



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

Friday, December 8, 2017
10:00 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; Dean C. Colson; Michael G. Joseph; Marc D. Sarnoff; Krista M. Schmidt; Kathleen L. Wilson

AGENDA

1. **Call to Order and Chair's Remarks** Cesar L. Alvarez
2. **Approval of Minutes** Cesar L. Alvarez
3. **Action Items**
 - AP1. **Tenure as a Condition of Employment Nomination** Kenneth G. Furton
 - AP2. **Textbook and Instructional Materials Affordability Annual Report** Elizabeth M. Bejar
 - AP3. **New Program Proposal: Limited Access Bachelor of Business Administration in Business Analytics** Elizabeth M. Bejar
 - AP4. **New Program Proposal: Master of Science in Logistics and Supply Chain Management** Elizabeth M. Bejar
4. **Information/Discussion Items (No Action Required)**
 - 4.1 **Academic Affairs Regular Reports**
 - FIUBeyondPossible2020 Pablo G. Ortiz
 - Student Success Bridgette E. Cram
 - Engagement Saif Y. Ishoof
 - Enrollment Management and Services Kevin B. Coughlin
 - Information Technology Robert Grillo
 - Research and Economic Development/ University Graduate School Andres G. Gil
 - Student Affairs Larry Lunsford

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 Tuesday, February 27, 2018

2. Approval of Minutes

Approval of Minutes

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 8, 2017

Subject: Approval of Minutes of Meeting held June 2, 2017

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Friday, June 2, 2017 at the FIU, Modesto A. Maidique Campus, College of Business Complex, Special Events Center, Room 233.

Background Information:

Academic Policy and Student Affairs Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Friday, June 2, 2017 at the FIU, Modesto A. Maidique Campus, College of Business Complex, Special Events Center, Room 233.

Supporting Documentation:

Minutes: Academic Policy and Student Affairs
Committee Meeting, June 2, 2017

Facilitator/Presenter:

Cesar L. Alvarez, *Academic Policy and Student Affairs
Committee Chair*

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
JUNE 2, 2017**

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 9:39 a.m. on Friday, June 2, 2017, at the Modesto A. Maidique Campus, College of Business Complex, Special Events Center, Room 233.

The following attendance was recorded:

Present

Cesar L. Alvarez, *Chair*
Natasha Lowell, *Vice Chair*
Dean C. Colson
Krista M. Schmidt
Kathleen L. Wilson

Excused

Jose J. Armas
Michael G. Joseph
Marc D. Sarnoff

Board Chair Claudia Puig, Trustee Leonard Boord, and University President Mark B. Rosenberg also were in attendance.

Committee Chair Alvarez welcomed all Trustees and University faculty and staff to the meeting.

Committee Chair Alvarez noted that effective August 1, 2017, Dr. John L. Volakis will join the University as Dean of the College of Engineering and Computing. Committee Chair Alvarez added that on May 19, 2017, Tawia (Tay) Baidoe Ansah was appointed to serve as Acting Dean of the FIU College of Law, noting that Acting Dean Ansah had served since 2012 as the College's Associate Dean for Academic Affairs.

2. Approval of Minutes

Committee Chair Alvarez asked that the Committee approve the Minutes of the meeting held on Friday, March 3, 2017. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee Meeting held on Friday, March 3, 2017.

3. Action Items

AP1. Tenure Nominations

Committee Chair Alvarez explained that thirty two candidates were nominated for tenure, stating that the nominees selected to receive tenure have demonstrated excellence in scholarly and academic achievement. Provost and Executive Vice President Kenneth G. Furton added that the evaluation process involved in tenure is one of the most significant events in a faculty member's career and provided an overview of the timeline related to the tenure process.

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

AP2. Tenure as a Condition of Employment Nominations

Committee Chair Alvarez noted that the two candidates for Tenure as a Condition of Employment (TACOE), are highly qualified new hires that had tenure at their previous institutions and have contributed significantly to the academic community

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

AP3. Amendments to FIU Regulation 1103, Textbook Affordability

Provost Furton presented the proposed amendments to the Textbook Affordability Regulation 1103 for Committee review. He noted that the Regulation is being updated to: (1) describe the assessment practices of pricing variances for textbook and instructional course materials for general education and high enrollment courses, and (2) set forth the University's intent to conduct an annual consultation with public school officials and FIU faculty who teach dual enrollment courses to identify and implement best practices in selecting cost-effective textbook and instructional materials. He noted that the annual report will be provided to the Board of Trustees at its next regularly scheduled meeting.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Board of Trustees approval of the amendments to FIU Regulation 1103, Textbook Affordability.

AP4. Program Termination: Bachelor of Science in Statistics

Vice President for Academic Affairs Elizabeth M. Bejar presented the proposed Program Termination for the Bachelor of Science in Statistics for Committee review. She noted that there will be no negative impact to faculty, staff, or students as the opportunity to continue in this field of study exists. She added that the proposed termination would allow for the creation of a new statistics major within the restructured degree and for the removal of a low performing degree from the University's inventory. She reported that in the past ten years, FIU has created 34 new academic programs and has terminated 45 programs.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Board of Trustees approval of the termination of the Limited Access Bachelor of Science in Statistics.

AP5. New Program Proposal: Bachelor of Science in the Internet of Things

VP Bejar presented the proposed Bachelor of Science in the Internet of Things (IoT) for Committee review, explaining that the proposed program is a 120-credit undergraduate online degree and will be the first of its kind within the State University System (SUS). VP Bejar added that IoT technologies are expected to be used in numerous daily life applications such as smart vehicles, smart homes, medical devices, and smart city infrastructure. She reported that by 2020, IoT technologies are expected to be adopted by an overwhelming majority of manufactures and vendors in the industry. She noted that the expected market demand will require a significant number of skilled undergraduates in hardware, embedded programming, cybersecurity, and communications, who can join the future cyber workforce.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Board of Trustees approval of the Bachelor of Science in the Internet of things (CIP 15.999) new program proposal.

AP6. New Program Proposal: Doctor of Athletic Training

VP Bejar presented the proposed Doctor of Athletic Training (DAT) for Committee review, noting that the proposed program is a two year, 48 credit stand-alone degree that will offer a majority of curriculum in an online format. She explained that the proposed program will provide post professional education and advanced evidence-based clinical practice experience to athletic trainers with a focus on injury, illness prevention, and entrepreneurial leadership. She added that the DAT plan of doctoral study for athletics trainers is for those previously certified through the National Athletics Trainer's Association (NATA) Board of Certification who seek advanced athletic training education and clinical skills on the doctoral level. VP Bejar noted that Athletic Training is classified as a health profession and is included in the SUS Programs of Strategic Emphasis to meet critical workforce needs in the area.

Clinical Associate Professor Jennifer Doherty-Restrepo, discussed the demand and opportunity with respect to the proposed Doctor of Athletic Training program. She stated that the Bureau of Labor Statistics reports that employment of athletic trainers is projected to grow by 21% from 2014 to 2024, which is a much higher increase in comparison to other occupations. She added that the SUS employment projections for the State of Florida has projected growth for Athletic Training to be 16.9% from 2015 to 2023.

In response to Committee Chair Alvarez's inquiry regarding the possible benefits of adding the proposed degree in relation to the projected Program costs, Assoc. Prof. Restrepo noted that salary surveys have been conducted and that Athletic Trainers who hold a doctorate degree earn \$20-\$25K more than those who hold a master's degree. In response to Committee Chair Alvarez's inquiry as to the projected Program costs, Assoc. Prof. Restrepo stated that the total cost of the program is \$33,600 and added that to be admitted into the doctoral program, students must be board certified athletic trainers and credentialed to practice in their state.

In response to Trustee Colson's inquiry regarding the number of DAT programs available nationwide, Assoc. Prof. Restrepo responded that there are four DAT programs currently offered in the United States and that, if approved, FIU would be the first in the SUS. She added that the students who complete the program will earn a clinical doctorate, not a PhD, noting that as of 2020, there will be no more Bachelor's degrees in Athletic Training. She added that the Master's degree will be the professional degree program and that moving forward, the clinical doctorate will be the post professional degree for athletic trainers.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Board of Trustees approval of the Doctor of Athletic Training (CIP 51.0913) new program proposal.

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

4.1 Master of Science in Applied Behavior Analysis Tuition

VP Bejar pointed out that proposed tuition for the Master of Science in Applied Behavior Analysis (MSABA) was reviewed by the Board's Finance and Facilities Committee as a self-supporting program. She noted that the program will consist of 45 credit hours and that content courses will be taken in a hybrid format, with approximately half of the course content being delivered online and half face-to-face. VP Bejar added that the MSABA prepares students to be highly-skilled and experienced Board Certified Behavior Analysts (BCBA) who can apply their skills in classrooms and other instructional settings.

4.2 Academic Affairs Regular Reports

Provost Furton provided a brief update on the incoming FIU freshman class of 2017, explaining that the projected full-time (FTIC) enrollment for the Fall of 2017 is 2,490 and that the incoming average GPA is 4.11, adding that this is the highest GPA in FIU's history. He noted that there will be five incoming National Merit Scholars and 21 National Hispanic Scholars. Provost Furton indicated that every year FIU has been increasing the incoming GPA of its students and that GPA is the number one predictor of student success.

President Mark B. Rosenberg noted that National Merit Scholar and National Hispanic Scholar students compete for the best scholarship offers, adding that timely financial aid packages are critical in the decision making process of potential students.

Committee Chair Cesar L. Alvarez requested that the Academic Affairs Regular Reports within the information items be accepted as written. There were no objections.

5. New Business

No new business was raised.

6. Concluding Remarks and Adjournment

With no other business, Committee Chair Cesar L. Alvarez adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Friday, June 2, 2017 at 10:23 a.m.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 8, 2017

Subject: Tenure as a Condition of Employment Nomination

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of one (1) candidate 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 nominee holds tenure at her previous institution and has been selected to receive TACOE based on the caliber of her work.

Supporting Documentation:	Tenure as a Condition of Employment Nomination
	Tenure as a Condition of Employment Nominee Bio

Facilitator/Presenter:	Kenneth G. Furton
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Florida International University
Tenure (as a Condition of Employment) Nomination

Name	College	Department	Proposed Rank
Christina Palacios	Robert Stempel College of Public Health and Social Work	Dietetics and Nutrition	Associate Professor

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Christina Palacios, Ph.D.
Department of Dietetics and Nutrition
Robert Stempel College of Public Health and Social Work

Dr. Cristina Palacios obtained her bachelors degree in Nutrition and Dietetics from Universidad Central de Venezuela, a masters degree and a Ph.D. degree in Nutrition from Purdue University. In 2007, she joined the Nutrition Program at the Graduate School of Public Health at the University of Puerto Rico. Since 2010, she has also served as a Consultant for the Nutrition Department at the World Health Organization as a leading expert on Vitamin D.

In terms of Dr. Palacio's research, she has conducted several NIH-funded randomized clinical trials in adolescents and adults to determine the effects of dietary supplements and functional foods on bone and body composition. Since 2007, she has received \$12.3 million in research funding as primary investigator or co-investigator from agencies including NIH, RCMI, and the Robert Wood Johnson Foundation. She has developed and validated food frequency questionnaires in infants, children and adults to evaluate dietary patterns and estimate nutrient intakes. Currently, her research is focused in studying the role of diet and physical activity on obesity and weight gain in infants, children, adolescents, and pregnant women and designing and testing effective and novel lifestyle interventions for obesity prevention and reduction by incorporating short mobile messages, mobile Apps, and mindfulness practices. Dr. Palacios also is studying the associations between vitamin D status and intake with obesity, diabetes, metabolic syndrome and the effects of vitamin D supplementation during pregnancy on maternal and infant health outcomes. Since 2003, she has published over 60 peer-reviewed journal articles, 19 as first author in addition to four book chapters.

In terms of teaching, Dr. Palacios is actively involved in mentoring students and engaging them in her research. At the University of Puerto Rico she has served as the thesis committee chair for 44 master level students. She has also developed ten different courses at the graduate level.

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Agenda Item 3

AP2

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 8, 2017**

Subject: Textbook and Instructional Materials Affordability Annual Report

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the Textbook and Instructional Materials 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 Materials Affordability Report that determines the wide cost variance for required and recommended course materials for General Education 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.

Pursuant to Florida Board of Governors Regulation 8.003(3), Textbook and Instructional Materials Affordability, each university board of trustees shall provide a report, by September 30 of each year, to the Chancellor of the State University System, in a format determined by the Chancellor.

Supporting Documentation: Textbook and Instructional Materials Affordability Annual Report

Facilitator/Presenter: Elizabeth M. Bejar

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**State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 30**

Florida International University**Fall 2016, Spring 2017**

University Submitting Report		Semester(s) Reported*	
Date Approved by the University Board of Trustees		Signature of Chair, Board of Trustees	Date
Signature of President	Date	Signature of Vice President for Academic Affairs	Date

*Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.

Definitions:

- *Wide cost variance is defined as a cost per course section of \$200 or more over the median average cost of textbooks and instructional materials for the same course.*
- *High enrollment is defined as the top 10% of courses ordered by headcount enrollment.*

1) Required and Recommended Textbooks and Instructional Materials for General Education Courses

a) Report on the course sections identified as wide cost variance and include the number of course sections within a course (*n*). An explanation may be provided for sections with wide cost variance (e.g. honors course, economics text for two courses).

Methodology: Identify the median average cost for textbooks and instructional materials for all course sections of a course. Exclude sections with Open Educational Resources (OER) or no required materials from wide cost variance analysis. Course sections with a cost of \$200 or more over the median cost are considered wide cost variance.

- Required (Req) Textbooks and Instructional Materials
- Recommended (Rec) Textbooks and Instructional Materials

Fall 2016

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
ECO 2013	Principles of Macroeconomics	U3M, U4M, U5M	6	Req	\$389.00 (retail)	\$225.45
ECO 2023	Principles of Microeconomics	U3M	5	Req	\$389.00 (retail)	\$213.85
GEA 2000	World Regional Geography	U01	4	Rec	\$369.90 (retail)	\$206.55

Explanation:

From consultations with the department chairs and instructors, we can report that:

For ECO 2013 and ECO 2023, 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 courses' syllabi. The majority of students take both courses, in which case the actual maximum cost to a student is \$194.50 per course and thus there is in fact no wide cost variance.

For GEA 2000, 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 the Barnes & Noble FIU book stores. 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. Thus, the wide cost variance may not apply for this course depending on the students' personal preference of acquiring the recommended text or not.

Spring 2017

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
ECO 2013	Principles of Macroeconomics	U3M, U4M	8	Req	\$428.00 (retail)	\$299.45
ECO 2023	Principles of Microeconomics	U3M, U4M	10	Req	\$428.00 (retail)	\$253.35

Explanation:

For ECO 2013 and ECO 2023, the instructor continues to use the same textbook required for both, Principles of Macroeconomics and Principles of Microeconomics. He also allows the use of older editions, which are often cheaper. This is clearly stated on the courses' syllabi. The majority of students take both courses, in which case the actual maximum textbook cost to a student is \$214.00 per course and thus there is in fact no wide cost variance.

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

Individual instructors for courses ECO 2013 and ECO 2023 select course materials from what is considered standard textbooks on the subject. The instructor whose textbook is generally more expensive than the textbooks chosen by other faculty of the same courses finds that the same textbook optimally covers the material for both courses.

Individual instructors for course GEA 2000 select course materials based on what they deem pedagogically best for their syllabi. The instructor of section U01 recommended an additional textbook which is optional to students.

- c) Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and/or instructional material(s).

<i>Fall 2016</i>		<i>Spring 2017</i>	
Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections	Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Number of courses 846	1,745	Number of courses 756	1,488

As reported by course instructors in FacultyEnlight. Please refer to Appendix A for a detailed list with all course titles. Appendix A is available [online](#).¹

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

¹

https://academic.fiu.edu/docs/BOG%20Textbook%20and%20Instructional%20Materials%20Report_8.21.17_pending%20BOT%20approval.pdf

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

e) Describe the textbook and instructional materials selection process for general education high enrollment courses.

Methodology: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Provide the number of courses (n) reported on.

The selection process for textbook and instructional materials for high enrollment courses (n=202) is completed either by the individual instructor (133 courses) or collectively by all instructors teaching the course (69 courses). Faculty are very conscientious when selecting the materials for their courses, always ensuring that the educational quality of the course materials serves the students' needs for optimal learning outcomes while looking for the most affordable options.

Selection Process	Total number of courses	UCC/Non-UCC	Total instances of enrollment
Individual instructor text selection	133 (66%)	28/105	44,235
Collective instructors text selection	69 (34%)	26/43	31,060
Totals	202	54/148	75,295

As an example, the Director of Statistics and Certificate Program in Actuarial Studies, Dr. Hassan Zahedi, describes the process for collectively selected course materials for a multi-section high enrollment statistics course as follows:

“For selecting a new textbook or changing an existing text to a new textbook the designated course coordinator, in consultation with the Director of the Statistics Program, collects a list of potentially suitable text books on the market for the course. The course coordinator then requests review copies of those potential textbooks from the respective publishers for circulation amongst all faculty who will be teaching at least one section of those course for their review and input. The criteria used by faculty to rank the assessed textbooks include:

- Affordability of the textbook for students
- Reputability of the author(s) and the publisher
- Clarity of the content
- Clarity and comprehensiveness of the homework problems
- Clarity of the examples in the textbook which are based on the real data sets
- Integration and use of modern statistical packages within the text book

- Supplementary materials for the book (such as power point presentation, interactive tutorial programs, students' learning resources and their affordability, instructor resources and web-based auxiliary instructional tools)
- Flexibility of obtaining the textbook in an alternative format (hard copy, paperback, electronic)

Based on the inputs from all the involved faculty, the coordinator will rank the competing textbooks and recommend the top ranked textbook for adoption.”

2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses

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

New, Used, Rental and Digital Options

Barnes & Noble FIU book stores continue to offer cost savings such as new, used, rental and digital textbooks with new titles continuously added. 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, BN.com, or Amazon. The 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. In Fall 2016, 4,726 students took advantage of the book advance program amounting to \$2,543,364 in aid. In Spring 2017, there were 3,836 students who received \$1,977,756 in book advances. This aid ensures that students can purchase their course materials prior to the start of the semester and are prepared for class on the first day.

Course Reserves

The Course Reserves program provides on a semester-by-semester basis to a limited number of required and recommended across 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. In most cases, these texts and works may not be taken outside of the library 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 6,103 Course Reserves books, articles and files (Green Library: 4,043; Hubert Library: 1,817; Engineering Center: 243). During academic year 2016-17, a total of 5,669 course reserve loans (Green Library: 3,092; Hubert Library: 2,491; Engineering Center: 86) to students were recorded.

Affordability Counts Initiative

Launched in June 2016, *Affordability Counts* is FIU Online's initiative to lower the cost of 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. Over 100 faculty are participating in this program with over 150 courses designated as "affordable courses". Students can select the courses with the affordable designation as they register. Under the leadership of Interim Assistant Vice President Joseph Riquelme, who serves on the Florida Virtual Campus Council (FLVC) on Distance Learning and Student Services, this initiative is being piloted by FIU and will be shared with FLVC members state-wide.

OpenStax Institutional Partner Program

FIU is one of the 11 universities and colleges across the nation selected to be part of the 2017-18 *OpenStax Institutional Partnership Program*. OpenStax is a nonprofit organization based at Rice University with a mission to improve student access to education through open access textbooks and educational resources. As an institutional partner, FIU will receive consulting services to assess and improve our open educational resources efforts, technical support for adoption of OpenStax content, webinars, and more. FIU's application to the program was authored by FIU Online, in consultation with the FIU Textbook Affordability Committee and the FIU Libraries. The previous year's OpenStax's partner schools are expected to save students \$8.2 million dollars.

Textbook Affordability Communications Initiative

In addition to the institution's efforts to find innovative ways to reduce textbook and instructional materials costs for students, multiple messages are dispatched to the student body to create awareness of affordability options. These include reminders to look for low-cost options, shop around early for the best price, or to take advantage of the Price Match program at the Barnes & Noble FIU book stores. Such messages are distributed via e-mail, social media and electronic message boards.

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.

Barnes & Noble FIU Book Stores Discount Options

For Fall 2016 and Spring 2017 the Barnes & Noble FIU book stores offered 79.7% and 75.1% respectively of all textbooks as rental option with discounts of up to 80%. The utilization rates for Fall and Spring for rental was 49.3% and 53.8% respectively of all book transactions. The digital availability was at 37.5% and 37.1% respectively, with discounts of up to 60% and utilization rates of 11.7% and 12.9%. Used textbook purchases represented 13.6% and 12.7% and used textbook rentals represented 16.9% and 16% of all textbook transactions.

By taking advantage of used, new rental, used rental, or digital discount options, students saved \$1,738,954 (18.7%) in Fall 2016 and \$1,626,745 (18.6%) in Spring 2017.

Barnes & Noble FIU Book Stores Price Match

The Barnes & Noble FIU book stores continue to offer the Price Match program which has garnered great results. For the past year, savings of \$20,747 in Fall 2016 and \$17,846 in Spring 2017 were passed on to students, bringing the program total to \$59,856 matched since inception in Spring 2016.

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

Since the legislative reporting requirement for textbook cost variances began with the Fall 2016 semester, comparisons between fall to fall and spring to spring semesters will be provided as of the 2018 report.

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

a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and/or instructional materials based on student individual needs (e.g. audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

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. The Office of the Provost has established a communication timeline to remind course instructors, chairs and deans each semester of the respective adoption deadline. The first notification is sent out 75 days prior to the start of the next semester. Repeat reminders follow 60 and 55 days out. As of 50 days prior to the start of the next semester, the respective department chairs are required to submit any pending adoptions on behalf of their faculty.

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 maintains 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 FIU book stores.

- b) 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?

The policies sufficiently guide the institutional policies and common practices for textbook and course materials adoptions and selections processes.

- c) Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.

A total of 5,631 (79.3%) course sections met the posting deadline of July 8 for the Fall 2016 semester. In Spring 2017 a total of 7,409 (95.3%) course sections met the posting deadline of November 23.

- d) Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.

A total of 1,468 (20.7%) course sections did not meet the posting deadline of July 8 for the Fall 2016 semester. In Spring 2017 a total of 367 (4.7%) course sections did not meet the posting deadline of November 23.

With the new legislative requirements taking effect July 1, 2016, the Textbook Affordability Task Force revised institutional practices for textbook submissions (see details under 3a) for the 2016-2017 academic year immediately after the law was enacted. While these measures did not affect the Fall 2016 adoption cycle, their effectiveness, however, is indicated by significantly increased timely adoption rates and full compliance in Spring (and also Summer) 2017.

An adoption is generally not made by the posting deadline because a course instructor has not been assigned at that time. This may be due to circumstances such as unforeseen changes among instructional faculty, or the likelihood that sections may be merged should there be less student demand than expected.

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

FIU decided not to institute the practice of submitting exception requests because our implemented policies and practices aim at full compliance with the adoption deadline so that exceptions are not needed. The preliminary trend analysis since the legislative requirement took effect in July 2016 indicates that this is an achievable goal.

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Agenda Item 3

AP3

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

December 8, 2017

Subject: New Program Proposal: Limited Access Bachelor of Business Administration in Business Analytics

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the New Program Proposal: Limited Access Bachelor of Business Administration in Business Analytics (CIP 52.1301) new program proposal.

Background Information:

The Department of Information Systems and Business Analytics in the College of Business at Florida International University is proposing a new degree under the Business (STEM) CIP code 52.1301.

This degree will focus on developing the essential skills required to pursue careers in big data, or as quantitative analysts. Students will apply statistical methods and techniques through use of decision support systems (DSS), expert systems (ES), business intelligence (BI) reporting tools, in addition to business analytics (BA) data mining tools, using leading, commercially available software applications in computer lab classrooms.

Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*. Additionally, section 3(6)(b) of Regulation 8.011 states that in a proposal for a baccalaureate program, if limited access status is sought in accordance with Board Regulation 8.013, adequate justification shall exist for such a designation, and evidence shall be provided that diversity, articulation, and workforce issues are appropriately addressed.

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

Supporting Documentation: Executive Summary: Bachelor of Business Administration in Business Analytics (CIP 52.1301) New Program Proposal

Facilitator/Presenter: Elizabeth M. Bejar

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**New Degree Proposal: Limited Access Bachelor of Business Administration (BBA) in
Business Analytics
(CIP 52.1301)**

**Department of Information Systems and Business Analytics
College of Business**

EXECUTIVE SUMMARY

The Department of Information Systems and Business Analytics in the College of Business at Florida International University is proposing a new Limited Access Bachelor of Business Administration degree in Business Analytics (STEM CIP code 52.1301).

This is a 120-credit undergraduate degree BBA in Business Analytics, with 60 hours of lower division study to include the State University System (SUS) of Florida's Business Prerequisite Courses, 27 hours of upper division Business Core courses, 21 hours of major coursework, and 12 hours of electives. This degree will focus on developing the essential skills required to pursue careers in big data, or as quantitative analysts. Students will apply statistical methods and techniques through the use of decision support systems (DSS), expert systems (ES), business intelligence (BI) reporting tools, in addition to business analytics (BA) data mining tools, using leading, commercially available software applications in computer lab classrooms. Nationwide, approximately a dozen undergraduate Bachelor of Business Administration (BBA) in Business Analytics programs exist, including the College of William and Mary, Georgia State University, and the University of Arkansas, among others.

Florida International University's Department of Information System and Business Analytics (ISBA) has historically seen strong demand for its Certificate in Business Analytics which opened in 2013. ISBA began offering a Business Analytics Minor Fall of 2016 with some 65 students declared by the start of the Spring 2017 term and in excess of 100 by the start of the Fall 2017 term. The Minor achieved rapid growth despite an absence of any advertising and marketing efforts by the Department. We anticipate similar or more pronounced demand for this BBA.

Hiring of business analytics program graduates has grown substantially over recent years with the U.S. Bureau of Labor Statistics predicting demand to increase by 22 percent by 2020. CNN Money rates business analytics as one of the "best jobs in

America” with a job growth rate of 41.2% through 2022 (see <http://money.cnn.com/pf/best-jobs/2012/snapshots/84.html>). Projected positions include business analysts as well as data analysts. Undergraduate students minoring in Business Analytics or completing the ISBA’s existing BBA in Management Information Systems (MIS) with a Business Analytics track have been hired by numerous employers in South Florida, including Baptist Healthcare, Carnival Cruise Lines, KPMG, Pricewaterhouse Coopers, Sandoval Bank, and Wells Fargo Banking, among many others. The College of Business community linkages will continue to provide employment opportunities for our graduates.

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	30	26	\$8,872	\$230,678	0	0	\$230,678
Year 2	59	43					
Year 3	65	56					
Year 4	80	69					
Year 5	100	86	\$3,162	\$271,959	0	0	\$271,959

Agenda Item 3

AP4

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

December 8, 2017

Subject: New Program Proposal: Master of Science in Logistics and Supply Chain Management

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Master of Science in Logistics and Supply Chain Management (CIP 52.0203) new degree proposal.

Background Information:

The College of Business proposes to offer a new degree: Master of Science in Logistics and Supply Chain Management. The 10-month program will provide a rigorous graduate education focused on three areas of logistics that are demanded by today's business environment, namely, Logistics Technology, Data Analytics, and Distribution Modeling.

The MS in Logistics and Supply Chain Management is categorized as a STEM degree under CIP Code 52.0203 Logistics, Materials, and Supply Chain Management. This new master's degree program aligns with the mission of FIU as an urban, multi-campus, public research university serving its students and the diverse population of South Florida.

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

Supporting Documentation: Executive Summary: Master of Science in Logistics and Supply Chain Management (CIP 52.0203) New Program Proposal

Facilitator/Presenter: Elizabeth M. Bejar

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**New Degree Proposal: Master of Science in Logistics and Supply Chain
Management
(CIP 52.0203)**

College of Business

Executive Summary

The proposed Master of Science in Logistics and Supply Chain Management degree will prepare students for managerial careers in the logistics and supply chain management industry. In the current marketplace, diverse employment opportunities include logistics analyst, logistics manager, supply chain analyst, supply chain manager, fleet manager, warehouse operations manager, storage and distribution manager, global logistics manager, procurement manager, acquisition project analyst, facilities manager, and others. The 10-month program will provide a rigorous graduate education focused on three areas of logistics that are demanded by today's business environment, namely, Logistics Technology, Data Analytics, and Distribution Modeling. The lockstep fashion of the program will allow each course to be integrated into the overall themes of the program. Students will become familiar with software programs such as SAP, Salesforce, Magaya, SPSS, and Excel, and will learn to utilize digital technology to gather, access, manage, analyze, and utilize the vast data available in the global transportation and logistics marketplace. Graduates will gain technical knowledge (math, statistics, operations, efficiency modeling, analytics, data management, etc.), human interactive skills (negotiations, sales, buyer behavior, cultural awareness, etc.), and market knowledge (regulation, compliance, software usage, transportation modes, environmental changes, etc.).

Although some other graduate programs in the state offer logistics/SCM material, they are MBAs with concentrations in Supply Chain Management (Florida Tech, Florida A&M, UF, FSU, and Nova) and lack the three-part focus of the FIU program (i.e., technology, analytics, and modeling). As a logistics hub, there is a local need to have graduates with these skills that are underrepresented in the educational arena, yet are necessary for the success of organizations (corporate, nonprofit, and government) locally, nationally, and internationally. Currently, there is no program at FIU (an HSI with a minority-majority student population) comparable to this one.

The MS in Logistics and Supply Chain Management is categorized as a STEM degree under CIP Code 52.0203 Logistics, Materials, and Supply Chain Management. This new master's degree program aligns with the mission of FIU as an urban, multi-campus, public research university serving its students and the diverse population of South Florida. The program will contribute in providing graduate research assistants, teaching assistants, and faculty with professional development to enhance FIU's commitment to high-quality teaching, state-of-the-art research, and collaborative engagement with local

and global communities. The proposed graduate program aligns with the current State University System's Strategic Plan (2012-2025) in multiple ways such as strengthening the quality of academic programs, increasing research in logistics technology and data analytics, increasing collaboration with industry, engaging with local, national, and international businesses, and resulting in a higher-trained and higher-paid workforce. In addition, the MS in Logistics and Supply Chain Management directly supports SUS Goals in Teaching and Learning, specifically advancing the strategic priority of increasing the number of graduate STEM degrees in the critical area of logistics. The Department of Marketing and Logistics has a current undergraduate major, minor, and certificate in this field that will initially feed the MS in Logistics and Supply Chain Management program as those students remain eager to pursue graduate degrees for career advancement. The department houses the Ryder Center for Supply Chain Management, which provides further synergy for students and faculty applying research to practice in this area. The Department has been highly successful in its 2016 launch of the 10-month MS in Marketing, which now has over 120 graduates per year.

Interest for the 10-month logistics program is evident as observed by inquiries from prospective and current students, as well as the increase in enrollment numbers in the undergraduate major, minor, and certificate programs. A feasibility study found sufficient interest from the local market to easily satisfy the program enrollment requirements. That out-of-state and international students would also find the program attractive would add to the demand for the program. Because there is a void in the market for education and training in this area, the study found that there will be numerous prospective students applying and enrolling in the proposed program.

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	35	43.75				\$994,000	\$994,000
Year 2	35	43.75					
Year 3	40	50.00					
Year 4	40	50.00					
Year 5	45	56.25				\$1,278,000	\$1,278,000

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



ACADEMIC AFFAIRS REGULAR REPORTS

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

FIU's Communication Protocol for Accountability and Strategic Support (ComPASS) was developed in 2016 to aid in the University's achievement of its *FIUBeyondPossible2020* Performance Funding goals. ComPASS is comprised of a series of meetings that monitor the University's immediate instructional, curricular, and operational needs and their impact on FIU's mission and position relative to the State's Performance Funding Model. More specifically, ComPASS sessions focus on three target areas of strategic planning; Completion and Employment, Strategic Enrollment and Research and Revenue. Through these sessions, FIU is able to bridge increasing accountability demands with opportunities for improvement at the University and individual unit level. Thus far, the University has held five successful ComPASS meetings involving the President, Provost, Vice Presidents, Deans, Chairs, and college staff.

The first ComPASS, held in April 2016, addressed completion and employment including second year retention, 6-year graduation, excess hours, internships and employment statistics. The second, held in August 2016, focused on research and revenue and included discussions on research expenditures, gifts, doctoral degrees, patents and startups. Our final session of the year was held in November 2016 and addressed the topic of strategic enrollment across the University to include strategic bachelor and graduate degree attainment, enrollment, and delivery model across the University. A combined total of 316 collegiate and 91 administrative tasks, geared to assist the University toward reaching our *FIUBeyondPossible2020* Strategic Plan goals, have been generated at these sessions. As a follow up to the 2016 FIU ComPASS cycle, a quarterly

newsletter highlighting the progress of these strategic tasks shared at each session was initiated.

The 2017 ComPASS cycle began on April 25, 2017, and has proven to be more data intensive, featuring an in depth analysis of data trends relative to the performance metrics at the University and individual unit level. Additionally, these sessions have served as a process to verify the progress and/or completion of strategies detailed at the previous year's sessions. Thus far, the 2017 ComPASS cycle has seen the successful completion of two additional ComPASS sessions. The April session was devoted to the continued discussion of completion and employment and focused heavily on excess hours and 4-Year first-time-in-college (FTIC) graduation rates. The second session, held on July 13th, was devoted to strategic enrollment and focused on retention rates and modes of course delivery. Each college was asked to share progress on the strategic tasks generated during the 2016 cycle and to develop methods for refining these practices to best meet our FIU *Beyond Possible 2020* goals. The third, and final session of the 2017 ComPASS cycle is scheduled for November 17 and will focus on the areas of research and revenue generation.

2. Strategic Implementation Project Plans

The thirty three strategic implementation projects that were awarded a total of \$6M are fulfilling their initiatives. These projects fall under the categories of student success, strategic enrollment growth, and research innovation and entrepreneurship. Most funded projects are at or near completion/institutionalization. Examples of the projects include:

- Strategic enrollment planning
- Student course scheduling
- Central coordination of scholarships
- Connect4Success: expansion of student engagement, scholarships, and advising
- Expansion of Multicultural Programs and Services
- Expansion of Center for Advancement of Teaching
- Expansion of the use of learning assistants
- Increase in the quantity and quality of hybrid courses
- Gateway course redesign
- Expansion of advising services
- Expansion of Office to Advance Women, Equity, and Diversity
- Professional development for department chairs
- StartUP FIU

- Social Innovation/Changemaker campus
- Incentives for faculty innovation/patents
- Research advocacy

The following demonstrate some of the advancements made with select projects:

Our Panther Alumni Recruitment Team (PART) has finalized their alumni volunteer handbook, hired a dedicated coordinator, launched a legacy gift program, and hosted a targeted training workshop at FIU in DC. The Connect4Success (C4S) project plan has hired 5 STEM Managers (Bridge Advisors) embedded at Miami-Dade College (2), Broward College (2) and Palm Beach College (1). Finally, Central Coordination of Scholarships has hired an Operational Director and created a draft Scholarship Office project plan. In collaboration with the Office of Scholarships, the C4S Scholarships project plan, has identified and awarded scholarships to 29 transfer students to bridge the current gap in traditional funding that exists as students move from two year to four year institutions.

In an effort to improve and increase hybrid courses, 190 courses have been identified and twenty of these have been converted and implemented for 16-17 calendar year and faculty hybrid professional development plans have been completed. Under this project a full automated dashboard has been developed and an expert design team has been appointed to facilitate and provide guidelines for faculty.

3. Launch of an Internal Communications Campaign

The Office of the Provost, in partnership with the Division of External Relations, successfully launched an internal communications campaign called “Finish in 4 Save More”. The campaign includes a dedicated website <https://finish4.fiu.edu/>, banners strategically placed at both the MMC and BBC as well as floor stickers and images on digital message boards. The campaign specifically targets students in the most populated areas of campus to bring awareness of the benefit to complete their degrees in 4 years.

II. STUDENT SUCCESS REPORT

1. College Life Coaching, Strategies for Success, and Success Workshops

For fall 2017, the Student Success Initiatives (SSI) office is engaged in several initiatives geared towards the 2017-18 FTIC freshmen. 52 students who were admitted in Summer 2017 and who had below a 2.0 GPA at the end of the semester (before the NC grades were applied) were asked to enroll in SLS1510: Strategies for Success. We are also coaching 13 students from this population who could not participate in SLS1510 due to scheduling conflicts.

In addition, SSI College Life Coaches are meeting with 139 new freshmen who volunteered to participate in the coaching program. We continue to meet with 20 students who have previously participated in the coaching program and wished to continue these services. The SSI office is also hosting a series of student success workshops open to all students.

We continue to collect data to evaluate the effectiveness of these programs.

2. Braman Family Completion Grants

As of October 16th, 426 Braman Scholarships have been awarded to students who are within one year of graduation. 137 of these students are scheduled to graduate in Fall 2017. As part of the application process, students must meet with a College Life Coach each semester until they graduate. In these meetings, they discuss their graduation plan and post-graduation plan. Students have found these sessions to be helpful in understanding where they can upload their resumes, making a plan for applying to graduate school, or ensuring that they are prepared to repay their student loans.

3. EAB Student Success Collaborative (SSC)

On October 31st, FIU hosted the EAB SSC Onsite Kickoff meeting.. This meeting will allow EAB to understand FIU's current workflows and inform the software implementation schedule. The leadership team has worked closely to develop priorities for the spring pilot. In addition, an FIU team attended the EAB Connected conference to learn best practices for implementation and practice.

III. ENGAGEMENT REPORT

1. Talent Development Network

The Talent Development Network (TDN) continues to excel in its core goal of creating new industry specific internships. We have reinstated the Career Services Board meetings, which occur on a monthly basis and include directors from each of the seven academic institutions. Additionally, we are currently working on getting all seven academic institutions on the same internship platform to make internship sharing more viable.

As of October, TDN will be participating in all career fairs at all seven academic institutions to expand our reach to students and companies. TDN is currently working with the Beacon Council to explore how we could expand the initiative into Broward County.

TDN continues to explore different funding sources for the next two years. We have submitted a proposal to the Helios Foundation and are awaiting approval.

TDN statistics as of October 2017:

Students: 1302

Job Postings: 268

Companies offering internships: 338

2. FIU-City of Miami Beach Partnership

FIU and the City of Miami Beach continue to work on the dynamic partnership leveraging our unique assets – geography, history, demographics, and intellectual capital – to address both of our institutions' most pressing challenges. This year, the City of Miami Beach Commission approved FIU Dual Enrollment at Miami Beach Senior High School for the 2017-18 school year at \$62,000 – an increase from previous years. Since the Spring 2015 semester, the City of Miami Beach has funded 20 unique FIU Dual Enrollment courses at Miami Beach Senior High School. 671 students have participated in 29 class sections.

The City of Miami Beach offers a robust, paid internship program to FIU students who qualify. The internship positions are closely aligned to our current working groups. Since the Summer 2015 semester, the City of Miami Beach has hired 49 FIU interns, with 7 of those interns receiving promotions to full time positions within the city.

FIU and the City of Miami Beach have selected a collaboration project that consists of the development of a traffic and transit dashboard. The project will facilitate data collection and develop performance measures for both the city's traffic monitoring and management efforts as well as the city's trolley program. The scope of work for the effort is currently being crafted and a Partnership Agreement is expected to be executed this Fall. An FIU Lehman Center for Transportation Research student, originally hired as an intern, is now working full time in the City of Miami Beach's Transportation Department. This is an important role in working to align efforts between the Lehman Center and the City.

3. Beacon Council – ALC Project Golden

The Office of Engagement led the local higher education community in responding to the Beacon Council's "Project Golden". Project Golden is a community-wide effort to recruit one of the largest electronic commerce and cloud computing companies to choose Miami as a second headquarters. The Office collected information from respective units and programs to create a comprehensive talent report for the overall submission. The Office of Engagement has served as the higher education liaison on this and a number of other projects related to economic development locally.

4. Community Connections - Tostada Tuesdays

The inaugural Tostada Tuesdays event was held on Tuesday, October 3rd, 2017 at StartUP FIU. This community-building event brought together the greater FIU community and local stakeholders to network, learn, grow, and break bread (or tostadas) together. The event was attended by more than 60 faculty, administrators, students and community members.

Some of the companies represented at Tostada Tuesday included AT&T, South Florida Business Journal, A&M Taxand, and Read to Succeed.

As our university pursues the renewal of our Carnegie Community Engagement classification in 2020, it is settings like Tostada Tuesdays that facilitate impactful touch points leading to the fulfillment of our BeyondPossible 2020 Plan.

IV. ENROLLMENT MANAGEMENT AND SERVICES REPORT

1. University Enrollment

Summer 2017

Early Fall/Summer Point and Time Comparisons by Count Type and Term

Count Type	Summer 2016	Summer 2017	Diff	% Diff
Headcount	34,927	37,012	2,085	5.97%
Student Credit Hours	238,744	252,120	13,376	5.60%

10/13/2017 Reporting Date

As of October 13, 2017, we enrolled 37,012 students in courses for the summer 2017 term. This represents a nearly 6% increase as compared to summer 2016 enrollment of 34,927.

Fundable FTE's have increased by 3.73% or by 269, from 7,211 in summer 2016 to 7,480 in summer 2017. Student credit hour production increased by 13,376 or 5.6%, from 238,744 in summer 2016 to 252,120 in summer 2017.

For the Early Fall 2017 term, we enrolled 1,436 new FTIC and 1,284 new transfer students. FTIC who enrolled in the Early Fall term have an average GPA of 3.68 and average SAT score of 1,118; their average ACT score is 23. 268 of these students are first generation; 769 are Pell eligible; and 275 received Florida Bright Futures.

Fall 2017

Fall Point and Time Comparisons by Count Type and Term

Count Type	Fall 2016	Fall 2017	Diff	% Diff
Headcount	55,112	56,851	1,739	3.16%
Student Credit Hours	565,399	576,865	11,466	2.03%

10/13/2017 Reporting Date

As of 10/13/2017, 56,851 students enrolled in fall 2017 courses; this represents a 3.16% increase as compared to fall 2016 enrollment. Full time Equivalencies (FTE's) increased from 17,461 in 2016 to 17,753 in 2017. For the fall 2017 term, our student credit hour production increased by 2.03% over October of 2016; as of 10/13/2017, our student credit hour production for fall 2017 was 576,865.

As of 10/13/2017, we enrolled 2,916 FTIC students for the fall 2017 term; our goal for the term was 2,900. When we consider all fall admit term pathways for FTIC, the class has an average GPA of 4.07 and an average SAT of 1196. When we focus on fall, full-time FTIC only, the average GPA is 4.09 and the average SAT 1211 (average ACT is 25.74); for the comparable FTIC class in fall 2016, the average GPA was 3.95 with an average SAT of 1201 (average ACT is 25.02).

2. Financial Aid

Disbursement

As of October 3, 2017 The Financial Aid Office has disbursed \$185 million to 33,870 students for the Fall Semester. For the same time period last year \$179 million was disbursed to 31,958 students. This represents a 6% increase in students receiving some form of assistance.

Final 2016-2017 aid disbursed totaled \$478 million to 41,395 students a 2% increase compared to 2015-2016 \$469.7 million to 40,599.

Cohort Default Rate

FIU's 3-Year Cohort Default rate showed a slight increase for the 2014 cohort. This is a new trend that is being reflected nationally and within all 4-Year Public Institutions. We have recently added a new tool working with one of the national Loan Servicers who hold many of our students' loans to increase our efforts in assisting our former students in understanding the repayment process.

This table shows comparison to all 4-year public institutions and the national rates for all institutions.

	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
FIU	10.5%	8.9%	6.8%	5.4%	5.8%
4-Year Publics	9.3%	8.9%	7.6%	7.3%	7.5%
National All	14.7%	13.7%	11.8%	11.3%	11.5%

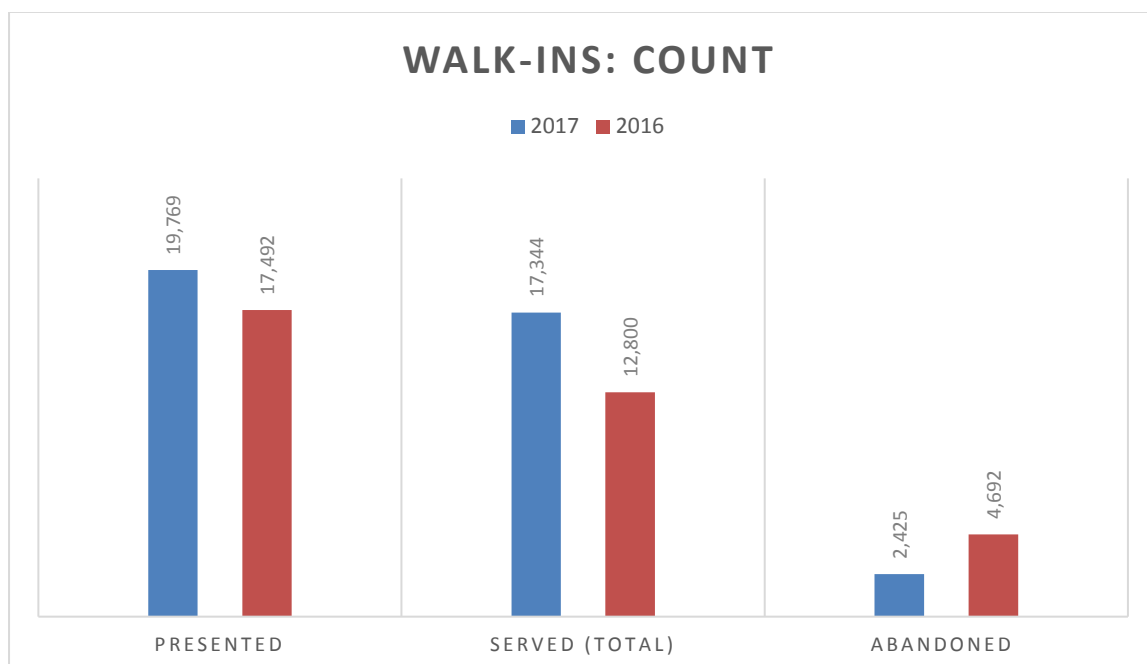
3. Office of Scholarships

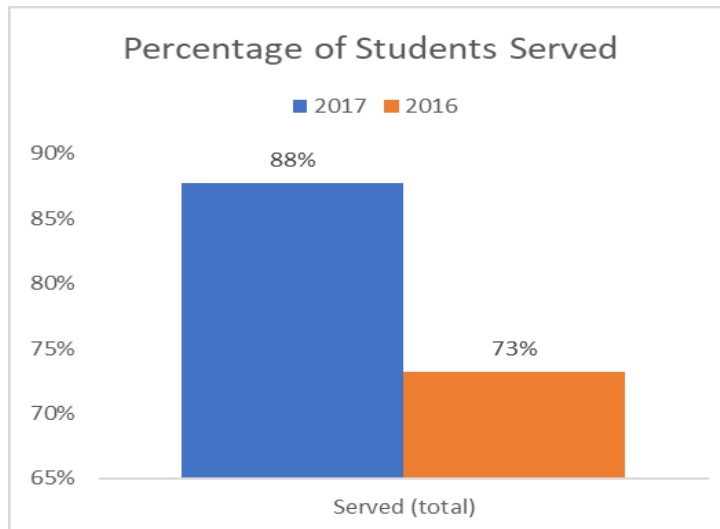
We continue to work with Admissions on recruiting merit scholars for the 2018-2019 year. Currently, our office is focused on assisting students displaced by Hurricane Irma and Hurricane Maria from Puerto Rico and the Virgin Islands by awarding #FIUstrong Grants to assist with tuition costs, housing and other related expenses. We have about 300 students needing assistance and are working diligently to meet their needs. Lastly, we will be hosting an orientation for all merit scholars, this November, to remind them of renewal requirements and ensure they are transitioning successfully into FIU.

4. OneStop

The One Stop served 17,344 students during the fall 2017 peak period, July 31 - September 1, 2017. As part of our efforts to improve the student experience, the One Stop piloted an information desk and an upload station to assure that only the students who needed to meet with a representative signed into the student line management queue. The result was an increase of 15% in the number of students we were able to serve. Each student was greeted at the information desk, and in many cases we were able to reroute them to the correct location.

Students were able to upload many documents electronically from their student portal, rather than wait in line to drop off a form. As indicated below, we were able to increase the percentage of students served by 15%, as well as a significant decrease in the wait time.





V. INFORMATION TECHNOLOGY REPORT

1. PantherSoft Campus Solutions 9.2 Upgrade

The Division of IT is in the final phase of testing for the Campus Solutions 9.2 upgrade. The upgrade to Campus Solutions will be completed in two phases. The first will focus on completing a technical upgrade and second will incorporate various mobile-friendly and streamlined enhancements. Phase 1 will be completed this fall and phase 2 is set to be completed during the 2018 spring semester. The 9.2 upgrade will allow FIU to be on the latest, supported version of the Oracle PeopleSoft application. The added features and functionalities include updated configurations for Admissions, Student Records, Financial Aid, Academic Advisement and Student Financials, guided "step-by-step" forms for students, faculty and staff, a new approval workflow engine integrated to notifications, and embedded analytics. Additionally, the new release will include work centers, similar to "portals", that will allow the university to develop job or activity specific work centers for department staff, such as the Registrar's Office, as well as activity specific work centers for advisors and students. The team is working with Enrollment Management Services, Office of the Controller, Office of Research and Economic Development, Academic Affairs, Academic Advising, Student Affairs, and Division of Human Resources on this upgrade.

2. Technology Fee for the 2017/2018 Academic Year

The Technology Fee Council reviewed one-hundred and twenty-seven proposals (127) from academic and administrative units. The final recommendations were submitted to the Vice President and CIO Robert Grillo and Executive Vice President and Provost Dr. Kenneth G. Furton for approval. Based on recommendations made by the Technology Fee Council, a total of sixty-two (62) proposals were approved. Some of these proposals include the continued expansion and improvements of the University's classroom technologies across all our campuses. Also approved were updates to technology equipment in our labs and libraries and enhancements to our wireless infrastructure. This includes the addition of Wi-Fi to the 8th Street Pedestrian Bridge, currently under construction. Another initiative approved by the committee was the Augmented Holographic technology to be used as a teaching tool in STEM classrooms and labs.

3. AskIT Update

The Division of Information Technology has kicked-off the second phase of AskIT. This phase will focus on building a comprehensive database of information technology infrastructure and resources on our campuses. Our end users will be able to view system status dashboards which will highlight status and maintenance schedules of our systems. Initially launched in March 2017, AskIT is an online self-help portal for information technology services at FIU. A one-stop destination for knowledge, alerts, and requests, AskIT allows users to report issues for centrally-managed IT services on campus. AskIT is fully cloud-based and allows for the creation of workflows to automate IT service requests and disseminate changes and alerts more effectively. Since its launch in March 2017, over 14,000 incidents and 17,000 service requests have been managed through AskIT. Additionally, there are currently over 230 knowledge-based articles published on AskIT for self-help resources.

4. Collaborative Online International Learning (COIL)

The Division of Information Technology, in partnership with the Office of Global Learning, is in the final stages of launching FIU-COIL. FIU-COIL utilizes technology and the Internet to connect FIU students and professors with peers across national borders. FIU-COIL courses enable intercultural teams to develop meaningful collaborative projects that increase their knowledge and help them better understand and empathize with other people's perspectives from around

the globe. Students who engage in FIU-COIL build intercultural communication, virtual teamwork, and critical thinking skills, key competencies for effective global citizenship and employment. FIU-COIL also motivates participants to travel, allowing them to engage in-person with the people, places, problems, and opportunities they learn about with their partners abroad. During academic year 2016-2017, 4 (four) FIU faculty and their international partners successfully taught COIL courses. Currently, there are 3 (three) additional FIU faculty and their international partners designing COIL courses to be launched during academic year 2017-2018. Additionally, a hybrid professional development course for FIU faculty and their international partners to design COIL courses is currently being developed. FIU-COIL is building a network of international university partners who share our vision and with whom our faculty and students can collaborate.

VI. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards' Performance

The value of awards received during the first quarter of fiscal year 2017-2018 is 5% higher than awards received during the same period last fiscal year (\$42.5M versus \$40.6M). The facilities and administrative (F&A) rate increased slightly this period, from 18.7% to 20%. The value of awards received by centers and institutes was 16% higher, from \$23.3M last fiscal year to \$26.9M this fiscal year. Notable increases include the Center for Women and Gender Studies (902% increase), which received \$1.865M from the National Science Foundation (NSF) to develop strategies to increase the number of women and minority professors in science, technology, engineering, mathematics, and the social and behavioral sciences at FIU. Additionally, the value of awards received by FIU Bridge reflect a 429.4% increase from last fiscal year – from \$0.583 to \$3.1M during this period. Other centers include the Biomolecular Sciences Institute, which experienced a 341% increase, receiving over \$1M in awards this period, and the Applied Research Center (ARC) that received \$2.09M in awards this quarter, reflecting a 158% increase. First quarter results show a 5% reduction in the number of proposals submitted (231 to 218) and 9% reduction in the value of proposals submitted (\$114.6M to \$103.7M).

2. Key Awards during Q1 of FY 2017-2018

The NSF selected four applicants, among more than 200, to create four new Engineering Research Centers (ERCs), and two were awarded to FIU. Each ERC are five-year awards, and are renewable for another five-year term. One will

develop affordable health devices and systems for underserved communities; the other will transform cardiovascular care by synthesizing personalized heart tissue for clinical use. Both ERCs are multidisciplinary, involving biomedical engineering, mechanical and materials engineering, medicine, and physics.

An active hurricane season thus far has brought about increased grants for hurricane-related research. The NSF-funded a RAPID award during September resulted from “Harvey’s” landfall near the site where researchers were experimenting with removal of a pre-existing mangrove to determine if mangroves are better able to resist these large storms, and therefore provide improved shoreline protection. The information will allow scientists to gain knowledge on the role of coastal wetlands that will be extremely valuable to coastal managers responsible for restoration and management projects along shorelines vulnerable to future hurricanes. Another NSF award will investigate a framework to reliably identify vulnerable transmission line systems and provide cost-effective retrofit solutions to reduce the likelihood of damage and loss of functionality during hurricanes and their recovery time following the event. The research will involve a series of aero-elastic wind tunnel studies on the wind response of multi-span transmission systems at FIU’s Wall of Wind (WOW). Outcomes of this research will aid in minimizing societal disruptions due to loss of functioning of critical infrastructure and facilities caused by power outages. The project will actively engage stakeholders to facilitate technology transfer and implementation of novel design and retrofit solutions for transmission systems. The International Forensic Research Institute also received an NSF award to establish the Center for Advanced Research in Forensic Science (CARFS) that will create an industry/university cooperative research center (I/URC). FIU is the lead institution that will bring together faculty and staff from five other academic institutions, as well as companies, state, federal and local governments to develop public/private partnerships to perform innovative and interdisciplinary forensic science research. The Center will perform the industry collaboration component through StartUP FIU. Another important award came from the National Institute on Minority Health and Health Disparities (NIMHD). The \$13.1M award, the largest NIH grant ever received by FIU, topping a \$12M grant received back in 2015, will create Florida’s first Health Disparities Research Center at a Minority Institution (RCMI). The FIU-RCMI will focus on reducing substance use problems and HIV. It includes 35 faculty members from the Robert Stempel College of Public Health and Social Work, Herbert Wertheim College of Medicine’s NeighborhoodHELP program, Center for Children and Families, and Department of Psychology in CASE. The Center will focus on the continuum from basic science to interventions leading to innovative and culturally responsive approaches to reduce health disparities.

3. Innovation, Partnerships and Economic Development

During the first quarter of fiscal year 2017-18, FIU researchers received 19 patents (9 from CEC faculty, 8 from CASE, 1 from ARC, and 1 from HWCoM) and researchers disclosed nine inventions. For the 2017 calendar year, FIU has received 33 patents, a 94% increase from last year's 17 patents, and almost a 6-fold increase from 2015's six patents received. Fall 2017 marked the University-wide implementation of the redesigned Freshman Experience Course. The redesigned course was developed by StartUP FIU in partnership with the College of Arts, Science and Education, and was tested last spring and summer. The course provides students with critical life skills and introduces innovation and entrepreneurship skills into the freshman curriculum. By learning about innovation and entrepreneurship, students realize these disciplines are just another form of problem solving – thus honing their critical thinking skills at the beginning of their college career. Additionally, the companies in the Empower Accelerator Cohort I and II had revenues of \$439,880 for the quarter, which compares favorably with \$958,000 for the previous twelve months. The companies had 122 employees, an increase of 13 new jobs; 53 jobs were FIU-affiliated and 27 FIU student had internship positions with these companies. The companies also secured \$828,000 in capital for growth. The Cohorts created three new companies during the quarter. Empower launched its new Cohort 3 in early September with Pitch Day scheduled for December 8. An engineering professor who completed Cohort II is finalizing a license agreement for their technology that will be accompanied by new investment of \$1 million from an investor. The incubator at West Kendall began operations, and the grand opening ceremony is scheduled for November 1, 2017. This is the third location where StartUP FIU is operating an incubator or accelerator. West Kendall focuses on high tech digital technology such as artificial intelligence (AI), virtual reality (VR) and gaming, with an emphasis on using student interns to support the development by the local community of new companies to create economic development and jobs.

4. University Graduate School (UGS)

The final enrollment numbers for Fall 17 were 347 doctoral students, a 0.86% decrease compared to last year, and 2545 master's students, a 7.23% decrease compared to last year. The largest contributor was the College of Business with 46% and 14% decreases in PhD and MS enrollments, respectively. On August 18, UGS held the fall orientation section for newly admitted graduate students. UGS welcomed 293 graduate students from all FIU colleges, and provided them with basic information on policies, procedures and expectations. A panel constituted by members of various centers at FIU (Libraries, Health and Wellness, Counseling, Career Services) also made them aware of the many services and

opportunities available for graduate students. Another 86 students took the online version. UGS launched its new website where information essential to graduate students, graduate program directors and faculty is better organized and easier to find. A new session on student success stories (awards received, papers published, placement, etc.) will be appearing in the main banner. In order to obtain more feedback from graduate students on UGS activities and start preparing for the Spring 2018 Graduate Student Appreciation week, UGS launched the application for our graduate students advisory board earlier this term and have received 25 applications. Ten members have been selected, including PhD and MS students from most of the colleges, including representation from MMC, BBC, and Brickell. UGS representatives will start meeting with the board in November to receive their input on the enhancement of FIU's professional development programs for graduate students.

VII. STUDENT AFFAIRS REPORT

1. Student Learning Outcomes Emphasized

The Student Learning Outcomes Work Group and the Staff Development Committee in the Division of Student Affairs hosted a lecture by Dr. Adam Peck about student learning outcome for career readiness. Dr. Peck is the author of more than 20 scholarly articles, five book chapters, and is editor and co-author of the book, *Engagement and Employability: Integrating Career Learning Through Co-curricular Experiences in Postsecondary Education*. The program served as the launch of the Student Affairs' initiative to introduce a common set of learning outcomes for use across the division. The initiative, Panther Prepared, will fully launch in Spring 2018. It includes a Student Employee Experience for all student staff employed throughout the division as well as a self-assessment tool for use by the general student body. A website promoting the departments and programs in the division that support the development of each of these competencies will also be introduced.

2. Panther Camp and Orientation Highlights

Orientation and Parent Programs successfully transitioned 5,759 transfer and 4,308 freshman students for Summer and Fall into the university through both virtual and on-campus orientation programs. Over, 1,500 family members attended the concurrent parent and family orientations. Over \$10,000 was raised

to provide scholarships for students to attend Panther Camp, the off-campus camp experience to introduce students to university life. The office also collaborated with Transfer and Transition Services to host the first STEM major specific transfer and advising registration day.

The Peer Advisors were chosen by fellow orientation leaders from the South region as the recipients of the Large Delegation Spirit Award for displaying outstanding school spirit, fellowship, commitment to learning, and respect throughout the Southern Regional Orientation Workshop held at George State University.

3. FIU Participates in Wisconsin's HOPE Lab

Student Affairs has partnered with the University of Wisconsin's HOPE Lab to include FIU as a participation site for its Food and Housing Survey. The survey assesses rates of food and housing insecurity. Data collected from our undergraduates will help us gain insights about our students' basic needs so that we can identify and develop strategies, programs, and policies to best support and retain students who experience hunger, housing insecurity, and homelessness.

Student Affairs is also leading the administration of the National Institute for Transformation and Equity's (NITE) Culturally Engaging Campus Environments Survey. This campus climate assessment will assess students' experiences at FIU from an inclusion and equity perspective. NITE will provide consultation focused on interpreting our results to improve our campus environment and increase cultural engagement and responsiveness inside and out of the classroom.