, awards received totaled \$40.3M, a 25% increase when compared with the same period last fiscal year. Colleges with noteworthy increases include: the College of Arts, Sciences & Education (15%), the College of Engineering and Computing (10%), the Herbert Wertheim College of Medicine (639%), and the Robert Stempel College of Public Health and Social Work (41%). Centers, institutes, and museums received \$18.3M during this period, which represents a 52% increase from the same period last year. Notable increases include: \$3.58M for the Extreme Events Institute/International Hurricane Research Center (259% increase), and \$5.55M for the Institute of Water and Environment/Southeast Environmental Research Center (154% increase).

2. Key Research Awards

- \$2M increase from USAID for West Africa Water Supply – Lakhdar Boukerrou
- \$1.16M increase from NOAA for MOU between DOC, NOAA, NOS, ONMS & FKNMS – James Fourquarean
- \$1.7M for neuro imaging – Angie Laird
- \$1.36M from private and state funds for public hurricane loss model – Shahid Hamid
- \$1.9M from NSF for Collaborative Research: Florida-IT-Pathways to Success (Flit-Path) – Mark Weiss
- \$1.2M from NIH for nano-technology and nano-delivery – Madhavan Nair

3. University Graduate School (UGS) Initiatives

The UGS admissions team has physically moved to the new SASC building with Enrollment Management Services. The transition is progressing, but not finalized. The remaining UGS team in the PC building is expected to move to the MARC building before the end of the fall semester.

4. Innovation and Economic Development

During the first quarter of fiscal year 2016-2017, StartUP FIU successfully launched its Empower Accelerator Program designed to empower entrepreneurs with tools to grow their business. The bi-weekly speaker series attracted more than 500 attendees and 160 applications for the Empower Accelerator Program. Doors to the inaugural cohort, which consists of 19 teams in different stages of company formation, opened on September 6th. Approximately 50% of the teams were still in the idea phase, 25% had a minimum viable product, and 25% had some revenue. The teams each have mentors and have set weekly milestones that will culminate on Pitch Day to be held on December 6, 2016. The StartUP FIU team is already lining up potential investors for Pitch Day, hoping to assist the companies in securing some seed funding for their ventures. In addition, 19 patent applications were filed during this period, and four patents were issued. A successful and “standing-room-only” full-day Small Business Innovative Research (SBIR) and Small Business Technology Transfer (STTR) Phase I and II Proposal Preparation Workshop was held and sponsored by Oak Ridge Associate Universities (ORAU). The workshop had participants from FIU, other area institutions, and several industry partners.

VII. STUDENT AFFAIRS REPORT

1. Healthy Living Program Growth Continues

The Student Affairs Healthy Living Program (HLP) showed tremendous growth during the past academic year. HLP provided more than 34,000 student encounters through its presentations, consultations, and outreach events. The largest increase was in the area of complementary alternative therapies, including: acupuncture with 819 encounters, massage therapy with 4,268 encounters, and aromatherapy with 10,295 vials distributed to students.

HLP continues to interact with various University departments to further enhance its education and prevention efforts. It collaborates with Housing and Residential Life and Wellness and Recreation on the *Student Health 101* virtual magazine, which has had more than 30,000 unique visitors. Most recently, HLP joined forces with Student Health Services, the Office of Sustainability, Wellness and Recreation, and Panther PAWS for the second annual Healthy Campus Week, which focused on promoting a variety of healthy behaviors, such as hydration, healthy food choices, and stress management.

2. Center for Leadership and Service Promotes Volunteer Activities

The Center for Leadership and Service kicked-off the 2016-2017 academic year with the National Day of Service and Remembrance for the 15th anniversary of September 11. On September 10, a total of 260 FIU volunteers engaged in service projects at both campuses. Students, faculty, and staff completed environmental projects at the Nature Preserve, coastal clean-up, and Biscayne Bay restoration.

Alternative Breaks has also launched its 21st year at FIU. Alternative Breaks is a program whereby students spend one of their breaks (Thanksgiving, holiday, spring, summer) conducting various service projects locally, throughout the United States or abroad. Four-hundred students are expected to participate in 40 sites at both campuses. This student-led program anticipates 12 international and 28 domestic sites.

3. *The Beacon* Hosts Forums with Police Chief and Students

In response to a spate of police-involved shootings around the country, FIU Student Media hosted a forum on August 31 centered on police/student relations. Panelists included both Student Government Council presidents, University Police Department Chief Alexander Casas, the Stonewall Pride Alliance president, and Black Student Union representatives. Francois Hardy, Communication Arts

instructor, moderated the discussion. About 80 students, faculty and staff attended. As a result of this interest, Student Media assembled a second forum on September 15. It was moderated by Raquel Perez, Communication Arts instructor, and attended by 30 students, faculty, and staff.

Key Performance Indicators

Performance Based Funding Model 2016-17 Florida International University												
Points	FIU	Excellence					Improvement					
		10	9	8	7	6	5	10	9	8	7	
Key Metrics Common to All Universities												
	2013-14											
1	Percent of Bachelor's Graduates Employed and/or Continuing their Education 1 Yr after Graduation	75.67%	80%	77.5%	75%	72.5%	70%	67.5%	5.0%	4.5%	4.0%	3.5%
	2013-14											
2	Median Average Full-time Wages of Undergraduates Employed in Florida 1 Yr after Graduation	\$ 36,900	\$ 40,000	\$ 37,500	\$ 35,000	\$ 32,500	\$ 30,000	\$ 27,500	5.0%	4.5%	4.0%	3.5%
	2011-15											
3	Average Cost per Undergraduate Degree to the Institution	\$ 25,990	\$ 21,589	\$ 22,939	\$ 24,287	\$ 25,637	\$ 26,986	\$ 28,336	5.0%	4.5%	4.0%	3.5%
	2009-15											
4	Six-Year Graduation Rate <i>Full-time and Part-time FTIC</i>	56.83%	70%	68.8%	67.5%	66.3%	65%	63.8%	5.0%	4.5%	4.0%	3.5%
	2014-15											
5	Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i>	80.38%	90%	88.8%	87.5%	86.3%	85%	83.8%	5.0%	4.5%	4.0%	3.5%
	2014-15											
6	Bachelor's Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>	46.90%	50%	47.5%	45.0%	42.5%	40%	37.5%	5.0%	4.5%	4.0%	3.5%
	Fall 2014											
7	University Access Rate <i>% of Undergraduates with a Pell-Grant</i>	50.53%	30%	28.8%	27.5%	26.3%	25%	23.8%	5.0%	4.5%	4.0%	3.5%
	2014-15											
8	Graduate Degrees Awarded within Programs of Strategic Emphasis <i>(includes STEM)</i>	54.10%	60%	57.5%	55%	52.5%	50%	47.5%	5.0%	4.5%	4.0%	3.5%
Institution-Specific Metrics												
	2014-15											
9	BOG Choice - Percent of Bachelor's Degrees Without Excess Hours	68.93%	80%	77.5%	75%	72.5%	70%	67.5%	5.0%	4.5%	4.0%	3.5%
	2014-15											
10	BOT Choice - Bachelor's Degrees Awarded to Minorities	85.31%	40%	37.5%	35%	32.5%	30%	27.5%	5.0%	4.5%	4.0%	3.5%

Total FIU Points

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