



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

Thursday, September 1, 2016
11:30 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. 2017-2018 Legislative Budget Request | Kenneth G. Furton |
| ▪ FIU Startup | |
| ▪ FIU UPLIFT | |
| ▪ Royal Caribbean Cruise Lines Hazardous Substance Mitigation | |
| ▪ Population Health Sciences Research Collaboration | |
| AP2. Tenure as a Condition of Employment Nominations | Kenneth G. Furton |
| AP3. Textbook and Instructional Material Affordability Report | 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. Ishoof |
| ▪ Enrollment Management and Services | Luisa M. Havens |
| ▪ Information Technology | Robert Grillo |

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

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

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

4.2 Torrey Pines Institute for Molecular Studies **Kenneth G. Furton**

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 Thursday, December 1, 2016

Approval of Minutes

Academic Policy and Student Affairs Committee Meeting

Date: September 1, 2016

Subject: Approval of Minutes of Meeting held June 2, 2016

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, June 2, 2016 at the Modesto A. Maidique Campus, Patricia & Phillip Frost Art Museum, Room 105-107.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, June 2, 2016 at the Modesto A. Maidique Campus, Patricia & Phillip Frost Art Museum, Room 105-107.

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
JUNE 2, 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 11:04 a.m. on Thursday, June 2, 2016, at the Modesto A. Maidique Campus, Patricia & Phillip Frost Art Museum, Room 105-107.

The following attendance was recorded:

Present

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

Trustees Jorge L. Arrizurieta and Leonard Boord and University President Mark B. Rosenberg were also in attendance.

2. Approval of Minutes

Committee Chair Alvarez asked that the Committee approve the minutes of the meeting held on March 11, 2016. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Friday, March 11, 2016 at the Modesto A. Maidique Campus, Parkview Hall, Multipurpose Room.

3. Action Items

AP1. Tenure Nominations

Committee Chair Alvarez noted that the University President recommended nineteen faculty members as qualified for tenure. He stated that an appointment to tenure is made only when an individual of widely recognized excellence will make a significant professional contribution to FIU and the academic community.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to The Florida International University Board of Trustees approval of the Tenure Nominations as specified in the Board materials.

AP2. Tenure as a Condition of Employment Nomination

Provost and Executive Vice President Kenneth G. Furton presented the Tenure as a Condition of Employment (TACOE) Nomination for Committee review, noting that the nominee had tenure at his previous institution and has 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.

AP3. New Program Proposal: Doctorate of Business Administration in International Business

Vice President for Academic Affairs, Elizabeth M. Bejar, presented the Doctorate of Business Administration (DBA) in International Business new program proposal for Committee review. She noted that the DBA is a three-year program that will provide rigorous graduate education focusing on integration of business functions and concepts targeting executives and senior managers. She added that the DBA targets individuals with long-standing successful careers in management who wish to enhance their careers through a terminal degree, but cannot afford a significant break in career trajectory. She stated that through the DBA, FIU will be able to increase the number of degrees awarded in international business, which is included as an area of strategic emphasis.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees approval of the Doctorate of Business Administration in International Business (CIP 52.1101) new program proposal.

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

4.1 Academic Affairs Regular Reports

Committee Chair Alvarez requested that the FIU *Beyond Possible 2020*, Student Success, Engagement, Enrollment Management and Services, Information Technology, Research and Economic Development/University Graduate School and Student Affairs Reports provided in the agendas be accepted as written. There were no objections.

4.2 Academic Affairs Special Report

Achieving Highest Carnegie Research Classification and Striving for Emerging Preeminent Research University Designation

Provost Furton noted that in 2016 FIU joined the top tier of research universities in the U.S. by achieving the Carnegie Basic Classification of R1: Doctoral Universities – Highest Research Activity.

He added that this achievement is a culmination of the University's strategic vision and investments and was based on major increases in faculty research productivity and the infusion of cluster hires that produced greater numbers of externally funded research faculty. He added that striving for Emerging Preeminent Research University Designation acknowledges FIU's mission and vision as a public research university.

Vice President for Research Andres G. Gil provided an overview of the factors influencing reaching top tier for FIU. He stated that Federal support for research is essential as a driver of innovation that benefits the national economy and that sponsored research expenditures have grown steadily over the years. He noted that cluster hiring fosters collaborative research, maintains and builds upon FIU's strengths in core disciplines, adding that the University must facilitate cross-disciplinary work in order to remain at the forefront of research and creative activities. He discussed the importance of tenure and cutting-edge facilities in attracting and retaining top faculty.

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, June 2, 2016 at 11:53 a.m.

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Academic Policy and Student Affairs Committee

Date: September 1, 2016

Subject: 2017-2018 Legislative Budget Requests

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the 2017-2018 Legislative Budget Requests:

Unique University Issues:

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

Shared System Resources:

- o UCF and FIU Colleges of Medicine Population Health Sciences Research Collaboration Request: \$2,000,000
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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.

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**State University System
Education and General
2017-2018 Legislative Budget Request
Form I**

University(s):	Florida International University
Issue Title:	FIU StartUP
Priority Number	
Recurring Funds Requested:	\$4,747,120
Non-Recurring Funds Requested:	\$1,355,000
Total Funds Requested:	\$6,102,120
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2017-2018	<input type="checkbox"/>
New Issue for Fiscal Year 2017-2018	<input checked="" type="checkbox"/>

- I. Description** - 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2016 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? 2. Describe any projected impact on academic programs, student enrollments, and student services.

StartUP FIU is an initiative aimed at harnessing, encouraging and supporting the multitude of entrepreneurial activities at Florida International University. This initiative reflects a university, regional and state, emphasis on job creation, workforce development and post degree employment.

The student body at FIU reflects Miami's diverse community and is a representation of the future of American public universities. As a federally designated minority serving institution of 54,000 students, the impact on Miami and Florida's economy is significant.

StartUP FIU will harness the energy of FIU's students, faculty, alumni and individuals in the South Florida community to launch viable new ventures. It will foster and promote the innovation and entrepreneurship ecosystem enabling the creation of new startups, accelerating early-stage startups, as

well as developing and commercializing novel, ground-breaking technologies. Three new entrepreneurship hubs are on track to open in January 2017. The first cohort of 15 teams to go through the intensive, 13-week Empower accelerator program will start September 6, 2016.

Located at MMC, the main technology entrepreneurship hub is designed to maximize creativity and collaboration among the program participants. The hub will offer robust programs and shared resources. The Empower program will be housed at the Hub and is a competitive cohort program, providing early stage companies vigorous curriculum, critical mentoring and business advice to launch or accelerate companies, culminating in pitches to investors. The space is carefully curated to foster a fail fast, try again atmosphere of collaboration intentionally mixing students, faculty/staff, alumni and community members together to develop the commercialization of university technology, prepare students to create or occupy high wage jobs, and grow startups into scalable companies.

Food FIU, located at BBC, is a food innovation and entrepreneurship hub. It will offer entrepreneurs access to the state-of-the-art commercial kitchen facilities, as well as technical expertise from faculty and students at the Chaplin School of Hospitality and Tourism Management, in an effort to reach into the community to identify and support burgeoning food companies. The specialty food sales in the US for 2014 was \$85 billion and new food ventures are growing faster in Miami than any other city in Florida. Mentors, programs and technical assistance will be support strategies to scale operations by growing revenue, attracting capital investment and creating new jobs.

StartUP FIU @ West End Innovation Center, located within the West End Innovation District, is a partnership with Topp Solutions, an electronics manufacturing company, specializing in mobile phone technology. FIU will occupy a space within the 40,000 square-foot facility, owned by Topp, also home to Dell/Alienware's worldwide headquarters. FIU will develop programs and research that integrates its faculty and students (mostly from Engineering, Business and the Sciences) to accelerate technology innovation. The partnership will leverage this prime location for housing, business and community development to grow the technology cluster in West Miami-Dade

County by attracting other startups and companies to relocate or expand to the area where residents can live, work and play.

StartUP FIU will focus its innovation and economic development strategy on taking the university's strengths from lab to market and from idea to enterprise, stimulating commercial investment and job growth for the region.

FIU StartUP will capitalize on the burgeoning start up culture in Miami-Dade County and build on the strength of Florida's prowess as the nation's #2 creator of new startups. A large portion of Miami's workforce are employed by small businesses. In fact, Miami's economy is anchored by its small businesses; over 80% of private employers are small businesses, 81% of which employ four or less people. FIU plays a vital role in shaping the local workforce; it awards nearly 60% of the county's baccalaureate degrees (among the seven largest universities tracked by the Beacon Council) and 80% of those graduates stay and work in the area.

With this support, FIU StartUP will be able to:

1. Support entrepreneurship infrastructure for students, faculty, alumni and the community MMC, BBC and the West End Innovation Center.
2. Support staffing, including a director, for the FIU StartUP initiative and directors at each of the three hubs.
3. Create and deliver regular workshops to provide education on the technology transfer process, lean startup concepts, and other entrepreneurial programming and supporting FIU students, faculty and staff in the commercialization space.
4. Student competitions to encourage and reward innovation. Competitions will vary from best invention to best new business idea to best solution to real industry issue.
5. Develop a web presence and database to efficiently connect entrepreneurs and companies to students, faculty and staff for potential investment, partnership, internship and/or sponsored research/product or service testing.
6. Identify, coordinate and connect FIU entrepreneurial activities to develop synergies, provide economies of scale, organizational support and visibility to the external audience.
7. Provide support to the local community through workshops and lectures regarding innovation and commercialization.
8. Develop mentorship program to support new companies or inventors.
9. House revolving entrepreneur in residence to teach, mentor and build on FIU's entrepreneurial ecosystem.
10. Create companies that support or create higher wage jobs.
11. Attract venture capital and increase investment in Florida startups and economic development, particularly in the Miami area.

12. Work with city officials, companies and economic development experts to create startup initiatives in targeted areas, like the West End Innovation District.
13. Work with existing food entrepreneurs from low to moderate income communities scale up their businesses, attract more revenue and financing to create more jobs and opportunities.
14. Work directly with faculty who have patents to find avenues for commercialization (i.e., licensing of technology to industry partners, create new companies, obtain SBIR/STTR funding for companies, obtain NSF I-Corps grants).

West End Innovation District

Land use in Miami-Dade County is tightly constrained by the Atlantic Ocean and the Everglades. Development of the county will have to focus inwards. The West End District has enjoyed 15 years of steady development. Its community of over 213,000 residents have high household incomes, high educational attainment and are mostly families with children. The district's low crime and poverty rates make it a prime area for business and community development.

FIU in conjunction with Topps Solutions, an electronics manufacturing company, specializing in mobile phone technology, have joined forces to leverage the opportunities presented in the West End. Topps Solutions and Dell/Alienware serve as anchor tenants in a large commercial space in what the Miami-Dade County Commission have named the "West End Innovation District". The location serves as Alienware's worldwide headquarters overseeing a business of more than \$1.6B. FIU seeks to use the remaining space within the warehouse to expose its faculty and students (from Engineering & Computing, Business and Arts, Sciences & Education) to the real world activities of these companies and others in the future. Together students, faculty and industry will come together to solve immediate issues these businesses are facing. Through that partnership, students will receive hands-on, real-world work experience; faculty will assist in research and development; and companies will get future employees that are ready to integrate seamlessly into their jobs.

For the community, this partnership will provide work-force development, innovation that can lead to patents, new companies and new higher paying, knowledge based jobs. One of the goals of the partnerships is to enhance and grow the technology industry within the West End District through collaboration between a major public research university and industry to provide applicable solutions. In turn, this will enhance the region's ability to create a high performing, value added economy that will be better equipped to attract and retain the best talent.

To support continued development and growth of the innovation ecosystem at the university, leaders at FIU StartUP will work with administrators and faculty to expand curricular offerings in entrepreneurship. One of the major goals would be to identify and support faculty already engaged in (or considering engagement in) designing entrepreneurship courses or embedding entrepreneurial principles within existing curriculum.

Engaging students in entrepreneurship is critical to the success of FIU StartUP and is well aligned with FIU's *BeyondPossible2020* strategic plan. Students will have the opportunity to participate in competitions, work with community and industry stakeholders to solve real world issues, gain work experience and skills through meaningful internships, work with mentors and ultimately participate in technology transfer and startup activities which could lead to their own invention or company formation. Research has shown that engagement in the entrepreneurial arena, particularly in social innovation causes, have led to increases in retention and graduation rates.

Because small businesses anchor the Miami economy, FIU has a strong entrepreneurial culture. Its students, primarily residents of Miami-Dade County, arrive on campus hungry to participate in entrepreneurial activities. Giving them the space, opportunity and mentorship to hone and grow these skills will lead to, at minimum, a more workforce ready graduate and more importantly a potential new business developer.

Food FIU

FoodFIU will address the lack of economic opportunity for individuals with food businesses, particularly in the low income communities surrounding our Biscayne Bay Campus (BBC).

Often, food entrepreneurs in economically distressed communities cannot grow their operations into viable businesses as scaling requires having access to a commercial kitchen facility and industry technical assistance so entrepreneurs can sell to stores or make products that contain meat and/or dairy. Currently, there is a dearth in space and services in Miami for fledging and informal food businesses.

FoodFIU will provide tangible pathway to wealth and social mobility for small businesses. Seizing on the thriving food & beverage industry in Miami (earnings growth of 6.3 percent the compound annual growth rate from 2010-14), FIU through its Chaplin School of Hospitality and Tourism Management will utilizing its existing commercial kitchen facilities to support these

entrepreneurs. The Chaplin School will provide access to equipment, industry specific and business planning know-how to help these food operations scale up into viable businesses that will support the owners, their families and create jobs for others in the community.

Students and faculty in the Chaplin School's food and beverage programs will work side by side with the entrepreneurs, fostering collaboration integral to new innovations. Diversity improves collaboration. The mix of student ingenuity, faculty expertise and the real-world experiences of entrepreneurs will help prepare students to get jobs or create their own companies. Faculty will also be translating their knowledge into tangible commercial uses while the entrepreneurs will gain the skills to grow their revenues and create new jobs.

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. Similarly, if it focuses on expanding access to academic programs or student services, indicate the current and expected outcomes.*

Research on engagement in innovation leading to increased student retention and graduation is robust. At this point, specific improvements are difficult to predict but will become reportable when students participation in FIU StartUP begins and is tracked based on how they move the key performance indicators. With the infrastructure in place, it is anticipated that FIU StartUP will likely enhance the BOG performance indicators and have direct impact on a number of *BeyondPossible2020* metrics.

BOG performance indicators:

1. FTIC 2nd year retention rate with a GPA above 2.0
2. FTIC 6-year graduation rate
3. Percent of bachelor's graduates employed full-time or in continuing education
4. Bachelor's degrees in strategic areas (most patent production comes engineering and science fields so emphasis in these areas should attract more students to these fields).
5. Graduate degrees in strategic areas.
6. Median wage of bachelor's degree graduates.

BeyondPossible2020 metrics:

1. Number of patents per year growing from 2 in 2014 to 20 by 2020.
2. Number of startups (AUTM and SBDC): from 2:8 in 2014 to 5:20 by 2020.
3. Growth in research expenditures, particularly in science and engineering.
4. Growth in private gifts.

Other metrics to be tracked:

1. Number of entrepreneurship courses/programs (credit and non-credit)
2. Number of student start-ups associated with courses, programs, competitions, and university incubators.
3. Number of full time equivalent employees in FIU Startup incubators and its associated companies.
4. Dollar amount of (equity) capital raised by clients and graduates of incubator programs from investors.

Dollar amount of funding received from federal, state, or foundation sources; state or local matching programs; or other non-private sources.

III. Facilities *(If this issue requires an expansion or construction of a facility, please complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	None			
2.				

2017-2018 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: FIU StartUP

	<u>RECURRING</u>	<u>NON- RECURRING</u>	<u>TOTAL</u>
<u>Positions</u>			
Faculty	3.00	0.00	3.00
Other (A&P/USPS)	20.00	0.00	20.00
	-----	-----	-----
Total	23.00	0.00	23.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$500,000	\$0	\$500,000
Other (A&P/USPS)	\$1,600,000	\$0	\$1,600,000
	-----	-----	-----
Total	\$2,100,000	\$0	\$2,100,000
	=====	=====	=====
Salaries and Benefits	\$2,787,120	\$0	\$2,787,120
Other Personal Services	\$0	\$0	\$0
Expenses	\$1,860,000	\$0	\$1,860,000
Operating Capital Outlay	\$0	\$855,000	\$855,000
Electronic Data Processing	\$0	\$0	\$0
Special Category (Software)	\$100,000	\$0	\$100,000
Technical Equipment	\$0	\$500,000	\$500,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$4,747,120	\$1,355,000	\$6,102,120
	=====	=====	=====

**State University System
Education and General
2017-2018 Legislative Budget Request
Form I**

University(s):	Florida International University
Issue Title:	FIU UP:LIFT (University Paradigm: Learn, Interact, Facilitate, Transform)
Priority Number	
Recurring Funds Requested:	\$4,195,314
Non-Recurring Funds Requested:	\$ 800,000
Total Funds Requested:	\$4,995,314
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2017-2018	<input type="checkbox"/>
New Issue for Fiscal Year 2017-2018	<input checked="" type="checkbox"/>

- I. Description** - 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2016 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? 2. Describe any projected impact on academic programs, student enrollments, and student services.

Program Overview

FIU will expand the **UP:LIFT (University Paradigm: Learn, Interact, Facilitate, Transform)** initiative that is deploying state of the art evidence-based instruction, learning technologies, and advanced classroom assessment throughout critical Gateway and STEM courses. The critical Gateway courses are high enrollment, foundational courses that have been found to have high failure rates and/or are predictors of students leaving college. The State's economic prosperity drives us to target both the foundational and STEM courses. The initiative integrates FIU's two most impactful student success initiatives, the Graduation Success Initiative (GSI) and the STEM Transformation Institute, to create a new institution-wide paradigm for classroom instruction and student success and expand to hybrid and online classes for the benefit of our students while increasing space efficiencies.

UP:LIFT will prepare faculty to implement the best instructional and assessment practices in their Gateway and STEM courses to improve student success, graduation

rates, and programmatic efficiencies so that FIU students develop real-world skills through timely, cost-effective programs. Research and assessment of the student learning impacts resulting from the course transformations will be a core innovation that provides continuous feedback on the implementation as well as spur expansion across FIU and Florida's universities and colleges through an annual UP:LIFT Symposium. The initiative's ultimate goal is to be a sustained producer of a highly skilled and highly adaptable workforce that will serve as a launch pad for innovation and startups as well as attract high-tech companies to South Florida.

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 Gateway and 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 sufficient, effective professional development. FIU has established pilot interventions validating this approach. The UP:LIFT initiative provides the resources, professional development, and assessment necessary for scaling effective course transformation, thereby providing our students with the best instructional practices available in the nation.

Specific objectives include:

- Operate Discipline-based Education Research (DBER) UP:LIFT team: 10 DBER faculty will be supported, including 6 new faculty hires as well as 4 faculty hired for the 2016/17 academic year. These highly-skilled faculty will provide leadership in Learning Technologies and Evidence-based Instruction implementation and measurement. These faculty will serve as leaders in their discipline with respect to establishing a culture of student learning and progression that will drive the 4 year degree completion agenda. The 2016/17 UP:LIFT project attracted four top DBER faculty to FIU including two biology, one computer science and one earth science education researchers. New hires will target established leaders in their disciplines as well as top junior candidates.
- Operate UP:LIFT Faculty Institute: We will operate the Faculty Institute to prepare current and incoming faculty to implement evidence-based instruction in their classroom. The Institute will operate year round to provide professional development to faculty prior to and during instruction. The Institute will incorporate analysis of instructional data as well as provide further professional development to extend the course innovation based on evidence. Incoming faculty will be encouraged to arrive in summer to participate, allowing them to be successful from day one.
- Provide 400 Learning Assistant Stipends to top FIU students: Undergraduate Learning Assistants (LAs) have been critical catalysts 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 and completion. These prestigious scholarships will elevate the LA program, improve success of faculty course

transformations, and expand the LA program beyond the STEM disciplines. LAs also experience improved learning as a result of the experience, thereby serving to improve Florida's workforce. Four hundred \$3,000 LA Stipends will be awarded annually. Learning Assistants (LAs) are undergraduates who are hired to facilitate small-group interaction in large-enrollment courses. LAs are paid a modest stipend (\$1,500/semester) to work 10 hours per week in various aspects of course transformation. This also supports our students who economically may need to work for supplemental income – they are employed, while on campus and therefore still able to maintain full time enrollment and timely graduation.

- Award 10 DBER Graduate Fellowships: A prestigious graduate student research fellowship program will be created both to develop skills as future university educators and researchers. These Discipline-based Education Graduate Researchers (DBER) will work with the DBER faculty to implement and provide data on student impact and improved faculty instruction.
- Hire 3 Post-doctoral 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 6 Staff for program operations: Two LA Program Directors 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 education transformation will be hired to prepare faculty to implement Learning Technologies and Evidence-based Instruction in their classroom. The Developer will provide year-round support and feedback. One Data Analyst will be hired to carry out statistical analyses on the project as well as develop data analytics dashboards for STEM stakeholders. The project will be managed by a program manager and an administrative assistant to support the 447 faculty and staff UP:LIFT team members.
- State Wide UP:LIFT Symposium: We will launch an annual UP:LIFT 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.
- Classroom Renovation: Existing traditional classrooms will be renovated to facilitate active learning using state of the art facilities. FIU has transitioned to active-learning, technology-driven classrooms to promote student engagement of content during class time and dissuading the use of lecture by faculty. New classrooms are now routinely built as active learning classrooms with access prioritized for faculty utilizing active learning and thus incentivizing the best instructional practices. In spring 2016, the recently opened active learning classroom averaged over 80% utilization by active STEM courses. However requests for the active learning rooms persistently outpace availability and thus we include support for classroom renovations. We include funding for one-time retrofit of four of our more outdated classrooms that do not have the design and technological infrastructure that is required by state-of-the-art teaching and learning classrooms.

Related Accomplishments

UP:LIFT leverages several initiatives that have brought significant change to the university, integrating them into a university-wide initiative. The STEM interventions began in physics, expanded into multiple STEM disciplines, and are now being led through the STEM Transformation Institute. Evidence of success in the reformed introductory physics courses includes significantly improved conceptual learning, the first reported increase in student attitudes towards physics, and a sustained 40% increase in the passing rate, when compared to traditional courses. This has led to a dramatic increase in the number of physics majors and national recognition for FIU's success.

FIU is now clearly focused on raising the 4 year graduation rate. We build our efforts on the foundational success of our Graduation Success Initiative (GSI). FIU's GSI has helped to raise the six-year graduation rate for First Time in College students (FTICs) by 16 points in its first four years (<http://undergrad.fiu.edu/gsi/gsi-news.html>). GSI efforts first addressed students' choice of a major and a clear trajectory for each major and enhanced advising; and also aimed to remove barriers and add supports in the path. Institutional analytics determined that poorly performing gateway courses are a significant barrier in students' path to timely graduation, leading to Gateway Course improvements.

The first major success in the Gateway Course initiative was the comprehensive transformation of the College Algebra course, leading to a 33% increase in passing rates for all students. Improvements in the pass rate for the College Algebra course has saved 1860 seats since fall 2012 (compared to Fall 2010 baseline). This is an efficiency measure, a cost savings (to our students) measure as well as reduces excess hours thereby improving timely graduation.

At the core of both the STEM and Gateway initiatives are interventions that 1) adapt evidence-based instructional practices to the FIU context; 2) require engaged active learning by students in the classroom; 3) are initiated by external grant or foundation funding; and 4) integrate undergraduates, faculty, and administration in the transformation.

One powerful and cost-effective approach is the undergraduate Learning Assistant (LA) program, which provides undergraduates with the opportunity to experience the reward of teaching, develop skills to engage in the challenges of effective instruction, and deepen their content knowledge. At the same time, they serve a critical role as dedicated and skilled facilitators in the classroom, thus easing the transition for both students and faculty to active learning. FIU hosts the nation's largest LA program, with 259 LAs serving in 161 course sections across 10 STEM departments, impacting over 10,560 enrollments in Spring 2016. Lessons learned in these initiatives are spreading into other courses, where pilot projects have seen an average increase in passing rates of 18% across 7 courses (two of which increased over 25%), which will translate to improved graduation rates in the coming years. Further, enrollment in one transformed course more than quadrupled over the past several years, doubling in annual offering as well as enrollment. On-time graduation rates have also increased 16% in four years.

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 UP:LIFT 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 institution.

Alignment with SUS Strategic Priorities / 2016 FIU Work Plan

FIU's UP:LIFT is well aligned with the SUS Strategic Priorities in Teaching & Learning; Scholarship, Research & Innovation; and Community & Business Engagement. First, it will increase the number of degrees awarded at FIU, especially in STEM and health areas, as well as the quality of those degrees by transforming instructional practices. Second, it will increase research commercialization activities through providing a workforce well-prepared for driving a knowledge economy and triggering start up companies. Further, the classroom transformation education research outcomes have the potential to lead to commercialization. Third, it directly increases the community and business workforce, as our graduates will be well prepared to be fully employed upon graduation or to seek further educational opportunities.

The initiative immediately addresses the SUS Strategic Priorities, including:

- **Strategic Priorities for a Knowledge Economy: GOAL: Increase the Number of Degrees Awarded in STEM/Health and Other Programs of Strategic Emphasis** *Increase student access and success in degree programs in the STEM/Health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities.* UP:LIFT directly addresses improving both the quantity and quality of STEM degree recipients.
- **Strategic Priorities for a Knowledge Economy GOAL: Increase Research Commercialization Activities:** *Increase the number of patents, licenses and start-up companies created as a result of university research.* Project develops students' inquiry, collaboration and out-of-the-box thinking skills, thus providing them the opportunity to make authentic and significant contributions to the knowledge economy.
- **Strategic Priorities for a Knowledge Economy: GOAL: Increase Community and Business Workforce** *Increase the percentage of graduates who continue their education or are employed full-time.* The project optimizes the preparation of STEM majors so they may either continue their education or are rapidly brought into the workforce.

The initiative immediately addresses FIU's 2016 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 and a catalyst for innovation and entrepreneurship in the region*. It takes *responsibility to our community seriously and has reoriented efforts to be more effective and efficient, to support student success, job preparation and creation and economic development*. FIU has accepted a leadership role in a number of community and industry initiatives that are pivotal to our collective future success.
- Strategy: Integrated into FIU *Beyond Possible 2020* Strategic Plan that will *increase the number of graduates by 20% by 2020 to meet the educated workforce needs of South Florida*.
- 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: Undergirds FIU's emergence as *top tier of doctoral research universities in the U.S. with the designation of R1: Doctoral Universities – Highest Research Activity* in Carnegie's Basic Classification of universities. As well, facilitates FIU *achieving BOG Emerging Preeminence and, ultimately, Preeminence status*, through advancing growth opportunities for increasing the number of postdoctoral fellows, number of doctoral degrees, research expenditures, Science and Engineering (S&E) research expenditures, and ranking for the National Science Foundation's S&E disciplines.
- Key Initiatives & Investments 1) Student Success: Directly impacts *The Florida Consortium of Metropolitan Research Universities that will drive economic development by creating synergies and efficiencies among the state's three largest metropolitan public research universities*. UP:LIFT improves instruction 1) *to fuel the state economy*; 2) *to increase the number of graduates in high-demand areas*; 3) *to increase the number of underrepresented and limited-income students graduating with the skills and credentials required by Florida employers*; and 4) *to emphasize career readiness and success for our graduates*.
- Key Initiatives & Investments 1) Student Success: Committed to a *comprehensive multi-year plan to fundamentally reform pedagogy at the university in line with best practices in college teaching, particularly in gateway undergraduate courses that affect student success as measured by retention and on-time graduation*.
- Key Initiatives & Investments 2) Preeminent Programs: Develops *World's Ahead university that creates an innovation nexus where preeminent programs and teams drive research, creativity, innovation, and education*.
- Key Initiatives & Investments 2) Preeminent Programs: *strengthen FIU's capacity to provide high-quality teaching, engage in state-of-the-art research and*

creative activity, and collaborate with our local and global communities. We will design and chart our best future as a university by identifying and leveraging those FIU programs that will help us become a leading urban public research university in the 21st century.

- Key Initiatives & Investments 2) Preeminent Programs: *recruitment of the highest quality faculty, graduate students, and postdoctoral fellows. As part of the FIUBeyondPossible2020 Strategic Plan, FIU is embarking on a Cluster Hiring Initiative which will dedicate replacement and new faculty lines into the university's preeminent programs.*
- Key Initiatives & Investments 3) StartUP FIU: *core mission of StartUP FIU is to foster a culture of innovation and entrepreneurship at FIU and beyond through collaboration and partnerships. Develops students' inquiry, collaboration and out-of-the-box thinking skills, thus providing them the opportunity to make authentic and significant contributions to StartUP FIU.*
- Institution Specific Goal Metric #1: Bachelor's Degrees Awarded to Minorities: Directly impacts the number of degrees awarded to our diverse student population.
- Institution Specific Goal Metric #2: Bachelor's Degrees in Areas of Strategic Emphasis: Directly impacts the number of degrees awarded to strategic areas including STEM.
- Institution Specific Goal Metric #3: Graduate Degrees in Areas of Strategic Emphasis: Directly impacts the number of graduate degrees awarded to strategic areas including STEM.
- Institutional Goal 1: FIUBeyondPossible2020 Strategic Plan calls for transforming the mode of instruction by increasing hybrid and online education: UP:LIFT will increase use and impact of hybrid and online courses.
- Institutional Goal 2: FIUBeyondPossible2020 Strategic Plan calls for increasing internships to 6,000 by year 2020. The Learning Assistants program provides experiential internships in education for undergraduates, thus directly impacts this goal.

Impact on Academic Programs, Student Enrollments, Student Services

Fifty percent of FIU students will experience evidence-based instruction in at least one course within a year, and all students will experience evidence-based instruction in at least five courses within three years. All undergraduate programs will have the majority of courses taught using evidence-based instruction within five years. These transformations will reduce individual course failure rates by at least 30% within two years of implementation, leading towards an overall goal of an additional 15% increase in graduation rates. This goal is aligned with the standard of excellence as established by the SUS Performance Funding Metrics.

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. Similarly, if it focuses on expanding access to academic programs or student services, indicate the current and expected outcomes.

UP:LIFT leverages existing commitments to education transformation and a national climate devoted to classroom education reform. It 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, gathering and analyzing classroom data, and disseminating the classroom transformation model across the state. These actions will lead to improved student learning and success in STEM courses that will lead to improved retention and graduation rates.

The intensive Faculty Institute will provide professional development to least twenty additional faculty annually in integrating evidence-based instruction, cutting edge assessment, and learning technologies in their classrooms. This will directly impact approximately 12,000 student enrollments annually, 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 UP:LIFT 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 drive 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 an 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 33% since Fall 2012 when evidence-based instruction was introduced across all sections (a 49% decrease in passing rates). We have also seen a 70% decrease in failure rates in our studio-based introductory physics courses, compared to lecture courses. A 2014 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).

UP:LIFT will transform the education experience for FIU's 11,000 STEM majors, over 80% of which are from traditionally underrepresented minority groups, as well as students from all majors enrolled in the Critical Gateway courses. The Gateway courses include 17 high enrollment (>1,600), high failure (>15%), high impact (strong predictor of dropping out or delayed graduation) courses. In 2013-2014, the combined enrollment for these 17 courses was 41,557.

Ultimately, UP:LIFT drives economic development by substantially improved learning and skill development for our students, as well as improved efficiency in degree attainment. Our graduates will be well prepared to tackle existing, evolving, and emerging critical needs and opportunities in the global society and marketplace. They will be the innovators, entrepreneurs, and start up leaders of the future. Their reputation for solving global challenges will attract the top technology companies to South Florida. Thus FIU's UP:LIFT will be *the* reliable catalyst for South Florida's highly skilled and diverse workforce.

III. Facilities (*If this issue requires an expansion or construction of a facility, please complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	Active Learning Room Renovations	2017/18	\$800,000	
2.				

**2017-2018 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: FIU UP:LIFT (University Paradigm:
Learn, Interact, Facilitate,
Transform)

	<u>RECURRING</u>	<u>NON- RECURRING</u>	<u>TOTAL</u>
<u>Positions</u>			
Faculty	10.00	0.00	10.00
Other (A&P/USPS)	9.00	0.00	9.00
	-----	-----	-----
Total	19.00	0.00	19.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$1,200,000	\$0	\$1,200,000
Other (A&P/USPS)	\$620,000	\$0	\$620,000
	-----	-----	-----
Total	\$1,820,000	\$0	\$1,820,000
	=====	=====	=====
Salaries and Benefits	\$2,415,504	\$0	\$2,415,504
Other Personal Services	\$1,579,810	\$0	\$1,579,810
Expenses	\$200,000	\$0	\$200,000
Operating Capital Outlay	\$0	\$800,000	\$800,000
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$4,195,314	\$800,000	\$4,995,314
	=====	=====	=====

**State University System
Education and General
2017-2018 Legislative Budget Request
Form I**

University(s):	Florida International University
Issue Title:	Royal Caribbean Cruise Lines Hazardous Substance Mitigation
Priority Number	
Recurring Funds Requested:	\$ 0
Non-Recurring Funds Requested:	\$2,500,000
Total Funds Requested:	\$2,500,000
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2017-2018	<input type="checkbox"/>
New Issue for Fiscal Year 2017-2018	<input checked="" type="checkbox"/>

- I. Description** - 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2016 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? 2. Describe any projected impact on academic programs, student enrollments, and student services.

In 2013, FIU entered into an innovative partnership with Royal Caribbean Cruise Lines after undergoing a competitive solicitation. This partnership provides multiple benefits to FIU students and faculty, including:

- 20 paid student internships annually
- Programmatic access to a \$30 million, 130,000 square foot state-of-the-art performance, production and rehearsal facility and technical equipment at our BBC campus, including back-of-the-house operations and participation in training programs
- Customization of FIU program curricula in the Colleges of Architecture and the Arts, Hospitality and Tourism Management, Journalism and Mass Communication, and Business
- Job fairs and career placement opportunities for students

- Student engagement and interaction with performers and artists
- Access to RCL proprietary business and research data for use by FIU students and faculty in the development and analysis of entertainment programs, market trends, consumer behavior and market research
- Guest lectures, technique workshops, and masters classes for students and faculty
- RCL senior leadership participation on college advisory boards

As part of the partnership, RCL repurposed existing obsolete student housing at BBC that was scheduled for demolition for performer housing. The existing housing had over \$12 million in code and building deficiencies along with \$2.5 million in required amenity improvements. The repurposing required an investment of approximately \$7 million by RCL and saved FIU over \$2 million in demolition costs. Because of the current condition of the BBC housing, FIU agreed to use commercially reasonable efforts to seek and obtain the necessary funding from the Florida Legislature to pay for the cost of any legally required remediation of hazardous substances or materials and/or the cure of any applicable laws as part of the housing license agreement with RCL.

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. Similarly, if it focuses on expanding access to academic programs or student services, indicate the current and expected outcomes.*

As mentioned above, the RCL partnership provides FIU with strong academic and career opportunities that directly benefit our students. As part of their educational training, FIU students have access to state-of-the-art facilities and equipment, including rehearsal space, aerial studios, a 300-seat theatre, costume shops, and vocal practice, audio recording and video rooms. This is the largest performance, production and rehearsal facility in the United States and perhaps the world. FIU would never be able to afford such facilities and the value they bring to the academic programs offered to our students.

Additionally, the internships, interactions with world-class performers, artists, and executive leadership provide exceptional student opportunities such that they are more prepared academically and programmatically and ready to enter the job market immediately

upon graduation. Not only will our students get quality jobs in the arts, business, hospitality management, and journalism, their collegiate experiences through this partnership will lead to higher entry salaries as they will have achieved real-world professional training while completing their degrees.

Finally, we believe that this partnership enables FIU to attract high performing students and that the interactive curriculum with RCL will encourage students to graduate more quickly as they can observe firsthand the job opportunities. Certainly, the innovative and unique opportunities will encourage students to perform at their highest levels and graduate more quickly. From the very beginning, the RCL partnership was designed to improve student success – improve retention and graduation as well as post- graduation employment at higher salaries – in order to improve the economic development of our region.

III. Facilities *(If this issue requires an expansion or construction of a facility, please complete the following table.):*

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

2017-2018 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: Royal Caribbean Cruise Lines
Hazardous Substance
Mitigation

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	0.00	0.00	0.00
	-----	-----	-----
Total	0.00	0.00	0.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	\$0	\$0	\$0
	-----	-----	-----
Total	\$0	\$0	\$0
	=====	=====	=====
Salaries and Benefits	\$0	\$0	\$0
Other Personal Services	\$0	\$0	\$0
Expenses	\$0	\$2,500,000	\$2,500,000
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	\$0	\$2,500,000	\$2,500,000
	=====	=====	=====

**State University System
Education and General
2017-2018 Legislative Budget Request
Form I**

University(s):	University of Central Florida
Issue Title:	Population Health Sciences Research Collaborative
Priority Number	
Recurring Funds Requested:	\$2,000,000
Non-Recurring Funds Requested:	
Total Funds Requested:	\$2,000,000
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2017-2018	X (in collaboration with FIU)
New Issue for Fiscal Year 2017-2018	X

I. Description - 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2016 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? 2. Describe any projected impact on academic programs, student enrollments, and student services.

The Colleges of Medicine at UCF and FIU are submitting these Legislative Budget Requests, in close collaboration, to support an integrated Population Health Sciences Research Collaborative. The two programs will work across diverse urban communities, both separately and in joint projects, to:

- implement and assess clinical interventions and practice improvements in community health and health care, using actionable health care data and analytics
- share and implement, through community partners, standardized approaches and interventions in clinical care, care coordination, practice operations, and community-based health improvements including addressing social determinants of health
- develop projects utilizing a variety of data-driven, patient-centered programs in diverse populations
- share resulting data on outcomes and best practices
- disseminate results through publications, educational programs, and sharing of best practices
- partner in multidisciplinary grant-funded projects focused on the individual and common needs of the diverse communities they each support

Each medical school will recruit population health faculty and supporting personnel who participate in this research collaborative. The medical schools will share investment in technology and data resources needed to support population health research.

The Herbert Wertheim College of Medicine at FIU is an ideal partner for UCF in establishing a population health sciences collaborative. FIU has focused its medical school curriculum and partnerships on training students to work in interdisciplinary teams serving patients and improving health in a community setting. FIU's innovative Neighborhood HELP program is a leader in population health education and service and provides excellent opportunities for research in population health. The two medical schools were founded together in 2006 and have built very complimentary program strengths and resources in population health.

1. UCF's Population Health Sciences Research Program

Background

Population health sciences research is critical to the success of emerging health care delivery and payment models being implemented in Florida and nationally and to improving individual and community health. The urban and suburban areas of both greater Orlando and greater Miami include a variety of populations with diverse health issues. These environments and populations present a broad array of health-related needs and research opportunities, which enable piloting and evaluating interventions, and developing best practices for improving community health and health care.

Rapidly increasing use and availability of electronic health data make it increasingly possible to measure and analyze the effectiveness, quality, and cost of health care services and other interventions to improve community health. Although new "apps" and commercial uses of technology abound in health care, medical schools have a critical role and responsibility in objectively evaluating new interventions and in teaching evidence-based practices that are demonstrated to measurably improve patient care and health. The UCF College of Medicine is expanding its faculty resources in emerging areas of research in population health sciences/public health, including clinical outcomes, preventive health and wellness, and use of health data and analytics to measure outcomes and effectiveness of interventions. UCF medical students and residents need to receive training in emerging models of care and in population health sciences/public health as part of their medical education.

Population health sciences emphasizes the "triple aim" of improving patient care, improving health and wellness of the population, and reducing the per capita cost of health care. This requires leveraging health information technology and actionable health data, outcomes studies, learning health communities (as defined by the Institute of Medicine), patient engagement, predictive analytics and modeling, population health management, preventive care and community health interventions, and redesign of our health care delivery and payment systems to "transform" health care.

Medical schools established in this era of transformational change are especially well-situated to build and evaluate innovative clinical programs and care models and to educate future clinicians in these newer practices, less constrained by established traditional approaches and infrastructure.

Alignment with UCF Strategic Plan

The UCF College of Medicine identified population health sciences in its Strategic Plan for 2015-2020 as a key area for multidisciplinary research and development and growth of programs across its educational, clinical, and community service missions.

Additionally, population health sciences research is very strongly aligned with the university's newly developed *UCF Collective Impact: Strategic Plan*. Through population health sciences research and dissemination of results, the University of Central Florida can serve our communities and “deploy our distinctive assets to solve society's greatest challenges” and “create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation.” UCF has identified several five- and twenty-year objectives to measure transformational impact. These include doubling research awards and generating economic, social, and cultural impact – both of which may be partially attained through the expansion and formalization of a population health sciences research program. More specifically, UCF has identified a specific goal to “deploy our distinctive assets” with the launch of at least one major regional initiative that achieves measurable improvement in a significant community challenge. The Population Health Sciences Research Collaborative initiative would support this goal.

UCF is the partnership university. The value of UCF's population health sciences research and activities is multiplied exponentially through its current and future partnerships. This includes ongoing collaborations with the Florida International University (FIU) College of Medicine, with whom UCF has partnered on grant applications and strategic planning for population health sciences and community health. Additionally, the college currently works closely with the Florida Department of Health, county health departments, federally qualified health centers, and other health care organizations and public and private partners on education and interventions to address health care disparities, improve outcomes, optimize health care operations, and implement health information technologies.

UCF College of Medicine's Population Health Investments, Expertise, and Partnerships

From its inception, the UCF College of Medicine has had a focus on population health and community outreach. For example, the college's medical students and faculty partnered with an area patient-centered medical home that cares for uninsured patients, Grace Medical Home, to establish the student-run KNIGHTS clinic. This enables interdisciplinary teams of medical, nursing, social work, and pharmacy students to learn to care for patients in a medical home model. The college also initiated a global health program which includes visits by interdisciplinary teams of UCF faculty and students from medicine, nursing, social work, and other disciplines to deliver healthcare in communities in the Dominican Republic and other areas in need. Additionally, College of Medicine faculty and students lead programs addressing health disparities and bring health education and services to underserved communities in Florida through health fairs and clinics.

Recognizing the central role of health information technology in health care transformation, the College of Medicine established a multidisciplinary team that has assisted over 2800 community providers in implementing electronic health records and learning to use digital health information to improve patient care. The college's Regional Extension Center for Health IT (now “HealthARCH – Advancing Resources to Change Healthcare”) was established with federal funds and now provides affordable support enabling community physicians to become patient centered medical homes, use health analytics, and transition to new models of value-based care. This informal network of community physicians looks to the UCF College of Medicine for

education and assistance in practice operations and implementing evidence-based best practices in operations and patient care.

UCF College of Medicine experts are currently conducting research on infectious diseases including acute viral and bacterial diseases and emerging pathogens that have potential for epidemic impact on the dense urban communities in Central and South Florida. Population health sciences research is particularly well suited for research topics involving issues in infectious disease and vaccines, both of which have profound implications for public health in the state of Florida. Central and South Florida present two different and unique tourism-based transient workforces, coupled with two intermixed but very diverse ethnic and socio-economic populations. Both communities would benefit from management of infectious diseases agents and pathogens, including, for example, acute seasonal infections such as influenza virus and bacterial pneumonia, insect-borne pathogens such as the Zika virus and Chikungunya virus, and persistent infections such as tuberculosis and the hepatitis C virus. The FIU/UCF population health research collaborative presents a unique opportunity to address a number of important research questions across two very diverse areas of the state

By recruiting experienced population health sciences researchers to identify and validate effective practices in different aspects of health and health care, as well as experts on health data and analytics, the college can continue to build resources that educate future health care providers while measurably improving health and health care in our community.

Proposed use of requested funds will include implementation of population health sciences projects such as the following:

- Recruitment of experienced M.D. and Ph.D. research faculty and supporting personnel in multiple aspects of population health sciences including but not limited to: researchers in epidemiology; health outcomes; particular health interventions such as vaccines, nutrition and wellness programs; health data and analytics including predictive analytics and modeling; health care delivery science including value-based payment, care coordination, and disease management; health disparities and health equity; and social determinants of health.
- Collaboration with FIU to create multidisciplinary team-based research projects designed to define and validate interventions that measurably improve health and health care for our communities. Together, UCF and FIU will establish and evaluate standardized approaches and interventions in clinical care, care coordination, and community-based health improvement. Interventions will be targeted, for example, to improve health education, reduce unnecessary utilization of hospital services and duplication of medical tests, improve management of chronic conditions, and improve patient engagement and adherence to recommended healthy behaviors.
- Research impact of community health interventions such as management of infectious disease agents and utilization of vaccines to improve the health of varied populations. This includes prevention of disease and avoidance or management of epidemics, identifying influence of factors such as diversity of ethnic and socio-economic characteristics, disparate access to health care, and application of vaccine-based care delivery in a transient tourism based workforce.
- Establishment of unique training opportunities for the next generation of healthcare providers and infectious disease specialists. This could include M.D. and Ph.D. faculty, postdoctoral fellows, junior faculty, residents and fellows, and faculty and students from nursing, social work, health informatics, and related disciplines.

- Shared investment with FIU in technology, data, and other resources and tools in support of population health sciences research, education, and services.

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. Similarly, if it focuses on expanding access to academic programs or student services, indicate the current and expected outcomes.*

Anticipated outcomes include:

- Identifying health improvement interventions that measurably improve healthcare operations and patient outcome, and reduce cost.
- Translating these discoveries into actionable recommendations and best practices.
- Incorporating findings into the curriculum of medical, nursing, and other health sciences programs; clinical care; and community health improvements.
- Measurably reducing preventable utilization of hospital services.
- Complimenting existing UCF expertise in the area of population health with the addition of faculty members and professional personnel who will also work with community, state-wide, and national partners on broader projects across larger populations.
- Contributing to the health of Floridians in general – improving patient care, improving health and wellness of the population, and reducing the per capita cost of health care.
- Return on investment from specific population health projects will include measureable improvements in patient care interventions and health outcomes as well as efficiencies and costs savings in health care delivery. For example, work by the UCF Regional Extension Center (now HealthARCH) with a network of independent physicians (an Accountable Care Organization) in Central Florida has enabled the practices to implement improvements in patient care and practice operations resulting in measureable improvements in preventive services, process improvements, utilization, and patient experience. For example, in that patient population there was a 6-26% increase seen in various preventive services, a 40% increase in breast cancer screening, a 54% reduction in hospital admissions, an 81% increase in same day response to telephone calls received from patients, and a 95% increase in same day access to patient care. Further research is needed to validate these findings and assess the impact of many other potential interventions in order to define, disseminate, and teach best practices in population health.
- Bringing in Federal grant funds; substantial federal and private grants are available for qualified interdisciplinary population health research teams that evaluate new models, identify and disseminate evidence-based best practices, and validate changing health care delivery and payment practices.
- Bringing jobs to Florida. Population health faculty, supported by other skilled positions such as statisticians, epidemiologists, and other support positions such as graduate students, postdoctoral researchers, and field staff will be hired. These highly skilled professional positions will help bring higher paying jobs to Florida.
- Expanding our partnerships. As noted above, the UCF College of Medicine has established a partnership with the FIU College of Medicine, the Population Health Sciences Research Collaborative, and the two universities are submitting these

Legislative Budget Requests in collaboration and in support of that partnership. This and other partnerships leverage each investment for the further betterment of all.

- Bringing high visibility to UCF, FIU, and the communities they serve and models for improving health.

III. Facilities *(If this issue requires an expansion or construction of a facility, please complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	None required			
2.				

**2017-2018 Legislative Budget Request
 Education and General
 Position and Fiscal Summary
 Operating Budget Form II
 (to be completed for each issue)**

University: University of Central Florida
Issue Title: Population Health Sciences Research Collabor

	<u>RECURRING</u>	<u>NON- RECURRING</u>	<u>TOTAL</u>
<u>Positions</u>			
Faculty	5.00	0.00	5.00
Other (A&P/USPS)	5.00	0.00	5.00
	-----	-----	-----
Total	10.00	0.00	10.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$933,249	\$0	\$933,249
Other (A&P/USPS)	\$302,548	\$0	\$302,548
	-----	-----	-----
Total	\$1,235,796	\$0	\$1,235,796
	=====	=====	=====
Salaries and Benefits	\$1,575,000	\$0	\$1,575,000
Other Personal Services		\$0	\$0
Expenses	\$225,000	\$0	\$225,000
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$200,000	\$0	\$200,000
Special Category (Specific)	\$0	\$0	\$0
			\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$2,000,000	\$0	\$2,000,000
	=====	=====	=====

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Academic Policy and Student Affairs Committee

Date: September 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 two 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 TACOE nominees had tenure at their previous institutions and have been selected to receive TACOE based on the caliber of their work.

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

Name	College	Department	Proposed Rank
Nelson Varas-Diaz	Green School of International and Public Affairs	Global and Sociocultural Studies	Full Professor
Shimon Wdowinski	College of Arts, Sciences, and Education	Earth and Environment	Associate Professor

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Nelson Varas-Díaz, Ph.D.
Department of Global and Sociocultural Studies
Green School of International and Public Affairs

Dr. Varas-Díaz received his Ph.D. in 2002 in Social-Community Psychology from the University of Puerto Rico. From 2005 to 2008 he received post-doctoral training at the Center for AIDS Prevention Studies, University of California at San Francisco. He has been a faculty member, most recently as a Full Professor, at the University of Puerto Rico's Río Piedras Campus for the past 12 years. His research is in the realm of the identification of social stigma related to HIV/AIDS and addresses other stigma layers associated to the disease including negative attitudes towards illegal drug use, mental health, and gender issues. In his publications he identifies and quantifies measurement of complex cultural factors that predict the social stigmatization of HIV/AIDS. Specifically, he has published on the role of Latino culture in the promotion and maintenance of social stigmatization among health professionals that provide services to people with HIV/AIDS.

Since 2010, Dr. Varas-Díaz has received over \$5.5 million in research funding. He has published two books, over 60 peer-reviewed, single and co-authored journal articles and book chapters. In regards to teaching, he has been actively involved in teaching at the graduate level, mostly with PhD students. Under his supervision Dr. Varas Díaz's students have successfully competed for NIH funding at predoctoral, postdoctoral and R level research funding. In terms of professional service, he also served as the editor for the Puerto Rican Journal of Psychology and collaborates as a board member of at least five other international scientific journals.

Shimon Wdowinski, Ph.D.
Department of Earth and Environment
College of Arts, Sciences, and Education

Dr. Shimon Wdowinski received a B.Sc in Earth Sciences (1983) and M.Sc. in Geology (1985) from the Hebrew University (Jerusalem, Israel) and a M.S. in Engineering Sciences (1987) and a Ph.D. in Geophysics (1990) from Harvard University. He completed post-doctorate studies at Scripps Institution of Oceanography and then worked at the Geological Survey of Israel. He served in the department of Geophysics and Planetary Sciences at Tel Aviv University, first as a Lecturer and then as a tenured Senior Lecturer. He joined the University of Miami in 2005 as an Associate Research Professor and then was promoted to a Research Professor. Dr. Wdowinski joined FIU's Department of Earth and Environment in August 2016.

Dr. Wdowinski is an expert in space geodetic techniques that can detect very precisely small movements of the Earth's surface. He successfully applied these technologies to study natural hazards and environmental phenomena, such as tectonic plate motion, earthquakes, land subsidence, wetland surface flow, climate change, and sea level rise. To date, Dr. Wdowinski has authored over 100 peer reviewed journal papers, proceedings, and technical reports, and over 200 presentations at national and international meetings. He has been successful in obtaining external research funding in the amount of \$2.1 million as lead-PI and another \$12.1 million as Co-PI from numerous funding sources including NASA, NSF, SFWMD, USGS, and several government agencies in Israel. With his funding he has supported 13 graduate students (six Ph.D. and seven M.S. students), three post doctoral researchers, and 10 undergraduate students in his research group.

Dr. Wdowinski has taught a variety of classes for both earth science and non-science major undergraduate students, as well as graduate level classes. He has served on 34 graduate student committees in various science departments at Tel Aviv University, the University of Miami, and FIU.

Academic Policy and Student Affairs Committee

Date: September 1, 2016

Subject: Textbook and Instructional Material Affordability Report

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the Textbook and Instructional Material Affordability Report.

Background Information:

Effective July 1, 2016, Florida House Bill 7019, Education Access and Affordability, requires the Board of Governors and the State Board of Education to annually identify strategies to promote college affordability. 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, the report must include an overview of institutional initiatives and policies designed to reduce the costs of course materials and promote college affordability.

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Textbook and Instructional Material Affordability Report

<hr/>		<u>Fall 2016</u>	
University Submitting Report		Semester(s) Reported	
<hr/>		<hr/>	
Date Approved by the University Board of Trustees	President	Date	
<hr/>		<u>27 Aug 2016</u>	
Signature of Chair, Board of Trustees	Date	Vice President for Academic Affairs	Date

1) General Education Courses with Wide Cost Variance for Required and Recommended Textbooks and Instructional Materials

a) Explain the methodology used for identification of general education courses with wide cost variance, defining wide cost variance. At minimum, report wide cost variance by dollar amount and percentage.

Response:

The methodology used for the identification of general education courses (n=167) with wide cost variance is the reporting of differences between the maximum (full retail) price of required and recommended textbooks and instructional materials for each course and comparing it against other sections offered for the same course. Wide cost variance is defined as a difference of \$200 or more.

b) Identify general education courses with wide cost variance among different sections of the same course. Is the cost variance justified with no actionable steps required or is

follow-up required because the cost variance is not a justified variance? Describe the justification(s), if any.

- Required
- Recommended

Response:

For Fall 2016, Florida International University identified wide cost variances for required and recommended course materials for 3 (1.8%) general education courses.

Course Name	Course	Section(s)	Full Retail Price	Variance
Department of Economics				
Principles of Macroeconomics	ECO 2013	U3M, U4M, U5M	\$389.00	\$225.45 (138%)
Principles of Microeconomics	ECO 2023	U3M	\$389.00	\$213.85 (122%)
Department of Global & Sociocultural Studies				
World Regional Geography	GEA 2000	U01	\$369.90	\$206.55 (126%)

For Fall 2016 textbook adoption submissions began March 2016 at which time the ability to document justifications had not been established. Administration and faculty are currently collaborating on a process to document justifications moving forward.

c) Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.

Response:

Department of Economics

Individual instructors for courses ECO 2013 and ECO 2023 select course materials from what is considered standard textbooks on the subject. The instructor of these sections requires the same textbook for both courses, Principles of Macroeconomics and Principles of Microeconomics, which is clearly stated on the instructor’s syllabus. The majority of students take both courses, in which case the actual maximum cost to a student is \$194.50 per course.

Department of Global & Sociocultural Studies

Individual instructors for course GEA 2000 select course materials based on what they deem pedagogically best for their syllabi. The full retail price of \$369.90 reported for this course includes the required textbook priced between \$82.20 - \$182.65 plus the recommended textbook priced between \$74.90 - \$187.25 through Barnes & Noble. While both required and recommended course materials must be considered for the variance

analysis according to HB 7019, the wide cost variance for this course only computes due to the additionally recommended textbook that other instructors for this same course do not suggest as a valuable learning resource to their students.

d) What measures, if any, will be taken by the university to reduce wide cost variance among different sections of the same general education course?

Response:

Department chairs have received the wide cost variance analysis for general education courses for which they have oversight. Chairs will consult faculty and identify best practices for the selection of course materials and the reduction of the cost variance where possible.

2) High Enrollment Courses with Wide Cost Variance for Required and Recommended Textbooks and Instructional Materials

a) Explain the methodology used for identification of high enrollment courses with wide cost variance, defining wide cost variance and high enrollment. At minimum, report wide cost variance by dollar amount and percentage.

Response:

High enrollment courses are FIU's gateway courses (n=15), which are defined as courses with enrollment of 2,000 students or more within a year. Except for 2 courses, all gateway courses are also general education courses. The methodology is the same as for general education courses above.

b) Identify high enrollment courses with wide cost variance. Is the cost variance justified with no actionable steps required or is follow-up required because the cost variance is not a justified variance? Describe the justification(s), if any.

- Required
- Recommended

Response:

No gateway courses report a wide cost variance.

c) Describe the textbook and instructional materials selection process for high enrollment courses with a wide cost variance.

Response:
Same as under 1).

d) What measures, if any, will be taken by the university to reduce wide cost variance in high enrollment courses?

Response:
n/a

3) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials

a) Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

Response:

Rental, New and Used Options

Barnes & Noble continues to offer cost savings options such as new, used, rental and digital textbooks with new titles added to each category on a daily basis. Students have the opportunity to save as much as 80% by purchasing textbooks in the various formats offered.

Barnes & Noble @ FIU Price Match Program

Initiated by the FIU Office of Business Services, in Spring 2016 Barnes & Noble launched the price matching program. Barnes & Noble is matching the prices for textbooks advertised or offered by a local competitor or BN.com, Amazon and Chegg. This program does not include price matching items from textbook marketplaces such as Amazon Prime (membership deals) or Amazon Warehouse Deals and does not include offerings from peer to peer marketplaces, aggregator sites, digital books, publisher direct pricing or bulk purchases/course fee pricing.

Financial Aid Book Advances

Students unable to afford required and recommended course materials may apply for a book advance through the Office of Financial Aid, which continually monitors student financial need including cost of textbooks. This aid ensures that students can purchase their course materials prior to semester start and are prepared for class on the first day.

Course Reserves

Course Reserves provides on a semester-by-semester basis a limited number of required and recommended instructional materials assigned to students enrolled in a course.

Materials may be in print, electronic, and multimedia formats in compliance with the Copyright Law of the United States. Whenever possible materials will be scanned as electronic documents and made available to students 24/7. This allows students to use either library materials, or professor provided materials, free of charge. These texts and works may not be taken outside of the library, in most cases, which allows for more students to have access to required and recommended course materials.

The Library Circulation Desk reports that there are a total of 6,244 Course Reserves books, articles and files (Green Library: 4,085; Hubert Library: 1,900; Engineering Center: 259) available for Fall 2016. During fiscal year 2015-16, a total of 6,557 course reserve loans (Green Library: 3,698; Hubert Library: 2,774; Engineering Center: 85) to students were recorded.

Affordability Counts Initiative

Launched in June 2016, Affordability Counts is FIU Online's initiative to lower the cost for hybrid and fully-online course materials to \$60 or less for 3 credit courses. Faculty are introduced to new Open Educational Resources or low-cost course materials and are encouraged to adopt such materials. Already, over 60 faculty are participating in this program which positively impacts 2,722 students enrolled in their courses. Under the leadership of Assistant Vice President Joseph Riquelme, who serves on the Florida Virtual Campus Council on Distance Learning and Student Services, this initiative is being piloted by FIU for implementation state-wide.

b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

Response:

Rental, New and Used Options Cost Reductions

For Fall 2016, Barnes & Noble currently has 77% of all titles available to rent with discounts up to 80%. Additionally, 37% of all titles have a digital option with discounts of up to 60%.

Barnes & Noble @ FIU Price Match Program Cost Reductions

In Fall 2016, Barnes & Noble returned \$24,969 to students through the price match program of which 393 students received a refund after purchase. Many others benefited from an on the spot price match totaling \$8,266 at point of sale.

c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course and high enrollment courses? Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.

Response:

To be submitted in future reports.

4) University Policies for the Posting of Textbooks and Instructional Materials

a) Explain University policies implemented in accordance with posting prominently in the course registration system and on the university website at least 45 days prior to the first day of class for each term, a hyperlink to lists of required and recommended textbooks and instructional materials information for at least 95 percent of all courses and course sections.

Response:

FIU's Regulation 1103 on Textbook Affordability requires all instructors to post required and recommended textbooks and course materials 45 days in advance of semester start. Faculty utilize Barnes & Noble's [FacultyEnlight](#) platform for textbook and course materials adoptions, which feeds this information into FIU's course registration system for all courses and course sections. In addition, the Office of Business Services established a searchable website for [FIU Course Materials](#) on which students can find required or recommended course materials by campus, term, department, course and section. The website also details pricing options for all items (i.e. rent new, rent used, buy new, buy used, rent digital, buy digital) acquired through Barnes & Noble.

b) Report the number of courses and course sections and the total percentage of courses and course sections that were able to meet the textbook and instructional materials posting deadline for the academic year.

Response:

A total of 5,631 course sections or 79.33% of courses met the posting deadline of July 8 for the Fall 2016 semester.

We continue to work with units to have required and recommended textbook and instructional materials posted as timely as possible. As of August 15 adoptions for 6,392 course sections or 90% of courses were submitted.

c) Report the number of courses and course sections and the total percentage of courses and course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year.

A total of 1,468 course sections or 20.67% of courses did not meet the posting deadline of July 8 for the Fall 2016 semester.

d) Report the number of courses that received an exception to the reporting deadline. Provide a description of the exception.

Response:

No formal exceptions to the reporting deadline were required at the time of submission. The formal submission of exceptions will be implemented in future semesters.

e) Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

Response:

The policies guide the institutional review of common practices for textbook and course materials adoptions and selections processes. In order to produce regular reports on compliance and the reduction of course costs for our students, a thorough data analysis must be implemented in collaboration with the provider of the FacultyEnlight adoption platform, which is administered by Barnes & Noble. In addition to the initiatives and practices already in place, such regular reports will assist the faculty and administration with identifying additional ways of reducing course costs for students.

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2016 Legislature

1
 2 An act relating to education access and affordability;
 3 amending s. 1001.7065, F.S.; specifying that the costs
 4 of instructional materials are not included in tuition
 5 for certain online degree programs; creating s.
 6 1004.084, F.S.; requiring the Board of Governors and
 7 the State Board of Education to annually identify
 8 strategies to promote college affordability; requiring
 9 the Board of Governors of the State University System
 10 and the State Board of Education to submit annual
 11 reports to the Governor and Legislature relating to
 12 college affordability; amending s. 1004.085, F.S.;
 13 revising provisions relating to textbook affordability
 14 to include instructional materials; defining the term
 15 "instructional materials"; specifying that Florida
 16 College System or state university employees may not
 17 receive anything of value in exchange for
 18 instructional materials; requiring Florida College
 19 System institution and state university boards of
 20 trustees to identify wide variances in the costs of,
 21 and frequency of changes in the selection of,
 22 textbooks and instructional materials for certain
 23 courses; requiring the boards of trustees to send a
 24 list of identified courses to the academic department
 25 chairs for review; providing for legislative review
 26 and repeal of specified provisions; authorizing the



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2016 Legislature

27 Florida College System institution and state
28 university boards of trustees to adopt policies in
29 consultation with providers to allow for the use of
30 innovative pricing techniques and payment options for
31 certain textbooks and instructional materials;
32 requiring the innovative techniques and options to
33 include certain provisions; requiring Florida College
34 System institutions and state universities to post
35 certain information on their websites; requiring the
36 State Board of Education and Board of Governors to
37 receive input from specified individuals and entities
38 before adopting textbook and instructional materials
39 affordability policies; requiring postsecondary
40 institutions to consult with certain school districts
41 to identify certain practices; requiring cost-benefit
42 analyses relating to textbooks and instructional
43 materials; providing reporting requirements; amending
44 s. 1009.23, F.S.; requiring Florida College System
45 institutions to provide a public notice relating to
46 increases in tuition and fees; amending s. 1009.24,
47 F.S.; requiring state universities to provide a public
48 notice relating to increases in tuition and fees;
49 providing an effective date.

50
51 Be It Enacted by the Legislature of the State of Florida:
52 Section 1. Paragraph (k) of subsection (4) of section

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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53 | 1001.7065, Florida Statutes, is amended to read:
 54 | 1001.7065 Preeminent state research universities program.—
 55 | (4) PREEMINENT STATE RESEARCH UNIVERSITY INSTITUTE FOR
 56 | ONLINE LEARNING.—A state research university that, as of July 1,
 57 | 2013, meets all 12 of the academic and research excellence
 58 | standards identified in subsection (2), as verified by the Board
 59 | of Governors, shall establish an institute for online learning.
 60 | The institute shall establish a robust offering of high-quality,
 61 | fully online baccalaureate degree programs at an affordable cost
 62 | in accordance with this subsection.
 63 | (k) The university shall establish a tuition structure for
 64 | its online institute in accordance with this paragraph,
 65 | notwithstanding any other provision of law.
 66 | 1. For students classified as residents for tuition
 67 | purposes, tuition for an online baccalaureate degree program
 68 | shall be set at no more than 75 percent of the tuition rate as
 69 | specified in the General Appropriations Act pursuant to s.
 70 | 1009.24(4) and 75 percent of the tuition differential pursuant
 71 | to s. 1009.24(16). No distance learning fee, fee for campus
 72 | facilities, or fee for on-campus services may be assessed,
 73 | except that online students shall pay the university's
 74 | technology fee, financial aid fee, and Capital Improvement Trust
 75 | Fund fee. The revenues generated from the Capital Improvement
 76 | Trust Fund fee shall be dedicated to the university's institute
 77 | for online learning.
 78 | 2. For students classified as nonresidents for tuition



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79 | purposes, tuition may be set at market rates in accordance with
80 | the business plan.

81 | 3. Tuition for an online degree program shall include all
82 | costs associated with instruction, materials, and enrollment,
83 | excluding costs associated with the provision of textbooks and
84 | instructional materials pursuant to s. 1004.085 and physical
85 | laboratory supplies.

86 | 4. Subject to the limitations in subparagraph 1., tuition
87 | may be differentiated by degree program as appropriate to the
88 | instructional and other costs of the program in accordance with
89 | the business plan. Pricing must incorporate innovative
90 | approaches that incentivize persistence and completion,
91 | including, but not limited to, a fee for assessment, a bundled
92 | or all-inclusive rate, and sliding scale features.

93 | 5. The university must accept advance payment contracts
94 | and student financial aid.

95 | 6. Fifty percent of the net revenues generated from the
96 | online institute of the university shall be used to enhance and
97 | enrich the online institute offerings, and 50 percent of the net
98 | revenues generated from the online institute shall be used to
99 | enhance and enrich the university's campus state-of-the-art
100 | research programs and facilities.

101 | 7. The institute may charge additional local user fees
102 | pursuant to s. 1009.24(14) upon the approval of the Board of
103 | Governors.

104 | 8. The institute shall submit a proposal to the president



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105 | of the university authorizing additional user fees for the
 106 | provision of voluntary student participation in activities and
 107 | additional student services.

108 | Section 2. Section 1004.084, Florida Statutes, is created
 109 | to read:

110 | 1004.084 College affordability.—

111 | (1) The Board of Governors and the State Board of
 112 | Education shall annually identify strategies to promote college
 113 | affordability for all Floridians by evaluating, at a minimum,
 114 | the impact of:

115 | (a) Tuition and fees on undergraduate, graduate, and
 116 | professional students at public colleges and universities and
 117 | graduate assistants employed by public universities.

118 | (b) Federal, state, and institutional financial aid
 119 | policies on the actual cost of attendance for students and their
 120 | families.

121 | (c) The costs of textbooks and instructional materials.

122 | (2) By December 31 of each year, beginning in 2016, the
 123 | Board of Governors and the State Board of Education shall submit
 124 | a report on their respective college affordability initiatives
 125 | to the Governor, the President of the Senate, and the Speaker of
 126 | the House of Representatives.

127 | Section 3. Section 1004.085, Florida Statutes, is amended
 128 | to read:

129 | 1004.085 Textbook and instructional materials
 130 | affordability.—



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131 (1) As used in this section, the term "instructional
 132 materials" means educational materials for use within a course
 133 which may be available in printed or digital format.

134 (2)~~(1)~~ An ~~No~~ employee of a Florida College System
 135 institution or state university may not demand or receive any
 136 payment, loan, subscription, advance, deposit of money, service,
 137 or anything of value, present or promised, in exchange for
 138 requiring students to purchase a specific textbook or
 139 instructional material for coursework or instruction.

140 (3)~~(2)~~ An employee may receive:

141 (a) Sample copies, instructor copies, or instructional
 142 materials. These materials may not be sold for any type of
 143 compensation if they are specifically marked as free samples not
 144 for resale.

145 (b) Royalties or other compensation from sales of
 146 textbooks or instructional materials that include the
 147 instructor's own writing or work.

148 (c) Honoraria for academic peer review of course
 149 materials.

150 (d) Fees associated with activities such as reviewing,
 151 critiquing, or preparing support materials for textbooks or
 152 instructional materials pursuant to guidelines adopted by the
 153 State Board of Education or the Board of Governors.

154 (e) Training in the use of course materials and learning
 155 technologies.

156 (4) Each Florida College System institution and state



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157 | university board of trustees shall, each semester, examine the
158 | cost of textbooks and instructional materials by course and
159 | course section for all general education courses offered at the
160 | institution to identify any variance in the cost of textbooks
161 | and instructional materials among different sections of the same
162 | course and the percentage of textbooks and instructional
163 | materials that remain in use for more than one term. Courses
164 | that have a wide variance in costs among sections or that have
165 | frequent changes in textbook and instructional materials
166 | selections shall be identified and a list of such courses sent
167 | to the appropriate academic department chair for review. This
168 | subsection is repealed July 1, 2018, unless reviewed and saved
169 | from repeal through reenactment by the Legislature.

170 | (5) Each Florida College System institution and state
171 | university board of trustees is authorized to adopt policies in
172 | consultation with providers, including bookstores, which allow
173 | for the use of innovative pricing techniques and payment options
174 | for textbooks and instructional materials. Such policies may
175 | include bulk pricing arrangements that enable students to
176 | purchase course materials or texts that are delivered digitally;
177 | delivered through other technologies that are, or the licenses
178 | of which are, required for use within a course; or delivered in
179 | a print format. Innovative pricing techniques and payment
180 | options must include an opt-in provision for students and may be
181 | approved only if there is documented evidence that the options
182 | reduce the cost of textbooks and instructional materials for



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183 students taking a course.

184 (6)(3) Each Florida College System institution
185 ~~institutions~~ and state university universities shall post
186 prominently in the course registration system and on its website
187 ~~on their websites~~, as early as is feasible, but at least 45 not
188 ~~less than 30~~ days before ~~prior to~~ the first day of class for
189 each term, a hyperlink to lists list of each ~~textbook~~ required
190 and recommended textbooks and instructional materials for at
191 least 95 percent of all courses and each course sections offered
192 at the institution during the upcoming term. The lists ~~posted~~
193 ~~list~~ must include the International Standard Book Number (ISBN)
194 for each required and recommended textbook and instructional
195 material or other identifying information, which must include,
196 at a minimum, all of the following: the title, all authors
197 listed, publishers, edition number, copyright date, published
198 date, and other relevant information necessary to identify the
199 specific ~~textbook or~~ textbooks or instructional materials
200 required and recommended for each course. The State Board of
201 Education and the Board of Governors shall include in the
202 policies, procedures, and guidelines adopted under subsection
203 (7) (4) certain limited exceptions to this notification
204 requirement for classes added after the notification deadline.

205 (7)(4) After receiving input from students, faculty,
206 bookstores, and publishers, the State Board of Education and the
207 Board of Governors each shall adopt textbook and instructional
208 materials affordability policies, procedures, and guidelines for



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209 implementation by Florida College System institutions and state
210 universities, respectively, that further efforts to minimize the
211 cost of textbooks and instructional materials for students
212 attending such institutions while maintaining the quality of
213 education and academic freedom. The policies, procedures, and
214 guidelines shall address ~~provide for the following:~~

215 (a) The establishment of deadlines for an instructor or
216 department to notify the bookstore of required and recommended
217 textbooks and instructional materials so that the bookstore may
218 verify availability, source lower cost options when practicable,
219 explore alternatives with faculty when academically appropriate,
220 and maximize the availability of used textbooks and
221 instructional materials ~~That textbook adoptions are made with~~
222 ~~sufficient lead time to bookstores so as to confirm availability~~
223 ~~of the requested materials and, where possible, ensure maximum~~
224 ~~availability of used books.~~

225 (b) Confirmation by the course instructor or academic
226 department offering the course, before the textbook or
227 instructional materials adoption is finalized ~~That, in the~~
228 ~~textbook adoption process, of the intent to use all items~~
229 ~~ordered, particularly each individual item sold as part of a~~
230 ~~bundled package, is confirmed by the course instructor or the~~
231 ~~academic department offering the course before the adoption is~~
232 ~~finalized.~~

233 (c) Determination by ~~That~~ a course instructor or the
234 academic department offering the course ~~determines~~, before a



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235 | textbook or instructional material is adopted, of the extent to
 236 | which a new edition differs significantly and substantively from
 237 | earlier versions and the value to the student of changing to a
 238 | new edition or the extent to which an open-access textbook or
 239 | instructional material is available ~~may exist and be used.~~

240 | (d) ~~That the establishment of policies shall address~~ The
 241 | availability of required and recommended textbooks and
 242 | instructional materials to students otherwise unable to afford
 243 | the cost, including consideration of the extent to which an
 244 | open-access textbook or instructional material may be used.

245 | (e) Participation by ~~That~~ course instructors and academic
 246 | departments ~~are encouraged to participate~~ in the development,
 247 | adaptation, and review of open-access textbooks and
 248 | instructional materials and, in particular, open-access
 249 | textbooks and instructional materials for high-demand general
 250 | education courses.

251 | (f) Consultation with school districts to identify
 252 | practices that impact the cost of dual enrollment textbooks and
 253 | instructional materials to school districts, including, but not
 254 | limited to, the length of time that textbooks and instructional
 255 | materials remain in use.

256 | (g) Selection of textbooks and instructional materials
 257 | through cost-benefit analyses that enable students to obtain the
 258 | highest-quality product at the lowest available price, by
 259 | considering:

260 | 1. Purchasing digital textbooks in bulk.



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- 261 2. Expanding the use of open-access textbooks and
 262 instructional materials.
- 263 3. Providing rental options for textbooks and
 264 instructional materials.
- 265 4. Increasing the availability and use of affordable
 266 digital textbooks and learning objects.
- 267 5. Developing mechanisms to assist in buying, renting,
 268 selling, and sharing textbooks and instructional materials.
- 269 6. The length of time that textbooks and instructional
 270 materials remain in use.
- 271 7. An evaluation of cost savings for textbooks and
 272 instructional materials which a student may realize if
 273 individual students are able to exercise opt-in provisions for
 274 the purchase of the materials.
- 275 (8) The board of trustees of each Florida College System
 276 institution and state university shall report, by September 30
 277 of each year, beginning in 2016, to the Chancellor of the
 278 Florida College System or the Chancellor of the State University
 279 System, as applicable, the textbook and instructional materials
 280 selection process for general education courses with a wide cost
 281 variance identified pursuant to subsection (4) and high-
 282 enrollment courses; specific initiatives of the institution
 283 designed to reduce the costs of textbooks and instructional
 284 materials; policies implemented in accordance with subsection
 285 (6); the number of courses and course sections that were not
 286 able to meet the textbook and instructional materials posting



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287 deadline for the previous academic year; and any additional
 288 information determined by the chancellors. By November 1 of each
 289 year, beginning in 2016, each chancellor shall provide a summary
 290 of the information provided by institutions to the State Board
 291 of Education and the Board of Governors, as applicable.

292 Section 4. Subsection (20) is added to section 1009.23,
 293 Florida Statutes, to read:

294 1009.23 Florida College System institution student fees.—

295 (20) Each Florida College System institution shall
 296 publicly notice and notify all enrolled students of any proposal
 297 to increase tuition or fees at least 28 days before its
 298 consideration at a board of trustees meeting. The notice must:

299 (a) Include the date and time of the meeting at which the
 300 proposal will be considered.

301 (b) Specifically outline the details of existing tuition
 302 and fees, the rationale for the proposed increase, and how the
 303 funds from the proposed increase will be used.

304 (c) Be posted on the institution's website and issued in a
 305 press release.

306 Section 5. Paragraph (b) of subsection (4) of section
 307 1009.24, Florida Statutes, is amended, and subsection (20) is
 308 added to that section, to read:

309 1009.24 State university student fees.—

310 (4)

311 (b) The Board of Governors, ~~or the board's designee,~~ may
 312 establish tuition for graduate and professional programs, ~~and~~



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313 out-of-state fees for all programs. Except as otherwise provided
314 in this section, the sum of tuition and out-of-state fees
315 assessed to nonresident students must be sufficient to offset
316 the full instructional cost of serving such students. However,
317 adjustments to out-of-state fees or tuition for graduate
318 programs and professional programs may not exceed 15 percent in
319 any year.

320 (20) Each state university shall publicly notice and
321 notify all enrolled students of any proposal to increase tuition
322 or fees at least 28 days before its consideration at a board of
323 trustees meeting. The notice must:

324 (a) Include the date and time of the meeting at which the
325 proposal will be considered.

326 (b) Specifically outline the details of existing tuition
327 and fees, the rationale for the proposed increase, and how the
328 funds from the proposed increase will be used.

329 (c) Be posted on the university's website and issued in a
330 press release.

331 Section 6. This act shall take effect July 1, 2016.

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

Academic Affairs Report

A. Unit Reports

- I. FIUBeyondPossible2020**
- 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. FIUBEYONDPOSSIBLE2020

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 *FIUBeyondPossible2020* Strategic Plan.

University action items from FIU's first ComPASS session (held on April 26, 2016) focused on Completion and Employment, 2nd year retention/6-year graduation rates/4-year AA graduation rates, graduates without excess hours, internships, bachelor's employed within one year, and average graduate salaries. This session produced over 100 recommendations from the Deans and 24 administrative tasks that are being tracked. These steps are being tracked by the Provost's Office and Deans are updated regularly on the University's progress addressing these action items.

The second ComPASS session (held on August 10, 2016) focused on metrics related to Research and Revenue. Based on feedback from the first session, reporting for this session was modified by having Deans provide advance reports of their supplied data. As such, Senior Leadership in advance of the session were able to offer feedback to the Deans to provide time for a more in-depth discussion of very specific items during the session. Deans completed surveys about

- 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

The third ComPASS session is scheduled for November 18, 2016 and will focus on strategic enrollment growth.

2. Strategic Implementation Project Plans

The 33 strategic implementation project teams that were awarded a total of \$6.04M have updated their scopes and timelines to reflect dollars awarded, and implementation is now underway. The bulk of these projects fall under the categories of student success, strategic enrollment growth, and research innovation and entrepreneurship. Details about major initiatives in these areas can be found in Unit Reports II, IV, and VI. The Provost's Office is offering strategic and programmatic 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 faculty members, most of whom are tenured, representing a variety of colleges and departments. The Selection Committee reviewed the applications and submitted recommendations to FIU's President and Provost. The President and Provost will

make the final decisions regarding which programs receive designations as Preeminent or Emerging Preeminent. For applicant programs that do not earn designation, the Selection Committee will provide feedback and guidance to prepare applicant programs for subsequent opportunities for designation.

Designation as a Preeminent Program or an Emerging Preeminent Program will provide each program with assistance tailored to its specific 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

The Student Success Initiative (SSI) has been working throughout the summer to increase the 2015-16 Academic Progress Rate, pilot retention interventions, and plan a fall 2016 College Life Coaching pilot. The SSI has worked with units throughout campus to develop and improve initiatives related to student success.

1. 2015-16 FTIC Retention Update

As of 07/13/2016, 77.11% of 2015 full-time FTIC (First Time in College) students have re-enrolled for fall 2016 with above a 2.0 GPA; 5.72% have re-enrolled with below a 2.0 GPA. The overall retention rate (both full-time and part-time students) is 81.46%. E-mail and call campaigns have occurred throughout the semester for non-enrolled FTIC students. The SSI worked with advisors to conduct an additional two-week campaign from July 11 to July 22, 2016.

2. Summer Success Workshops

The SSI hosted several summer success workshops throughout the summer terms. The workshops were part of a coaching pilot. Qualifying FTIC students with below a 2.0 GPA were paired with a coach and also required to attend these workshops. In addition to this cohort of students, advisors were encouraged to invite their students to attend, including those who have recently been dismissed. Data related to the success of the coaching pilot will be available in fall 2016.

3. Fall 2016 Coaching and Training

The SSI has dedicated a significant amount of effort in planning for fall 2016 student success interventions. The SSI has partnered with advising units from the College of Arts, Sciences, and Education (CASE), Exploratory Advising, and the

Connect4Success program to host workshops on how to infuse coaching skills into advising sessions. Based on the success of the workshops, they will be offered to other units beginning spring 2017. The SSI will also continue the coaching pilot that was started in summer 2016, to focus on summer FTIC students who are beginning their fall semester with below a 2.0 GPA and other selected students, based on staffing capability.

III. ENGAGEMENT REPORT

1. Talent Development Network

The Talent Development Network (TDN), an internship portal in collaboration between seven academic institutions, and housed out of FIU, continues to change the internship culture across Miami-Dade County. More than 900 students have registered at TDNmiami.com and uploaded their resume. To date, 200 employers have registered and posted over 325 internships, over 90% of which are paid opportunities for students with little to no experience in their field. This summer, 20 high school students are completing internships at FIU across departments such as Information Technology, Engagement, and Panther Life. Events include a partnership with the Coral Gables Chamber of Commerce for the second annual “Take Your Intern to Lunch” on July 29th; a “Congratulations on Your FIU Internship” event featuring speakers FIU President Dr. Mark B. Rosenberg and Miami-Dade County Public Schools (M-DCPS) Superintendent Alberto Carvalho on July 21st; and the Beacon Council’s annual “One Community One Goal” event.

2. Education Effect 3.0

With a local philanthropist’s, Rose Ellen Green, \$2 million donation, the Education Effect, an innovative, partnership between FIU and M-DCPS aimed at student achievement, is expanding into the historic Little Haiti community. Over the next five years, 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.

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. Life Sciences South Florida

Life Sciences South Florida (LSSF), whose members include leaders of the top educational, economic development, and research institutions in the region, continues to focus its programming and activities on supporting the growth of life sciences in the region, with the goal of increasing student opportunities in this arena. LSSF hosted its first annual Lifees event, at the eMerge Americas Conference in April. The Lifees event recognized members of the life sciences industry for excellent collaboration with life sciences students and college/university programs. The keynote speaker for the luncheon was Daniel Cane, CEO and Co-founder of Modernizing Medicine. LSSF member students, faculty, and administration learned from a panel of expert women in STEM, which included:

- Jocelyn Cortez-Young, Founder and CEO of Minerva Capital Group
- Ranu Jung, Interim Dean of FIU's College of Engineering and Computing
- Dr. Geeta Nayyar, Chief Healthcare and Innovation Officer for Femwell Group Health
- Ava Parker, President, Palm Beach State College
- Kimarie Stratos, Senior Vice President and General Counsel, Memorial Healthcare

The 2016 Lifees award winners included:

- TissueTech, a leader in regenerative amniotic tissue-based products
- ImmunoSite Technologies, a leading global provider of contract for research and development services
- Max Planck Florida Institute, a nonprofit research organization that is part of the world-renowned Max Planck Society, Germany's most successful research organization, with more than 80 institutes worldwide
- Torrey Pines Institute for Molecular Studies, a research center dedicated to conducting basic research to advance the understanding of human disease and the improvement of human health
- Miami MedTech, the first comprehensive medical technology incubator in South Florida, which is being honored as the "Startupbootcamp New Innovator in Life Science"

IV. ENROLLMENT MANAGEMENT AND SERVICES REPORT

1. University Enrollment

Summer 2016

As of August 1, 2016, 34,943 students have enrolled in courses for the Summer 2016 term. This represents a 2.27%, or 774 students, increase as compared to Summer 2015 enrollment of 34,169. In addition, FTE's have increased by 2.33%, or by 123.20, from 5,287.50 in Summer 2015 to 5,410.70 in Summer 2016.

New FTIC and Transfer Enrollment

On August 5, 2016, admission benchmarks for new FTIC students reflect that offers of admission to FTIC students for the cohort have increased by 8.10%, or 638 offers, from 7,880 to 8,518 over the same time a year ago. In terms of overall enrollment deposits for FTIC students in the 2016-17 cohort, as of August 5th, there is an increase of 16.90%, or 540 students, from 3,195 to 3,735 over the same time a year ago.

New student orientation programs started in June and, since then, there has been an increase in the number of FTIC students enrolling in classes. As of August 5th, there has been a 9.31% increase in the number of students enrolled as compared to the same period in 2015. Transfer student enrollment is flat. The total number of new FTIC and transfer students who enrolled in the summer was 2,720, which represents an increase of 5.01%, or 62, transfer students and 4.97%, or 68, FTIC students.

The average GPA for FTIC students who enrolled for the early Fall term is 3.7. The average SAT score is 1,517, and the average ACT score is 22. The profile is slightly higher in 2016 than it was in 2015.

The average GPA for FTIC students who have secured a spot in the Fall term is above 3.95. The average SAT for these students is 1,681, and the ACT average score is 25.05. More than half of the freshman class thus far has at least a 3.5 GPA, which is approximately 2,256 in the 2016 FTIC cohort. FTIC and transfer students for the Fall 2016 class are still attending new student orientation and registering for classes. The final enrollment profile will be available in mid-September.

The 2017 undergraduate admission requirements and scholarship competition requirements have been approved and the application for the class of 2017 is open. The requirements are designed to help meet the pre-eminence metrics, while still providing access to students through holistic review and alternative admission programs, such as Connect4Success.

2. OneStop

Panther 360 (Salesforce)

OneStop increased the individual student interactions to 92,985, up from 52,848 last quarter, using telephone calls, online chat, and in-person transactions at both the Modesto A. Maidique Campus (MMC) and Biscayne Bay Campus (BBC). Email was also merged into Salesforce in late March resulting in 5,536 email responses from April to July 8, 2016. The addition of email to Salesforce provides a comprehensive view at student communication for improved customer service. Knowledge Base articles on the website have continued to provide instant feedback for students' frequently asked questions. The article review between April and July 8, 2016, was 10,294 views. The top three topics viewed by students were: 1) When can I expect my Summer 2016 grant and scholarship disbursement; 2) When can I expect my Summer loan disbursement; and 3) Summer 2016 loan disbursement on or after May 16th.

Document Upload on MyFIU

OneStop worked closely with the Registrar's Office and the Division of IT to streamline the form submission process for Enrollment Management and Services forms. Starting late July, students and advisors were able to submit 38 forms to the processing office for students using the MyFIU portal. This service allows students to upload scanned documents or pictures without waiting in line. Students using the service will also receive an email confirmation when the form is received and when it is processed.

3. Financial Aid

Disbursement

As of July 9, 2016, the Financial Aid Office has disbursed \$467 million to 40,404 students. For the same time period last year, \$465 million was disbursed to 39,946 students. This represents a 1% increase in students receiving some form of assistance.

Fall 2016 Awarding

The financial aid awarding process for incoming Fall 2016 Undergraduates continues. Current numbers as of July 8, 2016, are as follows:

Awarding Group	# Students
Early Fall Freshman	966
Fall Freshman	3,726
Fall Transfers	2,238
Total	6,930

New incoming Fall 2016 students will continue to be awarded on a weekly basis leading up to the beginning of Fall semester.

Raise.me

FIU's partnership with Raise.me micro scholarship has yielded impressive results for the first group of admitted students. For the Fall 2016, 1,171 admitted students earned Raise.me micro scholarships to cover tuition at FIU. Of that number 617 had the academic credentials to receive a Gold and Blue scholarship as part of their Raise.me award. The other 554 students earned a total of \$655,685 in Raise.me micro scholarships. Students earned awards between \$360 and \$2500, with an average earned award of \$1,183 per year.

4. Registrar

At the end of Spring 2016, Post Enrollment Requirement Checking (PERC) was deployed across the entire undergraduate curriculum with full automation. At this time, a six semester pilot-to-production study and implementation project, that included expert panels from all colleges, the Office of the Registrar, and the advisors from Undergraduate Education, was concluded.

Through PERC, students can systematically ensure that they meet the prerequisites for their desired courses. With the tested automation functionality, students are dropped from courses for which they are not academically prepared, and students and advisors are provided with automated communications concerning changes to student enrollments. These services are provided prior to the end of the add/drop period for the upcoming term.

On July 15th, a new service on the student portal will "go-live." Specifically, students will be able to scan and upload registration, admission, and financial aid forms with supporting documentation directly to the appropriate work queues. Students will be able to submit these forms wherever they have access to a scanner. Through this project, the student experience will be improved by diminishing the amount of time required to make decisions, implement requests, and process record changes. Students will not have to visit campus or wait in lines to submit documents or formal written requests. Once fully implemented, there should be a positive impact on student satisfaction measures.

V. INFORMATION TECHNOLOGY REPORT

1. National Science Foundation (NSF) AmLight Express and Protect (AmLight-ExP) Update

The Division of Information Technology's Center for Internet Augmented Research and Assessment (CIARA) recently announced the first 100G research and education network link between the U.S. and Latin America. Last year, CIARA was awarded \$5.4 million over five years by the National Research Foundation (NSF) for the International Research Network Connections (IRNC) Backbone Award AmLight Express and Protect (AmLight-ExP). AmLight-ExP provides a bridge from the current infrastructure to one that will provide unprecedented resources for the U.S.-Latin America research and education community, and will evolve past 2031.

On April 18, 2016, the AmLight Consortium activated the 100G link of the AmLight-ExP project. It has 106ms delay and runs via the Atlantic between Miami, Florida and Sao Paulo, Brazil. The 100G link has been under evaluation and to date has not experienced any packet loss or errors.

The AmLight Consortium is a group of not-for-profit universities, state, national and regional research and education networks including the AmLight-ExP project at FIU, Brazil's RNP (National Education and Research Network), ANSP (An Academic Network at Sao Paulo), RedClara, REUNA (Red Universitaria Nacional), FLR (Florida LambdaRail), AURA (Association of Universities for Research in Astronomy), Latin American Nautilus, and Internet2.

2. ServiceNow

The Division of Information Technology is in the process of implementing an online self-help portal for information technology services at FIU on the ServiceNow platform. This portal will be a one-stop destination for knowledge, alerts, and requests, and to report issues with centrally-managed IT services on campus. ServiceNow is fully cloud-based and allows for the creation of workflows to automate IT service requests and disseminate changes and other alerts more effectively. As the institution continues to grow beyond the physical borders of our campuses, the IT essential for operations must adapt to meet this growing need. FIU students, faculty, and staff will be able to use a consistent, intuitive platform that will be accessible on any device of their choosing. The expected date of completion for the implementation is Spring 2017.

3. IT Security Enhancement Strategy Update

The Division of Information Technology has successfully completed the roll out of the new password recovery process using Two-Factor Authentication technology. Currently, all FIU students, faculty, and staff are using Two-Factor Authentication to recover their passwords. Two-Factor Authentication provides identification of users by means of the combination of two different components. These components may be something that the user knows, something that the user possesses or something that is inseparable from the user. Since March 2016, approximately 2,150 Virtual Private Network (VPN) users have been required to login using the Two-Factor Authentication method. During July 2016, Two-Factor Authentication will be going live on the MyFIU Portal, requiring about 500 users to login using Two-Factor. Two-Factor enhances the security when authenticating to sites by preventing the use of compromised accounts. The goal is to ultimately have all students, faculty, and staff authenticate to FIU systems using the Two-Factor method.

VI. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards' Performance

During fiscal year 2015-2016, total awards received were \$116.4M, which is 1.4% less than awards received during 2014-2015. However, the number of awards received increased by 9%, the number of proposals submitted increased by 7%, and the F&A rate was 29% higher when compared with last fiscal year. While the award funds had a slight reduction, there were more awards that will count in research expenditures; that is, last year there two large awards that, because of the nature of the awards, do not convert to research expenditures. Nevertheless, there is a need to focus in strategic faculty recruitment in order continue the expected growth path into Preeminence classification. Notable increases in external funding received include the Chaplin School of Hospitality and Tourism Management (153%), College of Communication, Architecture + The Arts (146%), College of Business (22%), and the College of Arts, Sciences & Education (19%). Centers and institutes received \$16.9M in awards during FY 2015-2016. Although the overall amount is 3% less than the previous fiscal year, there were noteworthy increases – Extreme Events Institute (506%), Gordon Institute for Public Policy and Citizenship (166%), SERC (77%), LACC (60%), ARC (26%), and CRUSADA (22%). During fiscal year 2015-2016, federal sources accounted for 69% of awards received, while 18% came from state and local governments and 13% from private or other sources.

2. Research Accomplishments

FIU realized several impressive accomplishments during fiscal year 2015-2016, in particular, receiving the R1: Doctoral Universities – Highest Research Activity designation from Carnegie. Additional significant accomplishments include the following: the Wall of Wind (WOW) became one of seven centers in the nation to receive the NSF Natural Hazards Engineering Research Infrastructure (NHERI) designation; FIU received the single largest NIH award ever (\$12.7M) to conduct a national landmark study on substance use/abuse and brain development in youths; ARC received a \$20M grant from the Department of Energy (DOE) that focuses not only on environmental clean-up, but also on the DOE-FIU Science and Technology Workforce Development Program (which builds a pipeline of minority scientists and engineers specifically trained and mentored to enter the DOE workforce in technical areas of need); and, FIU received a \$9.5M endowment for the FIU Health Disparities Initiative. Moreover, FIU achieved \$163M in research expenditures in FY 2015 (report completed during FY 2016), exceeding the 2015 goal by 19%.

3. University Graduate School (UGS) Initiatives

FIU continues its commitment to provide key support to timely doctoral degree completion for underrepresented students via academic enhancement, professional development, mentorship, and community building through its partnership with the Florida Education Fund (FEF) McKnight Doctoral Fellowship Program. Since 1984, FIU has welcomed McKnight Fellows, and for the 2016-2017 academic year FEF awarded 12 McKnight Doctoral Fellowships to new FIU graduate students – the largest group ever hosted at FIU. Each of the McKnight Fellows at FIU receives \$12,000 per year from the Florida Education Fund, and FIU contributes an additional \$10,000 annual enhancement for five years. McKnight Doctoral Fellowships address the underrepresentation of African American and Hispanic faculty in Florida by increasing the pool of citizens qualified with Ph.D. degrees to teach at the college and university levels. In addition, the FEF has awarded a McKnight Dissertation Year Fellowship, which includes a \$12,000 stipend plus a tuition waiver, to two FIU Doctoral Candidates.

4. Innovation and Economic Development

During FY 2015-2016, FIU researchers filed 70 invention disclosures, 60 patent applications (35% and 50% increase, respectively), and received 11 patents. Additionally, 2 licenses/options were obtained, received \$33,876 in licensing income, and had one startup. With over 100 applications received from students, faculty, and staff, the StartUP FIU Empower Program will officially launch on

September 6. StartUP FIU will admit 10-15 teams of 3-4 people by fall. Three full time staff have been hired (Venture Manager, Social Entrepreneurship Coordinator and the Outreach Coordinator); four student employees were hired, and three directors will be hired to oversee each physical site. Food FIU will officially launch in January 2017, and the search for a center director has begun. Additionally, the Hult Prize Foundation will guarantee 3 spaces for FIU at the regional competition in Boston, the precursor to pitch in NYC for \$1M for best idea in social entrepreneurship. During FY 15-16, ORED hosted six speaker events featuring 6 entrepreneurs and 2 budding student entrepreneurs. The speaker series were attended by 420 individuals of whom a fourth has submitted applications. Plans with West End are progressing on target and a director has been identified.

VII. STUDENT AFFAIRS REPORT

1. Sexual Assault Training Required

As part of Student Affairs' ongoing commitment to ensure a safe and healthy University community, new students during the 2015-16 academic year were asked to complete a comprehensive online sexual assault presentation program that addresses the critical issues of sexual assault, relationship violence, and stalking. More than 4,500 students completed the training in 2015-16 on a voluntary basis during the pilot program. During Summer 2016, a version of the training program designed specifically for graduate students was implemented. Full implementation of mandatory training for all new students commencing Spring 2017 is on schedule.

2. Housing Update

Summer was a busy time for University Housing, as they completed projects and prepared for the new academic year. University Towers was closed over Summer as it received \$1.5 million in upgrades. The buildings got new LED hallway lighting, wood simulated luxury vinyl tile in all units, new stoves, and a fresh coat of interior paint. The building opened August 2nd for FIU Panthers' football camp. Summer conferences had another record year with 29 groups and 1,017 participants living on campus.

On-campus housing negotiated a new five-year cable television contract to include new expanded programming in high definition, online TV, and the addition of premium channels such as Showtime. Occupancy is at 100 percent for this Fall. Demand continues strong for on-campus housing at MMC with a waiting list of hundreds. All first-year students needing on-campus housing have been accommodated.

3. Wellness and Recreation Center to Double in Size

The MMC Wellness and Recreation Center is currently undergoing a \$25 million, 60,000-square-foot expansion. The new addition is funded from the Florida Capital Improvement Trust Fund, Student Government Association, and FIU's Department of Housing.

The current facility opened in 2005, when FIU enrollment was 27,000 students. In just 10 years, the student body has doubled, and the facility is packed with students, faculty, staff, and alumni. During each of the past two years, the center has consistently served more than 40,000 users.

The expansion will include a three-court basketball gymnasium, for a total of five indoor courts; expanded fitness space to accommodate new state-of-the-art cardio equipment; additional men's and women's locker rooms; three new fitness rooms dedicated to activities such as spinning and martial arts; a racquetball/squash court and one dedicated racquetball court; student lounge area; indoor jogging/walking track; two outdoor basketball courts; dedicated office for personal trainers and clients; a sand volleyball court; and a 6,500-square-foot strength training room. The building will have a new, south-facing grand entrance and a west view of the Nature Preserve. Completion is expected for Fall 2017.

B. 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

76