FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
GOVERNANCE COMMITTEE

Friday, March 11, 2016
12:00 p.m. *approximate start time*
Florida International University
Modesto A. Maidique Campus
Parkview Hall, Multipurpose room

Committee Membership:

Claudia Puig, *Board Chair*; Cesar L. Alvarez; Jose J. Armas; Jorge L. Arrizurieta; Gerald C. Grant, Jr.

AGENDA

1.	**Call to Order and Chair's Remarks**	**Claudia Puig**
2.	**Approval of Minutes**	**Claudia Puig**
3.	**Action Items**	
G1.	**Amendment to the Bylaws of the Florida International University Board of Trustees**	**M. Kristina Raattama**
G2.	**Florida International University 2014-15 Annual Accountability Report**	**Kenneth G. Furton**
G3.	**President's Management Review, 2014-15**	**Claudia Puig**
4.	**New Business** *(If Any)*	**Claudia Puig**
5.	**Concluding Remarks and Adjournment**	**Claudia Puig**

Next Governance Committee Meeting is scheduled for Thursday, April 28, 2016

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Governance Committee Meeting
March 11, 2016

Subject: Approval of Minutes of Meeting held December 9, 2015

Proposed Committee Action:

Approval of Minutes of the Governance Committee meeting held on Wednesday, December 9, 2015 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms.

Background Information:

Committee members will review and approve the Minutes of the Governance meeting held on Wednesday, December 9, 2015 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms.

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FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
GOVERNANCE COMMITTEE
MINUTES
DECEMBER 9, 2015

1. Call to Order and Chair's Remarks
The Florida International University Board of Trustees' Governance Committee meeting was called to order by Board Chair Albert Maury on Wednesday, December 9, 2015 at 12:23 p.m. at the Modesto A. Maidique Campus, Graham Center Ballrooms.

The following attendance was recorded:

Present:
Albert Maury, *Board Chair*
Claudia Puig, *Board Vice Chair*
Cesar L. Alvarez
Jose J. Armas
Jorge L. Arrizurieta
Gerald C. Grant, Jr.

Trustees Leonard Boord, Alexis Calatayud, Natasha Lowell, Justo L. Pozo, and Kathleen L. Wilson and University President Mark B. Rosenberg were also in attendance.

2. Approval of Minutes
Board Chair Maury asked if there were any additions or corrections to the minutes of the September 10, 2015 Governance Committee meeting. A motion was made and passed to approve the minutes of the Governance Committee meeting held on Thursday, September 10, 2015.

3. Action Items
G1. Florida International University Foundation, Inc. Bylaws as Amended and Restated on the 24th day of October 2015
Senior University Counsel Rafael G. Prohias presented the amendment to the bylaws of the Florida International University Foundation, Inc. for Committee review, noting that on October 24, 2015, the Florida International University Foundation Board of Directors approved amendments to the Foundation's Bylaws. He added that the bylaw revisions relate to (1) updating the Foundation's website address and (2) creating a Special Member Category for Foundation Fellows. He explained that the Foundation Fellows bylaw change provides authority for the Foundation's Board Membership and Board Management Committee to elect individual(s) who have demonstrated extraordinary merit and distinction to serve as Foundation Fellows, based upon certain criteria and

subject to certain duties, obligations and term requirements as established by the Board of Directors.

A motion was made and passed that the FIU Board of Trustees' Governance Committee recommend for Board of Trustees' approval the Florida International University Foundation, Inc. Bylaws as amended and restated on October 24, 2015.

G2. Approval of Resolution Requesting an Amendment to the Employment Agreement for University President Mark B. Rosenberg

Board Chair Maury noted that President Rosenberg's Employment Agreement provides for his overall evaluation and relatedly, incentive compensation, to be based, in part, on the FIU Annual Accountability Report. He stated that pursuant to Florida Statute 1008.46, the State University System of Florida Board of Governors (BOG) recently revised its timeline for the review and approval of university accountability reports. He stated that in order to align the timing of Dr. Rosenberg's evaluation with the timing of the BOG's review of the University's Accountability Report, effective for the academic year 2014-15 and thereafter, an amendment to Section 3.2 of the President's Employment Agreement was necessary.

Board Chair Maury noted that the proposed change to President Rosenberg's employment agreement provides that Dr. Rosenberg will initiate his evaluation process on or before January 15th in lieu of November 30th of each year and that the Board will act upon the evaluation no later than the following March 15th. Board Chair Maury added that an amendment to Section 4.3 of the Agreement was also necessary in order to change the date for any award of incentive compensation from February 1st to March 31st.

A motion was made and passed that the FIU Board of Trustees' Governance Committee recommend that the Florida International University Board of Trustees approve a resolution requesting an amendment to the President's employment agreement that allows for an adjustment of the evaluation review cycle.

4. New Business

No new business was raised.

5. Concluding Remarks and Adjournment

With no other business, Board Chair Albert Maury adjourned the meeting of the Florida International University Board of Trustees' Governance Committee on Wednesday, December 9, 2015 at 12:29 p.m.

There were no Trustee requests.

MB 12.11.15

Governance Committee Meeting

March 11, 2016

Subject: Amendment to the Bylaws of the Florida International University Board of Trustees

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Proposed Committee Action:

Recommend that the Florida International University Board of Trustees (the BOT) approve the amendment to the Bylaws of the BOT.

Background Information:

The Bylaws of the BOT establish a governance structure for the conduct of Board business and are intended to encourage efficiencies and to facilitate Board business.

In response to a request from past BOT Chair Albert Maury, the provisions of the Bylaws pertaining to vacancies in the Chair and Vice Chair positions were reviewed. Adding a new section, 4.3, Vacancies in Office of Chair and Vice Chair, and, modifying Section 4.5, Duties of Vice Chair, to reflect this change is being recommended.

Section 8.1 Bylaw Amendments of the BOT Bylaws states:

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

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BYLAWS OF
THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES

ARTICLE I

ORGANIZATION

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

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

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

ARTICLE II

THE BOARD

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

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

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

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

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

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

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

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

ARTICLE III

THE TRUSTEES

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

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

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

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

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

ARTICLE IV

OFFICERS OF THE BOARD

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

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

Section 4.3 Vacancies in Office of Chair or Vice Chair. In the event of a vacancy in the Chair and/or Vice Chair positions, an election will be held as soon as practical after the vacancy occurs to select a member of the Board, by a majority vote, to the applicable vacant position(s). The newly selected officer(s) will serve terms as specified in Section 4.2 above. This may result in the Board Chair and Vice Chair terms of office not running concurrently. While the Vice Chair shall be the presumptive successor to the Chair when a vacancy occurs, the Chair shall be selected as specified in Section 4.2 above.

-**Section 4.~~3~~4 Duties of Chair**. The duties of the Board Chair include presiding at all meetings of the Board, calling special or emergency meetings of the Board when necessary, appointing and

removing Committee Chairs and Committee members, establishing and disbanding ad hoc committees, task forces or working groups of the Board, attesting to the actions of the Board, serving as the spokesperson for the Board and fulfilling other duties as assigned by the Board.

Section 4.~~4~~5 Duties of Vice Chair. The Board Vice Chair shall act as Board Chair during the absence or disability of the Board Chair and during any temporary period of vacancy before election of a new Board Chair pursuant to Section 4.3 above. ~~While the Vice Chair shall be the presumptive successor to the Chair when a vacancy occurs, the Chair shall be selected by the full Board by a majority vote.~~

Section 4.~~5~~6 Duties of Corporate Secretary. The University President, as Executive Officer and Corporate Secretary of the Board, is responsible for giving notice of all meetings of the Board, setting the agenda and compiling the supporting documents for the meetings of the Board in consultation with the Board Chair, recording and maintaining the minutes of any Board meeting, executing or attesting to all documents that have been executed by the Board, and shall be custodian of the University's seal.

ARTICLE V

DUTIES OF THE PRESIDENT

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

ARTICLE VI

MEETINGS

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

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

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

considered at a special meeting except a new matter may be added by an affirmative vote of a majority of the trustees at the meeting.

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

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

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

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

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

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

Normally, agenda items that come before the Board have been considered and recommended by a Committee of the Board. However, the Chair may, in consultation with the Corporate Secretary, allow

an item to be presented to the full Board without prior consideration by a Board committee when circumstances warrant.

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

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

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

ARTICLE VII

COMMITTEES

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

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

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

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

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

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

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

Trustees within thirty (30) days after such action is taken, or at a meeting of the Trustees if a meeting is held within that period of time. The Governance Committee shall be comprised of the Board Chair, Board Vice Chair and all Committee Chairs.

The **Health Affairs Committee** is responsible for oversight of all policies relating to the Academic Health Center; assisting the Board in its oversight responsibilities relating to aspects of the Colleges of Medicine, Nursing and Health Sciences, Public Health and Social Work, Arts and Sciences (School of Integrated Science and Humanity), and Engineering and Computing (Department of Biomedical Engineering) that deal with health affairs; assisting the Board in its oversight responsibilities of the University's clinical activities, including the faculty practice plan and the delivery of student health services; reviewing the infrastructure and resources necessary for the operation and integration of the Academic Health Center; and assisting the Board in providing strategic direction regarding affiliation activities for clinical instruction and practice for all faculty and students in the Academic Health Center.

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

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

ARTICLE VIII

AMENDMENT OR SUSPENSION OF BYLAWS

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

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

ARTICLE IX

APPEARANCES BEFORE THE BOARD

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

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

Only registered persons who timely submit a Form will be called on to speak during the public comment period of a Board meeting. Any person who has not timely registered to speak may request approval to be heard by submitting a Form to staff at a registration table at the Board meeting location no later than twenty (20) minutes prior to the scheduled commencement of the Board meeting. Persons submitting any such untimely requests shall be required to show good cause as to why the person was unable to timely submit the Form in accordance with these procedures. Any such untimely requests shall be considered at the sole discretion of the Chair.

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

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

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

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

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

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

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

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

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

ARTICLE X

ACADEMIC FREEDOM

Statement of Board Policy on Academic Freedom

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

ARTICLE XI

MISCELLANEOUS

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

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

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

Adopted 13 January 2003; Amended 12 March 2003; Amended 22 November 2004; Amended 19 September 2005; Amended 28 June 2007; Amended 29 February 2008; Amended 31 March 2009; Amended 12 June 2009; Amended 20 February 2010; Amended 10 September 2013; Amended 10 September 2014

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Governance Committee Meeting

March 11, 2016

Subject: Florida International University 2014-15 Annual Accountability Report

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Proposed Committee Action:

Recommend that the Florida International University Board of Trustees (1) approve Florida International University's 2014-15 Annual Accountability Report as provided in the Board materials and (2) delegate authority to the University President to perform finish editing as needed and to amend consistent with comments received from the Board of Governors (BOG).

Background Information:

Pursuant to BOG Regulation 2.002 University Work Plans and Annual Reports, each university's work plans and annual reports shall reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. Each board of trustees shall submit to the BOG a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable. This document may require finish editing or necessary updates. Additionally, the BOG may require changes to the annual report. Therefore, a delegation of authority to the University President to make changes as necessary is being requested.

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2014-15

Annual Accountability Report

FLORIDA INTERNATIONAL UNIVERSITY

PENDING BOT APPROVAL

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

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Dashboard

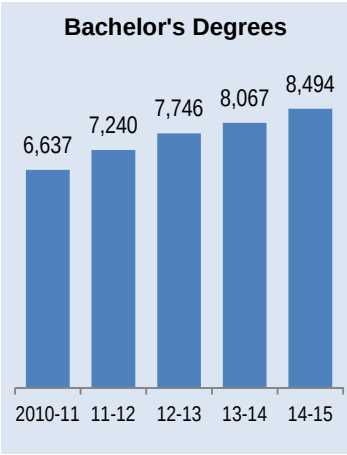
Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change
TOTAL	54,099	100%	2%
White	6,014	11%	-3%
Hispanic	34,141	63%	3%
Black	7,042	13%	3%
Other	6,902	13%	3%
Full-Time	31,913	59%	1%
Part-Time	22,186	41%	4%
Undergraduate	39,081	72%	2%
Graduate	8,367	15%	1%
Unclassified	6,651	12%	3%

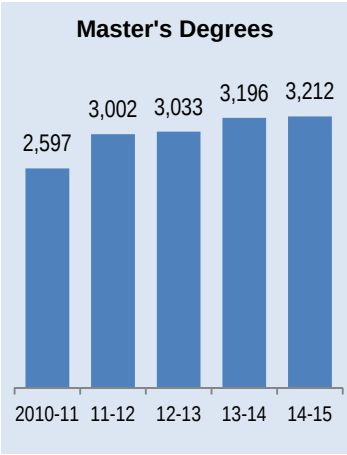
Degree Programs Offered	
TOTAL *(as of Spring 2015)*	183
Baccalaureate	62
Master's *& Specialist's*	87
Research Doctorate	30
Professional Doctorate	4

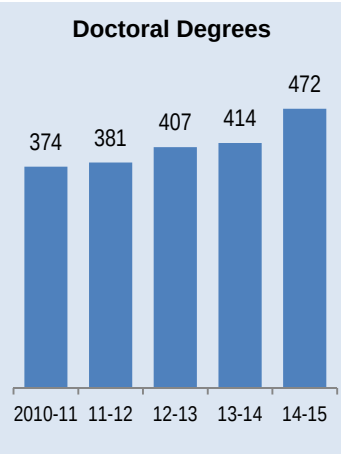
Faculty (Fall 2014)	Full-Time	Part-Time
TOTAL	1,208	30
Tenure & Ten. Track	724	6
Non-Tenured Faculty	484	24

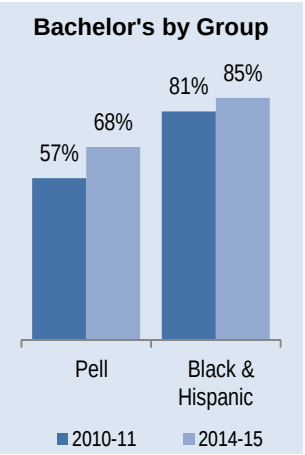
2015 Carnegie Classifications	
Basic:	Doctoral Universities: Highest Research Activity
Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate
Graduate Instructional Program:	Research Doctoral: Comprehensive programs, with medical
Size and Setting:	Four-year, large, primarily nonresidential
Community Engagement:	Yes

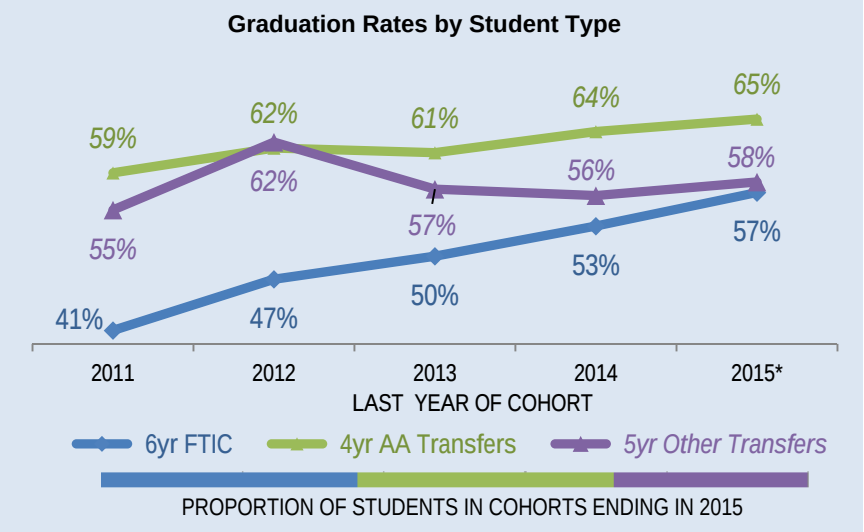
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

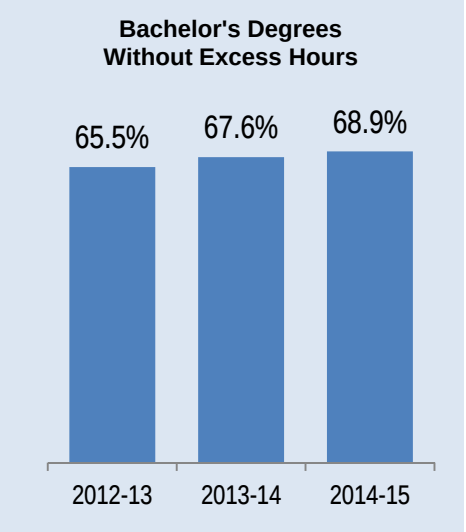






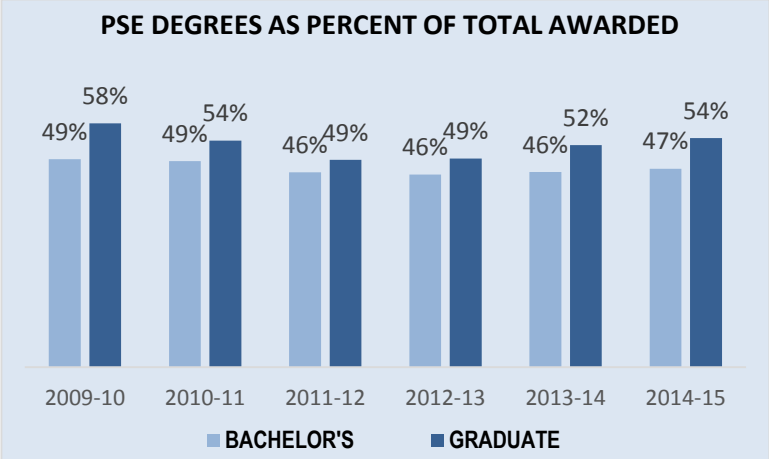


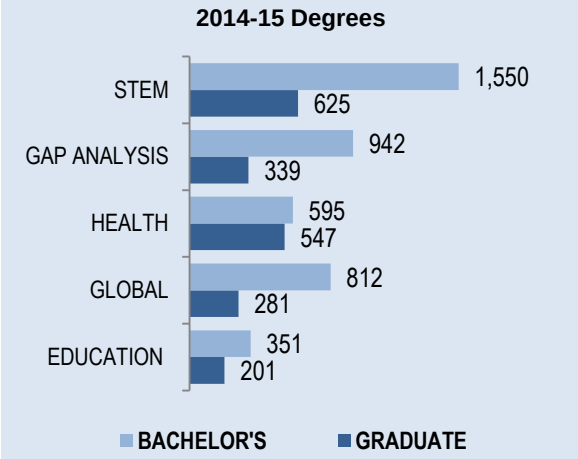




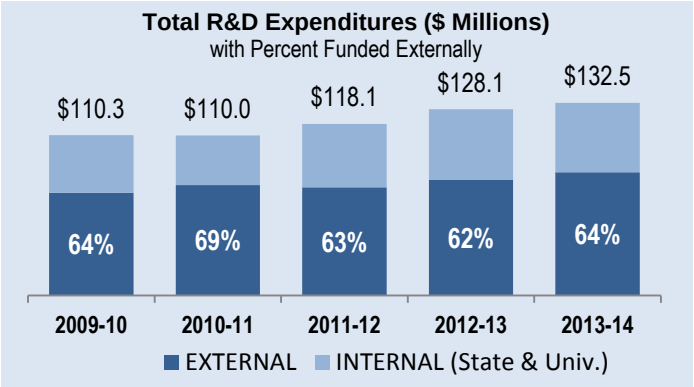
Dashboard

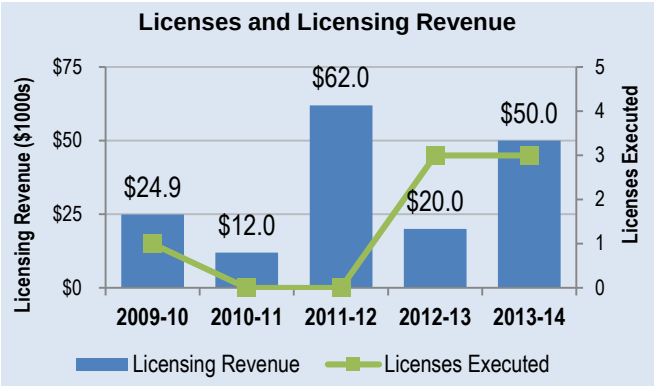
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



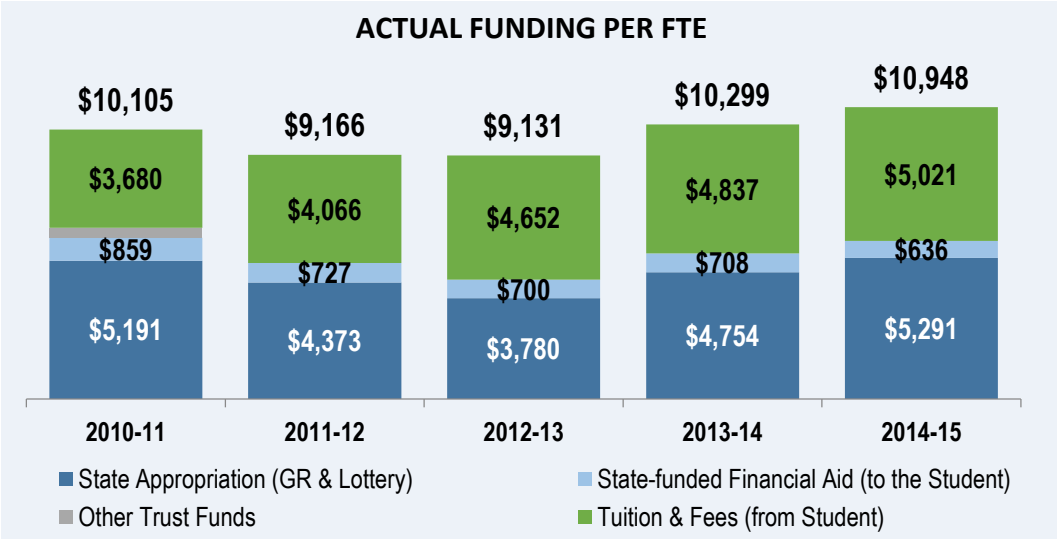


RESEARCH AND COMMERCIALIZATION ACTIVITY





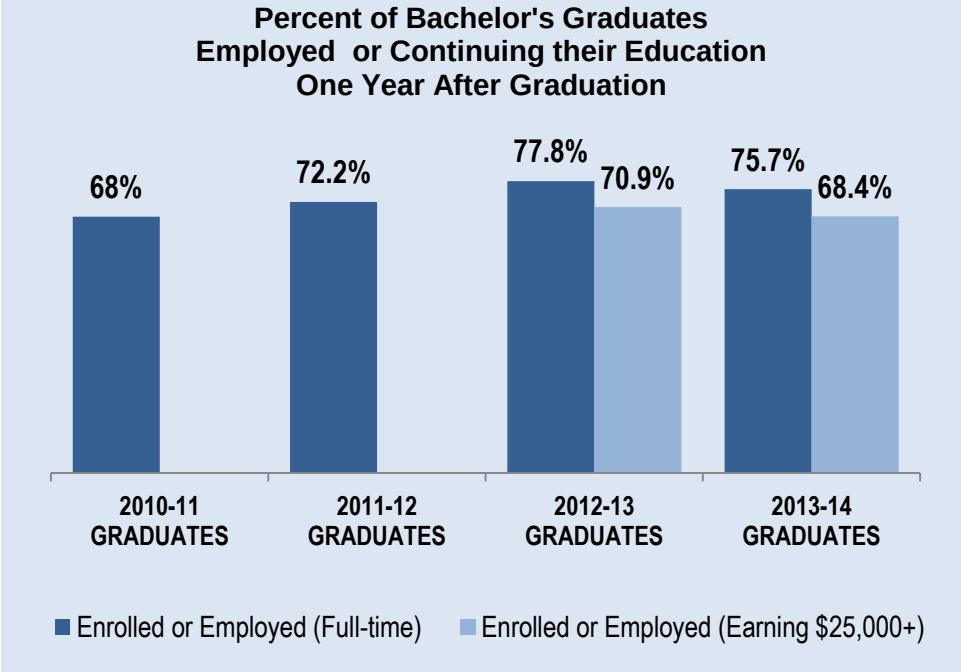
RESOURCES



Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (ie, Pell grants). State-funded Student Financial Aid amounts include the 11 SFA programs that OSFA reports annually. State Appropriations includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only) that are directly appropriated to the university as reported in Final Amendment Package. Student FTE are actual and based on the standard IPEDS definition of FTE (equal to 30 credit hours for undergraduates and 24 for graduates). This data does not include funds or FTE from special units (i.e., IFAS, Health-Science Centers or Medical Schools). Not adjusted for inflation.

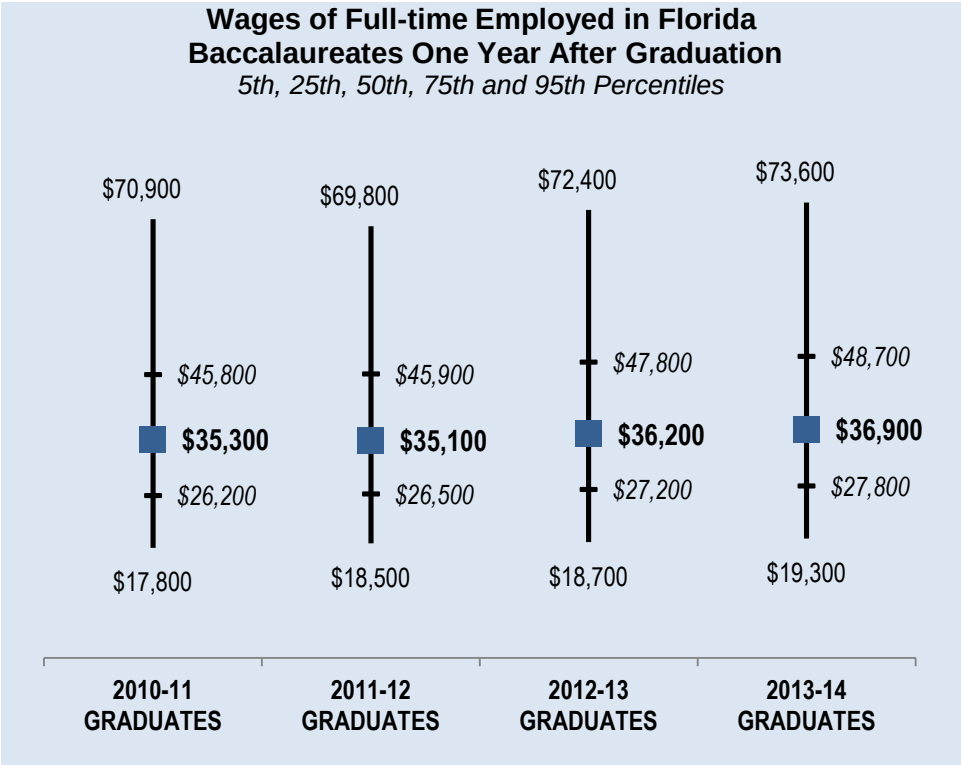
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 87% of the total 2013-14 graduating class.

See Table 4O within this report for additional information about this metric.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. In 2013-14, these data accounted for 51% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.

Performance Based Funding Metrics

		2012-13	2013-14	CHANGE
1	Percent Employed Full-time or Continuing their Education	77.82%	75.67%	-2.2%pts
		2012-13	2013-14	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	$36,200	$36,900	1.9%
		2010-14	2011-15	CHANGE
3	Cost per Bachelor's Degree	$25,470	$25,990	2.0%
		2008-14	2009-15	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	53.10%	56.83%	3.7%pts
		2013-14	2014-15	CHANGE
5	Academic Progress Rate	76.87%	80.38%	3.5%pts
		2013-14	2014-15	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	46.10%	46.90%	0.8%pts
		FALL 2013	FALL 2014	CHANGE
7	University Access Rate	50.96%	50.53%	-0.4%pts
		2013-14	2014-15	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	52.44%	54.10%	1.7%pts
		2013-14	2014-15	CHANGE
9	*Board of Governors Choice Metric:* Bachelor's Degrees Without Excess Hours	67.62%	68.93%	1.3%pts
		2013-14	2014-15	CHANGE
10	*Board of Trustees Choice Metric:* Bachelor's Degrees Awarded to Minorities	83.99%	85.31%	1.3%

Key Achievements (2014 –2015)

STUDENT AWARDS/ACHIEVEMENTS

1. Computer Science majors Nathan Mackay, Alan Nieto, and Giuseppe Vietri finished in third place out of the 26 schools that competed in the Institute of Electrical and Electronics Engineers' Region 3 Southeast Conference.
2. Herbert Wertheim College of Medicine students Nicole Colwell and Jason Alvarez were selected to participate in the prestigious Medical Research Scholars Program at the NIH.
3. Start-up *Pat Miner,* consisting of FIU PhD students Arturo Castellanos and Longhui Zhang, was one of only five innovative emerging companies from the Florida University System selected to participate in a pitch competition at eMerge Americas.

FACULTY AWARDS/ACHIEVEMENTS

1. Barry Rosen, distinguished professor of Cellular Biology and Pharmacology in the Herbert Wertheim College of Medicine was awarded the distinction of Fellow of the American Association for the Advancement of Science (AAAS).
2. Dr. Marianna Baum, professor of Dietetics & Nutrition was selected by the American Red Cross as the recipient of the Cervera Real Estate Ambassador Award for her work in the field of HIV.
3. The Paul G. Allen Family Foundation awarded Drs. Michael Heithaus (Dean of the College of Arts, Sciences and Education), and Demian Chapman (professor of Biological Sciences) a $3.97M grant to lead the first global, multi-institutional effort to map populations of reef-associated sharks and rays.

PROGRAM AWARDS/ACHIEVEMENTS

1. Ambassador Steven J. Green, his wife Dorothea, daughter Kimberly, and the Green Family Foundation, made a $20 million gift to help propel the Steven J. Green School of International and Public Affairs forward as one of the world's top academic centers on global affairs.
2. FIU's Department of Interior Architecture has been ranked by *DesignIntelligence* among the top 10 interior architecture degree programs in the nation and first among universities in Florida.
3. *U.S. News & World Report* placed the College of Business at No.15 among the top business schools for its International MBA.

RESEARCH AWARDS/ACHIEVEMENTS

1. This year, six FIU Faculty members were recipients of the prestigious National Science Foundation (NSF) Early Career Development (CAREER) Awards.
2. Dr. David Kadko, through a NSF-funded grant, led a team of international researchers in an Arctic Ocean study of interconnectivity within the Arctic system and the trajectory of Arctic changes due to global climate change.
3. FIU's International Forensic Research Institute (IFRI) was awarded five grants and two fellowships from the National Institute of Justice, the highest of any university in the US.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. Provost Kenneth G. Furton and College of Law Dean R. Alexander Acosta accepted the Congressional Hispanic Leadership Institute's Maestro Award for FIU's commitment to Latino youth.
2. SAVE Dade honored President Mark B. Rosenberg as its second Champion of Equality in recognition of FIU's work in providing an open, safe, and accepting campus climate for all members of the University community, regardless of sexual orientation.
3. FIU received five Florida Campus Compact awards, including one for the university's partnership with Miami-Dade County Public Schools.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

From our opening day enrollment of fewer than 6,000 students to our current Panther family that is 54,000 students and more than 200,000 alumni strong, FIU has prepared generations of students to be leading innovators, widely sought-after employees and successful entrepreneurs. We have grown into an anchor institution and a solutions center for our community and beyond. According to the most recent system accountability report, FIU graduates command higher salaries than graduates of any other university in the State University System. And they are employed or attending graduate school at higher rates as well. Such strides mark only the beginning for our ambitious and visionary institution. We are blazing a unique trail. We are taking responsibility for our communities, both local and global. We are making an unprecedented impact.

We have come this far thanks to outstanding students, world-class faculty, dedicated staff, successful and steadfast alumni and the generous support of our donors and community. All of our constituents are telling and living the FIU story, helping us to become one of the world's great public research universities. The quality of our programs is truly indicative of this commitment. FIU ensures that our students and faculty have access to state of the art learning tools and technologies to be able to secure their futures.

Our focus on improving learning tools is exemplified by the launching of **Tech Station** by our School of Computing and Information Sciences. Tech Station is inspired by companies such as Microsoft, Apple, Amazon, Google, and HP, all of which were started in small garages. Tech Station is a platform for student innovation, advanced skills training, and computer science and information technology program recruitment and degree completion. Tech Station consists of a $3 million, 8,000 sq. ft. facility build-out that reflects trends in the industry to provide tech professionals with creative and inspiring workspaces.

Large scale computing power is a fundamental tool for student training and research driven solutions. To address this important need, the **Instructional and Research Computing Center (IRCC)** was established to provide technologies for faculty and students to enhance their academic curricula and scholarly research. The IRCC offers a High-Performance Computational (HPC) resource that allows faculty, along with their students, to examine more complex scientific and engineering problems that would otherwise be impossible to solve without this large-scale computing power. The IRCC offers instructional-specific technologies such as an on-demand virtual computing lab (VCL). Using the VCL, faculty can create classes that use virtual server technologies, which allow for computer labs to be conducted remotely. It allows students to launch a virtual server in our VCL Cloud at any time to further work on their classroom assignments.

Such pedagogical and research innovations are reflected in FIU's long track record of environmental research through centers such as the International Hurricane Center (IHRC), the Extreme Events Institute (EEI), and the Southeast Environmental Research Center (SERC). The EEI recently received an NSF National Hazards Research Infrastructure grant, and SERC has had, since 2000, the NSF funded Florida Coastal Everglades Long Term Ecological Research Program. As SERC's environmental and climate change research has expanded, this year FIU created the **Institute for Water and the Environment (InWE)** and the **Sea Level Solutions Center (SLC).** Both SERC and SLC will be housed within InWE in order to enhance research productivity, and more importantly, to translate the research into specific solutions to address sea level rise in South Florida and our state.

Finally, FIU's focus on student success was the driving force for a multi-disciplinary faculty research team from the FIU Libraries, the Global Learning Office, Academic Planning and Accountability and seven academic disciplines to conduct a year-long research project examining the influence of instructional collaboration between library and discipline faculty on students' information literacy gains. This study was selected as part of the **National Leadership Demonstration Grant** by the Institute of Museum and Library Services (IMLS). The results, presented at the American Library Association conference, demonstrated a strong correlation between faculty collaboration and students' information literacy gains.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

FIU remains committed to improving the quality aspects of teaching and learning that have served as the basis of our **Graduation Success Initiative (GSI)** launched in Fall 2012. During the 2014-2015 academic year, FIU awarded 12,745 degrees across its 183 degree programs. This reflects an increase of 427 total degrees produced from the prior year.

The **STEM Transformation Institute (STI)** has been FIU's leader in pedagogical and curricular transformation to improve learning and degree productivity. A keystone of the STI is the **Learning Assistant (LA)** program, which provides undergraduates with the opportunity to experience the rewards of teaching, develop skills to engage in the challenges of effective instruction, and deepen their content knowledge. LAs serve a critical role as dedicated and skilled facilitators in the classroom, thus easing the transition to active learning. With funding from the NSF, the Howard Hughes Medical Institute, the Office of Naval Research, the U.S. Department of Education and various foundations, the STI has expanded the LA program from the initial Physics department into Mathematics, Chemistry, Earth & Environment, Biology, Biomedical Engineering, Electrical and Computer Engineering, Mechanical Engineering and Computer Science. These efforts will positively impact undergraduate student success in STEM. We remain a national model for advising and curricular redesign as well as improving our teaching and learning strategies. As a result of these efforts, FIU hosts the nation's largest LA program, with 239 LAs serving in 155 course sections across ten STEM departments, impacting over 10,075 enrolled students.

Our efforts on improving degree productivity in mathematics courses have also included the creation of the **Mastery Math Lab.** The Lab has produced improvements in the pass rates for college algebra while simultaneously improving institutional efficiencies. As compared to the prior year, the successful efforts of the Mastery Math Lab were directly attributable to over 900 students not having to retake a course.

Finally, we highlight two other initiatives focusing on student success and degree productivity in critical areas. First, a new master's degree in **Cybersecurity** was approved jointly between Computer Science and Electrical and Computer Engineering for enrollment of the first cohort in fall of 2015. The program offers a broad and in-depth technical study of the ever-changing landscape of cybersecurity to address the critical security needs facing our nation and the world today. It will prepare graduates to advance into a PhD program or assume leadership positions in the information technology industry. Such areas of expertise are in high demand according to the U.S. Bureau of Labor, which projects employment of computer system analysts to grow 25 percent from 2012 to 2022. Second, through a redesign of curricular offerings, the Nicole Wertheim College of Nursing and Health Sciences graduate students are now able to receive MSN and DNP degrees concurrently through a newly established **dual admissions program**. This new program option allows graduate nursing students to become nurse practitioners while also studying to receive their doctorate of nursing practice degrees. Students will be able to complete both degrees in three years, and will be able to specialize to become adult gerontology, child, family or psychiatric/mental health nurse practitioners. This program aims both to address critical needs in nursing health care as well as the need for nursing educators.

INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

In 2014, the **American Society for Engineering Education (ASEE)** ranked FIU #49 nationally for master's degrees awarded in Engineering and Computing. Specifically, FIU ranked #5 for Computer Science, #10 for Computer Engineering, #13 for Electrical Engineering and #49 in Civil Engineering. FIU was ranked #2 for bachelor's degrees awarded to Hispanics and #5 for degrees awarded to African-Americans. Not far behind, FIU was also ranked #45 for degrees awarded to females. Additionally, FIU is the top university in the continental U.S. in graduating Hispanics with bachelor's and master's degrees in science, technology, engineering and math (STEM), according to **Excelencia in Education**. In fact, FIU awards more bachelor's and master's degrees to Hispanics than any other institution.

As an anchor institution in our community, FIU has focused on responding to local and state needs in critical and strategic areas. The **One Community One Goal (OCOG) Academic Leaders Council (ALC)**, chaired by President Rosenberg, is in its third year of working to fulfill OCOG's vision of a "world-class educational ecosystem" as the foundation for economic success. This includes building and retaining local talent, aligning curriculum to industry needs and better preparing graduates for high-paying jobs in key targeted industries. Each institution has implemented strategies to leverage and advance the seven OCOG targeted industries – Aviation, Banking & Finance, Creative Design, Hospitality & Tourism, Information Technology, Life Sciences & Health Care and Trade & Logistics. This includes creating new and expanded degree and training programs, as well as hosting conversations between industry and academic leaders to identify and close workforce and skills gaps. Presidents of the seven ALC member institutions convened to discuss college affordability and accessibility in our community, as well as providing increased talent opportunities to our students through paid internships.

Finally, the **STEM Transformation Institute (STI)** is FIU's response to the national calls for 100,000 new STEM teachers and an additional 1,000,000 STEM professionals over the next 10 years. The Institute serves as a laboratory to create and disseminate best practices regarding STEM education. FIU is also part of the Science-Math Teacher Imperative project of the Association of Public and Land Grant Universities (APLU) to produce large numbers of more highly trained STEM teachers. In 2014-15, the STI trained over 100 science-math secondary education discipline-based majors.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

FIU's scholarship, research and innovation productivity has been on an upward trend for the past five years. Both research expenditures and research awards have increased by 31% from 2009 to 2014. The annual number of grant applications has increased by 24% during the same period and the amount of funding requested in these applications grew from $344M to $509M, a 48% increase. This level of productivity, including faculty per-capita research productivity and research doctorate production (25% increase in same timeframe) recently culminated in FIU achieving the designation of "highest research activity" by the **Carnegie Foundation for the Advancement of Teaching**. This places FIU at the top tier of research universities, a distinction attained by only 2.5 percent of all universities. It also makes FIU one of 43 public universities nationwide designated as both "highest research activity" and "community engaged" by the Carnegie Foundation for the Advancement of Teaching.

Our growth in research has resulted in large increases in patent disclosures in technological innovation areas by our faculty, as well as greater focus on achievements in key areas of environmental and child mental health research. In the innovation arena, Dr. Ranu Jung, Interim Dean of the College of

Engineering and Computing and Professor in the department of Biomedical Engineering, was granted a **U.S. patent** for the development of a communication interface system between sensors in a prosthetic arm or leg and a neural stimulator for restoring sensation to amputees. Unlike current systems, Jung's work facilitates the communication of information from multiple hardware fabricated sensors and multiple modes of sensation. This invention will potentially improve the amputee's quality of sensation and control over their prosthetic. Increased control over the prosthetic limb will directly enhance the amputee's ability to perform daily tasks and will help to improve their overall quality of life.

In the environmental research area, FIU is a **Sea Level Solutions Center.** FIU's leading environmental researchers, including Dr. Evelyn Gaiser, executive director of SEAS and director of the Florida Coastal Everglades Long Term Ecological Research (FCE LTER) program, met with White House officials in April 2015 to advocate for greater interagency coordination with South Florida research and adaptation partners on the emerging threat of rising tides. Much of FIU's work in the Everglades is based on research conducted within the FCE LTER, which studies how hydrology, climate and human activities interact with ecosystem and population dynamics in the Everglades. FIU researchers are also engaged in conservation efforts and embarked on the largest-ever attempt to survey the world's shark populations. Predators are disappearing from the oceans in alarming numbers with nearly a quarter of shark, ray and skate species threatened with extinction. The lack of comprehensive and up-to-date data on species abundance and distribution is hindering efforts to protect and replenish these ecologically important marine animals. By deploying baited underwater video equipment, researchers hope to catch the ocean's top predators on camera in their natural habitats. More than 400 reef locations will be surveyed during the three-year project dubbed **Global FinPrint**. The project is funded by the **Paul G. Allen Family Foundation** ($3.97M). This funding has allowed FIU to recruit internationally recognized shark expert Dr. Demian Chapman.

FIU's research growth was particularly illustrated by the success during 2014-2015 of six FIU faculty members who were recipients of the prestigious **National Science Foundation (NSF) Early Career Development (CAREER) Awards**. Notably, this is the most CAREER awards of any university in the SUS. The CAREER awards support the researchers as well as undergraduate students. The research of these FIU CAREER awardees will undoubtedly lead to further innovative research in key strategic areas for FIU, including the health of the coral reef, sea level rise, cyber security, unmanned aerial vehicles, and nanomedicine.

Finally, in the child mental health area, FIU's Center for Children and Families (CCF) is leading the way to improve child mental health and to assist Miami-Dade County Public Schools in this regard. This year, a study led by psychologist Erica D. Musser from the CCF broke new ground in the understanding of the link between parents with **attention deficit hyperactivity disorder (ADHD)** and their children with ADHD or autism spectrum disorder (ASD). Recently published in the *Journal of Child Psychology and Psychiatry*, the study is the first to find that mothers with ADHD are six times more likely to have children diagnosed with ADHD and two-and-a-half times more likely to have children diagnosed with ASD than mothers who do not have ADHD.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Awards received during FY 2014-2015 increased by 2%, from $115.8M last fiscal year to $118.1M. The amount of funding requested during FY 2014-2015 was $509M, which represented an 8.11% increase from the prior FY request of $471M, and a 48% increase from the prior six years ($344M). There were 962 grant applications, a 1% increase from the prior FY and a 24% increase from the prior six years (776 proposals). Patent applications increased by 14.3%, from 35 to 40. During FY 2014-2015, three patents were granted and two licenses were executed. Additionally, invention disclosures by FIU faculty

increased by 40.5%—from 37 in FY 2013-2014 to 52 invention disclosures in 2014-2015. FIU received $40,000 in licensing income and one start-up company (EnerMaster) was created during 2014-2015, based on a professor's (Electrical Engineering) energy management system technology.

In the innovation and technology transfer area, three FIU teams participated in the National Science Foundation's (NSF) Innovation Corps Teams (I-Corps) programs. Teams representing FIU technologies finished first (Dr. Ranu Jung, Biomedical Engineering) and second place (Dr. Anuradha Godavarty, Biomedical Engineering) in the annual **StartUp Quest Pitch Day** in Broward. Dr. Godavarty's technology also won "Sweet 16 Finalist" (out of 85 entries from around the state) in the 6th Annual Cade Museum competition. The latter is an annual competition for early-stage inventors and entrepreneurs in Florida. **Dogs and drones are being used to battle deadly avocado fungus**: FIU is active in using technology to secure the agricultural future of South Florida. Redbay ambrosia beetles are on the move in Florida and are a major concern for the state's multimillion dollar avocado industry. FIU researchers from the **International Forensic Research Institute (IFRI)** are using a combination of drones and dogs to stop the deadly fungus spread by these invasive pests. Detection is a major challenge as diseased trees begin to wilt within two weeks of infection and by the time symptoms are visible, the trees cannot be saved and the fungus has likely spread to nearby trees via root grafting. This combination of drones and specially trained dogs provides pin point accuracy as canines are capable of detecting the disease before symptoms appear and the tree can be saved through treatment. Such innovations are vital in addressing issues of food security, both locally and globally.

FIU continues to lead the way in environmental security through the efforts of its research centers. Twice during 2014-2015, **NASA** went to the bottom of the sea for a seven- and a nine-day mission at **FIU's Aquarius Reef Base**. Four astronauts participated in NASA's Extreme Environment Mission Operations 18 and 19 (NEEMO), conducting activities on the ocean floor that will inform future International Space Station and exploration activities. FIU has also been named a major research, monitoring and education partner of the Florida Keys National Marine Sanctuary under an agreement with the National Oceanic and Atmospheric Administration (NOAA). The partnership strengthens FIU's commitment to be engaged with the local community, to help lead the development of a vibrant economy, to create strong educational opportunities, and to preserve and protect our environment.

Oceanographer, Dr. David Kadko, from **FIU's Applied Research Center (ARC)**, is the chief scientist of a multimillion-dollar NSF-funded U.S. Arctic GEOTRACES initiative. He is leading a team of 51 scientists, students and technicians conducting experiments that will help provide the most comprehensive understanding to date of the Arctic's chemical composition. The initiative, to map the geochemistry of the Arctic Ocean, is part of an international, collaborative effort between the United States, Canada, Germany, and scientists from several other nations. The team of scientists spent approximately 65 days on the Geotraces Summer 2015 expedition on board the US Coast Guard research icebreaker Healy. The team will be analyzing the data for several years.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

As FIU's research enterprise has exponentially grown, and as we have focused on innovation and using basic research to conceive and potentially implement solutions to wide-ranging societal challenges, FIU has focused on increasing collaboration with industry and other external partners to support our endeavors. This year, FIU initiated important partnerships with **Florida Power & Light Company (FPL), the National Tropical Botanical Garden, Banyan Health Systems** and **Baptist Health South Florida.**

FIU and **FPL** formed a new partnership to build a commercial-scale distributed solar power facility that will both generate electricity for FPL's 4.8 million customers and serve as an innovative research

operation. The project involves the installation of more than 5,700 solar panels on 23 canopy-like structures that will be built in the parking lot of the university's Engineering Center. Using data from the 1.6-megawatt solar array, faculty and students from FIU's College of Engineering and Computing will study the effects of distributed solar photovoltaic (PV) generation on the electric grid in real-life South Florida conditions. This innovative solar project in keeping with our environmental sustainability goals, builds on FIU's relationship with FPL, and will provide FIU's engineering students with the opportunity to make a direct contribution to the growth of solar energy in our state, while gaining invaluable experience working side by side with professionals from one of the most forward-thinking utilities in the nation. This public-private partnership aligns with FIU's *BeyondPossible*2020 strategic plan by establishing a state-of-the-art core facility expanding our energy research and scholarship preeminence. This partnership has already led to new research funding from FPL to FIU Faculty and a new NSF CAREER award.

FIU and the **National Tropical Botanical Garden (NTBG)** joined forces to create the **International Center for Tropical Botany (ICTB)** at The Kampong in Coconut Grove, Florida. The Center's headquarters will be built on land donated to FIU from NTBG, and will be adjacent to The Kampong, the NTBG's only garden outside of Hawaii. Scientists at the Center will lead efforts to preserve and study tropical plants for future generations. The ICTB research has a strong focus on the economic uses of tropical plants. The Center is supported by a $2.5 million gift from the William R. Kenan Jr. Charitable Trust and a matching $2.5 million gift from the Batchelor Foundation. The ICTB will leverage FIU's global expertise in tropical studies to further our efforts in conservation and sustainability.

In partnership with **Banyan Health System's** BRIC (Banyan Research and Innovation Center), **FIU's** Community-Based Intervention Research Group (C-BIRG) established a multi-disciplinary institute—the **Florida International University-Banyan Research Institute for Dissemination, Grants and Evaluation, FIU-BRIDGE**. The partnership folds BRIC grants into FIU-BRIDGE, and will provide research space for FIU-BRIDGE at Banyan locations. The institute will expand the breadth and depth of rigorous community-based research on prevention and treatment of health, substance abuse and mental health among children and adults.

Baptist Health South Florida and FIU have agreed to establish an academic translational cancer research center laboratory under the direction of Dr. Jeff Boyd who is regarded both nationally and internationally as one of the leading scientists in the study of the molecular genetics of women's cancers. The generous $1.2M gift will assist Dr. Boyd and his research team to continue their focus on finding better methods of diagnosis, more effective treatments and eventually a cure.

Finally, FIU researchers have a long history of partnering with other universities in seeking research funding. This year faculty from FIU's Department of Electrical Engineering, led by professor Osama Mohamed, partnered with researchers from four universities **(Carnegie Mellon University, Lehigh University, the University of Arkansas at Fayetteville, the University of Arkansas at Little Rock)** and **Arkansas Electric Cooperative Corporation** as an industry partner, in a project funded by the U.S. Department of Energy ($15.3M) to conduct research to improve cybersecurity of electrical grid systems.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

As a Carnegie classified "community engaged" university, FIU has focused on bringing our research, scholarship and teaching to the community. For example, this year marks the four-year anniversary of our partnership with Miami-Dade County Public Schools (M-DCPS) at **Miami Northwestern High School** (MNW). Funded by grants from the JPMorgan Chase Foundation, over the past four years, FIU's

Education Effect has worked in collaboration with M-DCPS — as well as parents, teachers, administrators and the community — and supported the school's efforts to boost student achievement, promote 100 percent graduation and ensure that students are college and career ready. The partnership has been a tremendous success. The school has moved from a historic D/F grade to an A or B ranking. Ten percent more students are going on to pursue post-secondary education — and receiving millions of dollars in scholarships. This year's 345 graduates received more than 400 acceptance letters for college. Combined, they have earned nearly $5 million in scholarships to continue their education. The number of MNW students enrolled at FIU has climbed as well — from 17 in 2010 to 58 in 2015.

FIU's engagement with MNW is a result of the nationally recognized partnership between FIU and Miami-Dade County Public Schools (M-DCPS), **Achieving Community Collaboration in Education and Student Success (ACCESS)**, currently in its fifth year. More than 150 individuals from both institutions are working in issue-specific groups to address the diverse educational needs and opportunities in our region. Significant effort is being made to evaluate longitudinal data and assess the impact of our collective efforts towards student achievement, graduation and post-secondary enrollment. A strategic visioning session was held in May 2015 to further define the direction for the work and create a framework for decision-making. Four pillars were identified that will link the partnership to institutional strategic priorities and goals: 1) Operational Accelerators 2) Enhancing Student Potential 3) Pathways to Student Success and 4) Educator Empowerment and Development. One significant area of collaborative success is the **21st Century Community Learning Centers (21st CCLC)** initiative, a key component of the No Child Left Behind Act funded by the Florida Department of Education to provide opportunities for academic enrichment for students at low-performing schools. FIU and M-DCPS have collaborated on five 21st CCLC projects this fiscal year through the College of Education (Projects Silver, Pride, Hope and Panther) as well as the Office for Student Access & Success (EV3 Robotics Program) totaling $2.1 million for FY 2015. We will continue to collaborate on critical projects such as these to help our students meet state and local academic achievement standards.

In another area of community engagement, the FIU Library's **Geographic Information Systems (GIS) Center** and Digital Collections Center has reached out and formed a partnership with the City of Miami Beach, City of Coral Gables, Monroe County Public Libraries, and Wolfson Center of Miami Dade College to centrally host the historical archives in formats of photographs, documents, audio and visual recordings, oral histories of the greater Miami region within FIU's dPanther digital repository system.

Other FIU units have engaged our local community in teaching and reaching out to students. First, the **School of Environment, Arts and Society** (SEAS) engages the public through participatory community events such as Our Common Future, Ocean Life, Family Science Nights and Environmental Film Series. SEAS also works to enhance public environmental literacy through K-12 programs including EcoAcademy, Coastline to Classroom, Discover Our Backyard, Meet the Scientists, Mangrove Restoration and Tree Campus USA. Second, the **Stocker AstroScience Center** provides research and educational opportunities for students interested in the field of astronomy. The Center also engages in numerous community outreach programs. Featuring classrooms and research labs, the observatory is capped off by a dome featuring a main telescope with a platform for eight additional telescopes. Third, the College of Engineering and Computing launched "**Engineers on Wheels,**" a pilot program to take science and engineering to the local schools. The van program impacting more than 2,500 students, approximated one South Florida school visit every week, to provide students with grade-appropriate, interactive lessons and presentations. The program has received initial support from Fiat-Chrysler Automobiles. Fourth, funded by an NSF sponsored **Research Experience for High School Teachers (RET)**, researchers from the School of Computing and Information Sciences provided 18 local high school teachers with training on Cyber-enabled technologies. Another NSF-funded RET hosted middle and high school STEM teachers and Community College STEM faculty, trained teachers to advance

knowledge and understanding in nanotechnology and develop related curriculum. A workshop coordinated by Professor Kip Irvine and others entitled "Teaching Mobile Computer Science Principles" trained 10 selected computer teachers from South Florida; a 5-day App Inventor programming workshop for 35 South Florida STEM Teachers, sponsored by the Ultimate Software Academy for Computer Science Education.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

A key component of FIU's community engagement is health and transportation. In health, the **Green Family Foundation NeighborhoodHELP** (Health Education Learning Program) is a core component of the Herbert Wertheim College of Medicine curriculum. The Program sends interdisciplinary teams of FIU students into communities of need, to track and monitor the health of families. Each team works with one to two households, and includes a medical student and his or her counterpart in social work, nursing, public health, and law. The Program has the dual role of graduating compassionate physicians, and having a positive social and economic impact on the community through its focus on disease prevention. The Program began in 2010, and by 2015 it has conducted a total of 6,098 household visits. In total, 1,033 students conducted household visits. There were 725 households and 1,892 household members participating in the program as of December 2015. This includes 4,383 Primary Care encounters in the Primary Care Mobile Health Center used by the Program, and there have been 740 Mammography Screenings. The Program also has 160 Community Partners. Published research (Southern Medical Association) from the Program indicates reductions in emergency room use, increases in annual physical examinations, greater blood pressure monitoring, cervical cytology screenings, and mammograms among the population in the Program.

Also in the health arena, Dr. Tami Thomas, Associate Dean of Academic Affairs in the Nicole Wertheim College of Nursing and Health Sciences, has begun a community engaged research program titled, "**Building Better Health for Florida Families.**" This project supports work sponsored by the National Institutes of Health and the National Institute of Minority Health and Health Disparities. Dr. Thomas and FIU students are working with community leaders in Glades and Hendry County with a new partnership in Okeechobee County.

Finally, in the health area, FIU's **Center for Children and Families (CCF)** continued to be the leading provider of evidence-based services for children with ADHD in Miami and has served 6,640 families since it was established in 2010. The renowned Summer Treatment Program served 233 South Florida children in summer 2015. The CCF Summer Reading Explorers Program, an intervention designed to improve literacy skills in young children, served 1,756 children. Additionally, Dr. Jonathan Comer, also from CCF, the director of the **Mental Health Interventions and Technology (MINT)** is leading the way in telemedicine for people with mental health disorders. MINT searches for technology-based solutions to the treatment of mental health problems such as obsessive-compulsive disorder (OCD) and other disruptive behavior disorders.

FIU has been providing leadership in the community in the critical challenge of transportation through its **University Transportation Center** and the **TIGER** grant, both funded by the US Department of Transportation. FIU's Honors College has created an innovative partnership with the neighboring City of Sweetwater, an outreach program that is the underpinning of joint efforts including the **UniversityCity Alliance** and the proposed pedestrian walkway and transportation hub serving both communities; which is part of the **TIGER** grant.

Other notable community collaborations this year were generated through our School of Environment, Arts and Society (SEAS) and our Center for Women's and Gender Studies. Collaborations between SEAS and **Zoo Miami** scientific staff resulted in a new graduate workshop in Zoo Conservation Biology

to be offered by Zoo Miami staff at FIU through affiliate appointments at FIU. Additionally, partnerships with the Frost Museum of Science resulted in a plan to strengthen communications training and develop internships for students to contribute to exhibit planning. Additionally, SEAS hired artist Xavier Cortada as Artist in Residence to create materials for communicating sea level rise to the public for the Miami Beach Centennial, including diatom-based commemorative plaques for the awards ceremony and diatom time capsules for city officials. A memorandum of understanding (MOU) was established between FIU and the Deering Estate at Cutler and Deering Foundation to establish a Cultural and Ecological Field Station. SEAS continues to offer robust K-12 and public programs including the EcoAcademy Summer Camp, Family Science nights at schools in Miami-Dade, Broward, and Monroe counties, and a variety of public seminar series and teach-ins.

Finally, SEAS, along with the Center for Women's and Gender Studies hosted the **GeekiWood Conference** on September 27, 2014. The conference offered tools to empower adolescent girls to have a greater appreciation for science, technology, engineering, math (STEM) and the arts and to pursue STEM-related areas in their studies as well as future college and career planning. Geeki Girls, Inc. is a non-profit organization. The 2014 GeekiWood Conference was organized with the support of the Miami-Dade County Department of Cultural Affairs and the Cultural Affairs Council, the Miami-Dade County Mayor, and Board of County Commissioners in collaboration with FIU.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

FIU established multiple initiatives to increase internships and employment opportunities for our students. For example, the **Talent Development Network (TDN)**, an internship portal created as a partnership between FIU and six other academic institutions in Miami-Dade County, has made significant strides in its goal of connecting top talent with industry partners. More than 90 employers have registered on TDNmiami.com to post their paid internship positions. Across the seven partner schools, 84 students have applied for 71 available internships. Of the 15 internship positions completed thus far, six were awarded to FIU students. TDN has been featured in local media, as well as the Greater Miami Chamber of Commerce Education Summit panel on "Human Capital Investment: Pathways to Education."

In another student internship effort, FIU signed an agreement with the **U.S. Coast Guard** in November 2014 to promote internships, scholarships and career opportunities for FIU students. The Coast Guard Pre-Commissioning Initiative (CSPI) provides up to two years of paid tuition, free books and waived fees, a salary of about $40,000 a year while attending school and a spot in the Officer Candidate School upon graduation, with a guaranteed job and starting salary of $60,000 as an officer in the Coast Guard. FIU and the Coast Guard have set a goal of acquiring 30 applicants for the CSPI program and students are provided the opportunity to meet with current Officer Trainees. FIU students have also visited the Coast Guard base in Miami Beach to explore life in the Coast Guard. Sixty students from FIU's Education Effect schools, Miami Northwestern and Booker T. Washington senior high also participated.

Additional collaboration to impact business workforce is reflected by the School of Computing and Information Sciences, which has continued its efforts in technology transfer and entrepreneurship. For example, a **Business Continuity Information Network** led by Dr. Shu-Ching Chen and Steve Luis was strengthened by an NSF US-Japan Big Data and Disaster Research (BDD) grant which will enable a research collaboration to benefit the Business Continuity Information Network. Through the National Science Foundation's Partnerships for Innovation-Accelerating Innovation Research (PFI-AIR) program, led by Dr. Naphtali Rishe in collaboration with other researchers from the School of Computing and Information Sciences, the College of Engineering and Computing, and the Herbert Wertheim College of Medicine, researchers are developing academic innovations and then translating that research into viable products for industry.

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues *(Not Adjusted for Inflation)*

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates
MAIN OPERATIONS					
Recurring State Funds	$166,562,455	$166,175,715	$187,401,218	$211,459,281	$210,552,576
Non-Recurring State Funds	$2,242,351	-$19,291,544	$3,464,073	$3,064,694	$19,499,436
Tuition	$155,824,885	$162,663,753	$174,197,985	$179,077,551	$180,246,517
Tuition Differential Fee	$25,308,323	$41,710,632	$44,587,407	$45,891,646	$46,304,387
Misc. Fees & Fines	$3,845,967	$3,579,822	$3,799,262	$4,424,553	$4,197,983
SUBTOTAL	**$353,783,981**	**$354,838,378**	**$413,449,945**	**$443,917,725**	**$460,800,899**
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$26,293,035	$26,935,242	$29,501,199	$30,071,197	$30,609,224
Non-Recurring State Funds	$0	$0	$1,041,990	$800,000	$800,000
Tuition	$5,375,235	$10,136,811	$13,426,050	$16,589,209	$18,312,462
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$57,900	$56,325	$62,562	$77,340	$63,728
SUBTOTAL	**$31,726,170**	**$37,128,378**	**$44,031,801**	**$47,537,746**	**$49,785,414**
TOTAL	**$385,510,151**	**$391,966,756**	**$457,481,746**	**$491,455,471**	**$510,586,313**

Recurring State Funds: include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring $300 M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the Allocation Summary and Workpapers were used for the estimated year.* **Non-Recurring State Funds:** include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. *Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers that include all other non-recurring budget amendments allocated later in the fiscal year.* **Note on Performance Funding**: the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. **Tuition**: Actual resident & non-resident tuition revenues collected from students, net of fee waivers. *Source: Operating Budget, Report 625 – Schedule I-A.* **Tuition Differential Fee**: Actual tuition differential revenues collected from undergraduate students. *Source: Operating Budget, Report 625 – Schedule I-A.* **Miscellaneous Fees & Fines**: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. *Source: Operating Budget, Report 625 – Schedule I-A.* This data is not adjusted for inflation.

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Not Adjusted for Inflation)*

	2010-11*	2011-12*	2012-13	2013-14	2014-15
MAIN OPERATIONS					
Instruction/Research	$202,821,253	$209,483,891	$230,214,722	$245,931,420	$254,674,474
Administration and Support	$43,330,392	$39,656,501	$45,297,225	$47,550,881	$45,922,308
PO&M	$42,977,285	$34,467,996	$47,130,842	$42,408,674	$49,057,715
Student Services	$27,054,912	$31,435,607	$38,029,543	$43,657,988	$44,837,400
Library/Audio Visual	$15,807,267	$17,447,900	$17,794,040	$18,783,014	$19,383,311
Other	$4,187,486	$8,134,491	$9,898,087	$10,145,861	$9,923,631
TOTAL	**$336,178,595**	**$340,626,386**	**$388,364,459**	**$408,477,838**	**$423,798,839**
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$20,073,882	$23,766,823	$30,373,484	$34,549,079	$41,590,569
Administration and Support	$4,029,269	$3,794,663	$4,716,660	$5,175,971	$3,314,208
PO&M	$0	$861	$88,374	$147,554	$843,929
Library/Audio Visual	$1,067,332	$1,118,855	$1,238,406	$1,319,497	$1,264,636
Teaching Hospital & Clinics	$0	$0	$0	$0	
Student Services, and Other	$0	$0	$0	$0	
TOTAL	**$25,170,483**	**$28,681,202**	**$36,416,924**	**$41,192,101**	**$47,013,342**
TOTAL	**$361,349,078**	**$369,307,588**	**$424,781,383**	**$449,669,939**	**$470,812,181**

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (e.g., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (e.g., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B. *This data is not adjusted for inflation.*

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectives; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. **Student Services:** Includes resources related to physical, psychological, and social well-being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Other**: includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).

Section 1 – Financial Resources *(continued)*

TABLE 1C. Funding per Full-Time Equivalent (FTE) Student *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
State Appropriation *(GR & Lottery)*	$5,191	$4,373	$3,780	$4,754	$5,291
Tuition & Fees *(State-funded Aid)*	$859	$727	$700	$708	$636
Tuition & Fees *(from Student)*	$3,680	$4,066	$4,652	$4,837	$5,021
Other Trust Funds	$375	$0	$0	$0	$0
TOTAL	**$10,105**	**$9,166**	**$9,131**	**$10,299**	**$10,948**

Notes: **State Appropriations** includes General Revenues and Lottery funds that are directly appropriated to the university as reported in Final Amendment Package. This does not include appropriations for special units (e.g., IFAS, Health Science Centers, and Medical Schools). **Tuition and Fee** revenues include tuition and tuition differential fee and E&G fees (e.g., application, late registration, and library fees/fines) as reported on the from the Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). To more accurately report the full contribution from the State, this table reports the state-funded financial aid separately from the tuition and fee payments universities receive from students (which may include federal financial aid dollars). The state-funded gift aid includes grants and scholarships as reported by universities to Board during the academic year in the State University Database (SUDS). **Other Trust funds** (e.g., Federal Stimulus for 2009-10 and 2010-11 only) as reported in Final Amendment Package. **Full-time Equivalent enrollment** is based on actual FTE, not funded FTE; and, does not include Health-Science Center funds or FTE. This data is based on the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. *This data is not adjusted for inflation.*

TABLE 1D. Cost per Degree *(Full Expenditures per Bachelor's Degree - Not Adjusted for Inflation)*

	2007-11	2008-12	2009-13	2010-14	2011-15
TOTAL	$27,490	$26,040	$25,630	$25,470*	$25,990*

Notes: Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. **Source**: State University Database System (SUDS), Expenditure Analysis: Report IV.
This data is not adjusted for inflation.
Note*: FIU resubmitted the 2013-14 IRD, which resulted in $4M less in undergraduate expenditures than previously reported.

Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Dollars in Millions)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Auxiliary Enterprises					
Revenues	$163,393,424	$171,560,027	$194,618,454	$216,995,344	$205,039,167
Expenditures	$127,641,069	$156,387,266	$166,591,241	$183,652,149	$193,094,344
Contracts & Grants					
Revenues	$91,229,784	$94,226,072	$104,513,378	$122,174,214	$125,602,205
Expenditures	$86,572,638	$87,518,180	$102,599,067	$125,821,206	$129,371,650
Local Funds					
Revenues	$175,793,527	$186,396,046	$190,429,225	$199,085,874	$203,129,358
Expenditures	$175,001,783	$179,767,448	$184,742,318	$195,580,325	$202,825,337
Faculty Practice Plans					
Revenues	$19,789	$321,537	$1,328,794	$5,080,588	$6,632,582
Expenditures	$236,450	$3,900,452	$3,098,966	$7,181,102	$10,184,707

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self-supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615. *This data is not adjusted for inflation.*

TABLE 1F. Voluntary Support of Higher Education

	2010-11	2011-12	2012-13	2013-14	2014-15
Endowment Value ($1000s)	$135,996	$132,554	$149,384	$176,500	$178,750
Gifts Received ($1000s)	$40,548	$15,267	$24,706	$21,294	$23,505
Percentage of Alumni Donors	6.1%	7.3%	8.6%	6.3%	4.7%

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree. *This data is not adjusted for inflation.*

Section 2 – Personnel

TABLE 2A. Personnel Headcount *(in Fall term only)*

	2010	2011	2012	2013	2014
Full-time Employees					
Tenured Faculty	438	435	447	465	484
Tenure-track Faculty	196	220	240	241	240
Non-Tenure Track Faculty	210	310	429	472	484
Instructors Without Faculty Status	47	47	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	2,763	3,096	3,223	3,406	3,658
FULL-TIME SUBTOTAL	**3,654**	**4,108**	**4,339**	**4,584**	**4,866**
Part-time Employees					
Tenured Faculty	6	10	6	6	6
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	9	17	28	20	24
Instructors Without Faculty Status	664	665	670	706	763
Graduate Assistants/Associates	1,038	1,071	1,177	1,223	1,223
Non-Instructional Employees	63	83	77	65	81
PART-TIME SUBTOTAL	**1,780**	**1,846**	**1,958**	**2,020**	**2,097**
TOTAL	**5,434**	**5,954**	**6,297**	**6,604**	**6,963**

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Non-Instructional Employees** includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.

Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014*
TOTAL	**44,010**	**47,966**	**50,394**	**52,980**	**54,099**
UNDERGRADUATE					
FTIC (Regular Admit)	15,049	15,612	15,952	16,590	16,770
FTIC (Profile Admit)	240	170	132	113	87
AA Transfers	10,782	11,964	12,518	13,326	13,891
Other Transfers	6,791	7,222	7,615	8,188	7,925
Subtotal	**32,862**	**34,968**	**36,217**	**38,217**	**38,673**
GRADUATE					
Master's	5,939	6,271	6,213	5,960	5,929
Research Doctoral	1,134	1,143	1,241	1,301	1,323
Professional Doctoral	824	876	960	1,056	1,115
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	587	551	511	496	486
Medicine	85	167	281	368	440
Nursing Practice			11	29	26
Pharmacy	*0*	*0*	*0*	*0*	*0*
Physical Therapist	152	157	157	163	163
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other		1			
Subtotal	**7,897**	**8,290**	**8,414**	**8,317**	**8,367**
UNCLASSIFIED					
HS Dual Enrolled	1,935	3,513	4,742	5,436	5,608
Other	1,316	1,195	1,021	1,010	1,451*
Subtotal	**3,251**	**4,708**	**5,763**	**6,446**	**7,059**

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Note*: In Fall 2014, students classified by the university as post-baccalaureate are counted as "other" unclassified for the purposes of this table. This differs from the methodology used to produce data for the online interactive enrollment tool (on the Board's website) which includes post-bacs as undergraduates regardless of degree sought. Board staff will review this definition with university staff during the Summer Data Workshop and may revise it for next year's report.

Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment [State Fundable only]

	2012-13		2013-14		2014-15	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	7,860	9,225	.	9,488	.	9,296
Upper-Division	11,682	14,106	.	14,738	.	15,197
Master's (GRAD I)	2,588	2,494	.	2,280	.	2,152
Doctoral (GRAD II)	818	940	.	941	.	927
Subtotal	**22,948**	**26,765**	**.**	**27,447**	**.**	**27,573**
NON-FLORIDA RESIDENTS						
Lower-Division	.	563	.	693	.	732
Upper-Division	.	781	.	857	.	997
Master's (GRAD I)	.	585	.	613	.	606
Doctoral (GRAD II)	.	451	.	501	.	503
Subtotal	**2,138**	**2,380**		**2,663**		**2,838**
TOTAL FTE						
Lower-Division	.	9,788	7,860	10,181	7,860	10,028
Upper-Division	.	14,887	11,682	15,595	11,682	16,195
Master's (GRAD I)	.	3,078	4,216	2,893	4,216	2,758
Doctoral (GRAD II)	.	1,391	1,328	1,441	1,328	1,430
Total	**25,086**	**29,145**	**25,086**	**30,109**	**25,086**	**30,411**
Total (US Definition)	**33,448**	**38,861**	**33,448**	**40,146**	**33,448**	**40,548**

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. **Funded** enrollment as reported in the General Appropriations Act and Board of Governors' Allocation Summary. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

Section 3 – Enrollment *(continued)*

TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Method of Instruction

	2010-11	2011-12	2012-13	2013-14	2014-15
TRADITIONAL					
Lower-Division	7,678	8,091	8,149	8,392	8,080
Upper-Division	10,707	10,922	10,899	10,692	10,330
Master's (GRAD 1)	3,123	2,840	2,613	2,408	2,313
Doctoral (GRAD 2)	1,319	1,330	1,339	1,402	1,389
TOTAL	**22,827**	**23,184**	**22,999**	**22,894**	**22,113**
HYBRID					
Lower-Division	56	282	334	227	334
Upper-Division	52	67	70	278	732
Master's (GRAD 1)	12	17	28	32	2
Doctoral (GRAD 2)	24	26	26	12	11
TOTAL	**145**	**391**	**457**	**549**	**1,078**
DISTANCE LEARNING					
Lower-Division	1,017	1,274	1,306	1,561	1,614
Upper-Division	2,871	3,650	3,919	4,626	5,133
Master's (GRAD 1)	423	434	438	452	443
Doctoral (GRAD 2)	6	14	26	27	30
TOTAL	**4,317**	**5,371**	**5,689**	**6,666**	**7,220**
TOTAL					
Lower-Division	8,751	9,647	9,788	10,181	10,028
Upper-Division	13,630	14,639	14,887	15,595	16,195
Master's (GRAD 1)	3,558	3,291	3,078	2,893	2,758
Doctoral (GRAD 2)	1,350	1,370	1,391	1,441	1,430
TOTAL	**27,289**	**28,947**	**29,145**	**30,109**	**30,411**

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

Section 3 – Enrollment *(continued)*

TABLE 3D. Headcount Enrollment by Military Status and Student Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
MILITARY					
Unclassified	6	14	11	11	12
Undergraduate	402	539	547	575	628
Master's (GRAD 1)	92	128	140	165	163
Doctoral (GRAD 2)	7	5	12	10	10
Subtotal	507	686	710	761	813
DEPENDENTS					
Unclassified		1	1	1	0
Undergraduate	9	104	122	160	172
Master's (GRAD 1)	1	19	29	22	17
Doctoral (GRAD 2)		2	2	5	5
Subtotal	10	126	154	188	194
NON-MILITARY					
Unclassified	3,206	4,693	5,751	6,434	6,639
Undergraduate	32,490	34,326	35,548	37,482	38,281
Master's (GRAD 1)	6,479	6,810	6,801	6,610	6,649
Doctoral (GRAD 2)	1,318	1,325	1,430	1,505	1,523
Subtotal	43,493	47,154	49,530	52,031	53,092
TOTAL	**44,010**	**47,966**	**50,394**	**52,980**	**54,099**

Note: This table provides trend data on the number of students enrolled based on their military status. **Military** includes students who were classified as Active Duty, Veterans, National Guard, or Reservist.. **Eligible Dependents** includes students who were classified as eligible dependents (dependents who received veteran's benefits). **Non-Military** includes all other students**.** Note: This table counts Law and Medical students as Grad 1 - FIU staff include Law and Medical students as Grad 2. The definition for Student Classification Level will be discussed at the Summer 2016 Data Workshop.

TABLE 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Pell Grant Recipients	14,468	17,185	17,172	18,537	18,717
Percent with Pell Grant	46.18%	51.47%	49.64%	50.96%	50.53%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award. This metric is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2014-15

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
Terminated Programs					
None					
Programs Suspended for New Enrollments					
Architecture	4.0201	Bachelors		SPRING 2014	
Interior Design	50.0408	Bachelors		SPRING 2014	
Italian Language and Literature	16.0902	Bachelors		SPRING 2014	
Landscape Architecture	4.0601	Bachelors		SPRING 2014	
New Programs Considered By University But Not Approved					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates

Retained in the Second Fall Term at Same University

	2010-11	2011-12	2012-13	2013-14	2014-15
Cohort Size	3,752	4,180	4,127	4,301	3,782
% Retained *with Any GPA*	**82%**	**82%**	**83%**	**84%**	87%
% Retained *with GPA 2.0 or higher*	**73%**	**73%**	**75%**	**76.87%**	80.38%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained with Any GPA** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

TABLE 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates

Term of Entry	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size	*3,967*	*3,889*	*3,231*	*3,102*	*2,946*
% Graduated	44%	49%	52%	54%	58%
% Still Enrolled	*13%*	*12%*	*11%*	*11%*	*10%*
% Success Rate	*57%*	*61%*	*63%*	*65%*	*67%*

Notes: **Cohorts** are based on FTIC undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** reports the percent of FTICs who graduated from the same institution within six years. This metric does not include students who enrolled as part-time students (in their first year), or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. This data should match the IPEDS Graduation Rate Survey data that is due in late February.

Section 4 – Undergraduate Education *(continued)*

TABLE 4D. Graduation Rates *for* First-Time-in-College (FTIC) Students

(includes Full- and Part-time students)

4 – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size	*3,505*	*3,341*	*3,127*	*3,943*	*4,477*
Same University	19%	23%	27%	24%	26%
Other University in SUS	1%	1%	2%	1%	2%
Total from System	21%	24%	29%	25%	27%

6 – Year Rates	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size	*4,550*	*4,271*	*3,505*	*3,341*	*3,127*
Same University	41.49%	47.18%	49.76%	53.10%	56.83%
Other University in SUS	3%	4%	4%	4%	5%
Total from System	45%	51%	54%	57%	62%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor's degree are removed from the cohorts.

Graduates are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year.

Same University provides graduation rates for students in the cohort who graduated from the same institution.

Other University in SUS provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.

Section 4 – Undergraduate Education *(continued)*

TABLE 4E. Graduation Rates *for* AA Transfer Students from Florida College System

Two – Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15
Cohort Size	*2,705*	*3,072*	*3,101*	*3,027*	3,294
Same University	20%	22%	21%	22%	22%

Four – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size	*1,247*	*1,975*	*2,705*	*3,072*	3,101
Same University	59%	62%	61%	64%	65%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. For comparability with FTIC cohorts, AA Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within two or four years.

TABLE 4F. Graduation Rates *for* Other Transfer Students

5 – Year Rates	2006-11	2007-12	2008-13	2009-14	2010-15
Cohort Size	*1,490*	*1,150*	*1,820*	*2,517*	2,346
Same University	55%	62%	57%	56%	58%

Notes: Other Transfer Students includes undergraduate students that transfer into a university who are not FTICs or AA Transfers. Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within five years.

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	6,637	7,240	7,746	8,067	8,494
Second Majors	440	557	714	641	567
TOTAL	**7,077**	**7,797**	**8,460**	**8,708**	**9,061**

Note: This table reports the number of degrees awarded by academic year. **First Majors** include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. **Second Majors** include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline.

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	1,151	1,221	1,315	1,398	1,550
HEALTH	402	389	392	540	595
GLOBALIZATION	806	810	941	865	812
EDUCATION	356	386	406	357	351
GAP ANALYSIS	730	784	797	854	942
SUBTOTAL	**3,445**	**3,590**	**3,851**	**4,014**	**4,250**
PSE PERCENT OF TOTAL	**48.68%**	**46.04%**	**45.52%**	**46.10%**	**46.90%**

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of baccalaureate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-Hispanic Black					
Number of Degrees	764	854	844	873	915
Percentage of Degrees	13%	13%	12%	12%	12%
Hispanic					
Number of Degrees	4,156	4,549	5,007	5,348	5,754
Percentage of Degrees	68%	68%	70%	72%	74%
Pell-Grant Recipients					
Number of Degrees	3,524	4,154	4,628	5,058	5,403
Percentage of Degrees	57%	62%	64%	67%	68%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.

Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens.

Notes on Trends: In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2011-12 academic year. This reclassification will impact trends.

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2010-11*	2011-12*	2012-13	2013-14	2014-15
FTIC	36%	37%	39%	44%	50%
AA Transfers	71%	71%	79%	79%	79%
Other Transfers	63%	60%	74%	75%	75%
TOTAL	**55%**	56%	**65.45%**	**67.62%**	**68.93%**

Notes: This table is based on statute 1009.286 (see link), and excludes certain types of student credits (e.g., accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree. Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

TABLE 4K. Undergraduate Course Offerings

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	2,395	2,325	2,451	2,506	2,556
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	45%	44%	48%	48%	48%
30 to 49 Students	33%	33%	31%	31%	30%
50 to 99 Students	16%	16%	15%	15%	16%
100 or More Students	6%	7%	7%	7%	6%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.

Section 4 – Undergraduate Education *(continued)*

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty	58%	60%	61%	60%	62%
Adjunct Faculty	33%	32%	31%	31%	29%
Graduate Students	6%	5%	5%	5%	4%
Other Instructors	3%	3%	4%	4%	5%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. Student/Faculty Ratio

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	28	27	26	27	26

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). The ratio calculations exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Undergraduate or graduate student teaching assistants are not counted as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2010	2011	2012	2013	2014
Examinees	192	149	223	175	168
First-time Pass Rate	90%	94%	95%	89%	82%
National Benchmark	*89%*	*89%*	*92%*	*85%*	*85%*

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.

Section 4 – Undergraduate Education *(continued)*

TABLE 4O. Post-Graduation Metrics

Percent of Bachelor's Graduates Employed Full-time or Continuing their Education, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14
Enrolled or Employed (Full-time)	**68.36%**	**72.22%**	**77.82%**	**75.67%**
Enrolled or Employed (Earned $25,000+)	.	.	70.85%	68.44%
Number of States included in Search	*1*	*36*	*38*	*38*
Percent Found	*87%*	*89 %*	*89%*	*87%*

Notes: **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage. **Enrolled or Employed (Earning $25,000+)** is based on the number of recent baccalaureate graduates who are either employed and earned at least $25,000 or continuing their education within one year after graduation. The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.
For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php.
For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm.
For more information about FEDES see: http://www.ubalt.edu/jfi/fedes/.

Median Wages of Bachelor's Graduates Employed Full-time in Florida, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14
5th PERCENTILE WAGE	$17,800	$18,500	$18,700	$19,300
25th PERCENTILE WAGE	$26,200	$26,500	$27,200	$27,800
MEDIAN WAGE	**$35,300**	**$35,100**	**$36,200**	**$36,900**
75th PERCENTILE WAGE	$45,800	$45,900	$47,800	$48,700
95th PERCENTILE WAGE	$70,900	$69,800	$72,400	$73,600
Percent Found	*51%*	*49%*	*51%*	*51%*

Notes: **Median Wage** data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned at least as much as a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2014-15

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Cybersecurity	11.1003	Masters	1/14/2015	2015 FALL		
Disaster Management	43.0302	Masters	1/14/2015	2015 FALL		
International Crime and Justice	43.0104	Research Doctorate	5/12/2014	2015 FALL	11/6/2014	
Terminated Programs						
None						
Programs Suspended for New Enrollments						
None						
New Programs Considered By University But Not Approved						
None						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	2,971	3,383	3,440	3,610	3,684
Second majors	0	0	0	0	0
TOTAL	**2,971**	**3,383**	**3,440**	**3,610**	**3,684**
Masters and Specialist (first majors)	2,597	3,002	3,033	3,196	3,212
Research Doctoral (first majors)	148	151	156	159	189
Professional Doctoral (first majors)	226	230	251	255	283
Dentistry	*0*	*0*	*0*	*0*	
Law	177	185	168	157	145
Medicine	0	0	33	43	80
Nursing Practice	0	0	0	9	4
Pharmacy	*0*	*0*	*0*	*0*	*0*
Physical Therapist	49	45	50	46	54
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other Professional Doctorate	*0*	*0*	*0*	*0*	*0*

Note: This table reports the total number of graduate level degrees that were awarded by academic year as well as the number by level. The table provides a breakout for the Professional Doctoral degrees.

TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	472	509	553	638	625
HEALTH	496	487	534	475	547
GLOBALIZATION	172	188	207	269	281
EDUCATION	225	237	166	192	201
GAP ANALYSIS	226	236	235	319	339
SUBTOTAL	1,591	1,657	1,695	1,893	1,993
PSE PERCENT OF TOTAL	**53.55%**	**48.98%**	**49.27%**	**52.44%**	**54.10%**

Notes: This is a count of graduate degrees awarded within specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of graduate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Note: The denominator used in the percentage includes second majors.

Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: *Florida Bar Exam*

	2011	2012	2013	2014	2015
Examinees	168	172	158	142	136
First-time Pass Rate	89%	81%	85%	79%	84%
State Benchmark	*82%*	*81%*	*80%*	*74%*	*69%*

Medicine: *US Medical Licensing Exam - Step 1* *(for 2nd year MD students)*

	2011	2012	2013	2014	2015 Preliminary
Examinees	2	35	43	81	109
First-time Pass Rate	*	97%	100%	100%	99%
National Benchmark	*94%*	*96%*	*97%*	*96%*	*96%*

Medicine: *US Medical Licensing Exam - Step 2 Clinical Knowledge* *(for 4th year MD students)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	.	1	37	43	80
First-time Pass Rate	.	*	100%	100%	96%
National Benchmark	*97%*	*98%*	*98%*	*97%*	*95%*

Medicine: *US Medical Licensing Exam - Step 2 Clinical Skills* *(for 4th year MD students)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	.	.	34	43	80
First-time Pass Rate	.	.	92%	100%	98%
National Benchmark	*98%*	*97%*	*98%*	*96%*	*96%*

Note on State & National Benchmarks: Florida Bar exam pass rates are reported online by the Florida Board of Bar Examiners. Law exam data is based on Feb. and July administrations every calendar year. The State benchmark excludes non-Florida institutions. The USMLE national exam pass rates, for the MD degree from US institutions, is reported online by the National Board of Medical Examiners (NBME).

Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure/Certification Exams for Graduate Programs

Physical Therapy: *National Physical Therapy Examinations*

	2008-10	2009-11	2010-12	2011-13	2012-14
Examinees	91	125	143	139	151
First-time Pass Rate	75%	74%	71%	71%	75%
National Benchmark	*87%*	*89%*	*89%*	*89%*	*90%*

Occupational Therapy: *National Board for Certification in Occupational Therapy Exam*

	2010	2011	2012	2013	2014
Examinees				47	58
'New Graduate' Pass Rate	.	.	.	94%	95%
System Average	*.*	*.*	*.*	*96%*	*97%*

Note: Three-year average pass rates for first-time examinees on the National Physical Therapy Examinations are reported, rather than annual averages, because of the relatively small cohort sizes. Due to changes in accreditation policy, the National Board for Certification in Occupational Therapy (NBCOT) examinations no longer report first-time pass rates. The reported pass rates are now 'New Graduates' pass rates and represent the ultimate pass rate, or the percentage of students who passed regardless of how many times the exam was taken. The Dental Board and Occupational Therapy exams are national standardized examinations, not licensure examinations. Students who wish to practice in Florida must also take a licensure exam.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2009-10	2010-11	2011-12	2012-13	2013-14
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)	$110,271	$110,006	$118,058	$128,070	$132,531
Federally Funded ($ 1,000s)	$62,580	$65,446	$69,402	$72,357	$78,961
Percent Funded From External Sources	64%	69%	63%	62%	64%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$174,204	$173,511	$180,241	$186,419	$187,721

Technology Transfer	2009-10	2010-11	2011-12	2012-13	2013-14
Invention Disclosures	24	15	20	33	37
Licenses & Options Executed	1	0	0	3	3
Licensing Income Received ($)	$24,942	$12,000	$62,034	$20,000	$50,000
Number of Start-Up Companies	0	0	0	1	2

	2010	2011	2012	2013	2014
U.S. Patents Issued **[REVISED]**	2	3	1	2	3

Notes: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). **Percent Funded from External Sources** is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/track faculty). The fall faculty year used will align with the beginning of the fiscal year (e.g., 2007 FY R&D expenditures are divided by fall 2006 faculty). **Invention Disclosures** reports the number of disclosures made to the university's Office of Technology Commercialization to evaluate new technology – as reported on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey. **Licenses & Options Executed** that were executed in the year indicated for all technologies – as reported by AUTM. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of $1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than $1,000, or trademark licensing royalties from university insignia – as reported on the AUTM survey. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation – as reported on the Association of University Technology Managers Annual Licensing Survey. **REVISED: US Patents Issued** awarded by the United States Patent and Trademark Office (USPTO) by Calendar year.

Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence

Name of Center:	Center of Excellence for Hurricane Damage Mitigation and Product Development	Cumulative (since inception to June 2015)	Fiscal Year 2014-15
Year Created:	2008		
Research Effectiveness *Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.*			
Number of Competitive Grants Applied For		57	7
Value of Competitive Grants Applied For *($)*		23,935,944	$6,575,942
Number of Competitive Grants Received		38	3
Value of Competitive Grants Received *($)*		11,884,806	$445,186
Total Research Expenditures *($)*		10,179,925	$289,827
Number of Publications in Refereed Journals From Center Research		153	17
Number of Invention Disclosures		2	0
Number of Licenses/Options Executed		0	0
Licensing Income Received *($)*		0	$0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		51	8
Collaborations with Private Industry		77	7
Collaborations with K-12 Education Systems/Schools		0	0
Undergraduate and Graduate Students Supported with Center Funds		70	5
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		0	0
Jobs Created By Start-Up Companies Associated with the Center		5	0
Specialized Industry Training and Education		0	0
Private-sector Resources Used to Support the Center's Operations		273,777	$89,168
Narrative Comments on next page.			

Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence (continued)

Name of Center	Center of Excellence for Hurricane Damage Mitigation and Product Development
Narrative Comments [Most Recent Year]:	

In December 2014 the IHRC Wall of Wind team submitted a $4.1M proposal to the National Science Foundation for a Wind Experimental Facility under the Natural Hazards Engineering Research infrastructure (NHERI) program. In September 2015 FIU received notification that it had been selected as one of two national wing facilities. This prestigious NSF award represents unprecedented recognition of FIU's prominence in wind engineering and natural hazards and the University's potential to generate new knowledge on wind damage and rain intrusion. In addition to regular activities such as publishing papers, attending professional conferences, training undergraduate and graduate students, IHRC faculty and staff members have also been involved in the following research and service activities: 1. Working with the Florida Division of Emergency Management, IHRC has completed 5 projects including (a) performance of building envelope systems under hurricane conditions , (b) investigation and incorporation of WOW testing outputs in the Florida Public Hurricane Loss Model, (c) the role of effective and well-enforced building codes in reducing wind driven losses: the case of Florida , (d) education and outreach programs to convey the benefits of various hurricane loss mitigation devices and techniques. 2. IHRC has updated the Public Hurricane Loss Model for the State of Florida and successfully passed the rigorous review of the State committee. Additional funding has been secured through the state to enhance the current model with a flooding component. 3. IHRC continues to work with the NOAA's National Hurricane Center and the National Ocean Service to convert the Coastal and Estuarine Storm Tide model for operational real-time forecast of storm surges. In addition FIU and NHC are collaborating on an international scale to bring storm surge modeling and vulnerability analysis to countries such as the Philippines, Haiti, Dominican Republic and Mexico. 4. The IHRC has interactive mitigation exhibits showcasing the Wall of Wind at both the Miami Science Museum and the National Building Museum in Washington D.C.

Governance Committee Meeting

March 11, 2016

Subject: President's Management Review, 2014-15

Proposed Committee Action:

Conduct a review of the President's performance for academic year 2014-15 and recommend a performance rating to the Florida International University Board of Trustees (the BOT) for approval.

Background Information:

President Mark B. Rosenberg will report on the University's progress towards meeting the goals and targets delineated in the 2014-15 Work Plan. The report will present an overview of the key indicators and achievements contained within the University's 2014-15 Annual Accountability Report to the Florida Board of Governors, which addresses FIU-specific initiatives and system-wide goals that enhance the system's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

Claudia Puig, Chair of the BOT and this Committee, will lead a review on the President's performance for the 2014-15 academic year. The Committee will provide University President Mark B. Rosenberg with a written assessment of its performance rating/evaluation. The Committee shall present its written assessment and recommended performance rating for BOT approval.

The President's employment agreement specifies the objectives and process for the evaluation. Pursuant to Section 4.3 of the Employment Agreement, as amended, Dr. Rosenberg will initiate his evaluation process on or before January 15th and the Board will act upon the evaluation no later than the following March 15th.

In accordance with Florida Board of Governors Regulation 1.001 (5)(f), each board of trustees shall conduct an annual evaluation of the president. The chair of the board of trustees shall request input from the Chair of the Board of Governors, who may involve the Chancellor, during the annual evaluation process pertaining to responsiveness to the Board of Governors' strategic goals and priorities, and compliance with systemwide regulations.

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University and President's Performance Goals and Results, Academic Year 14-15
Self-Evaluation Scorecard

	OBJECTIVE	Not Achieved	Partially Achieved	Achieved	Exceeded	Far Exceeded	2014-2015 Goals from Work Plan	2014-2015 Actuals
	BOG PERFORMANCE BASED FUNDING MODEL GOALS							
1	**GOAL: ≥67 percent of bachelor's graduates employed full-time in FL and/or continuing their education in the U.S. 1 year after graduation** [6]							
	Seventy-six percent of 2013-14 graduates were employed full-time or continued their education one year after graduation.			✓[7]			≥67%	76%
2	**GOAL: Median wages of ≥$35,200 for bachelor's graduates employed full-time in Florida 1 year after graduation**							
	The median average wages of 2013-14 graduates who were employed full-time one year after graduation increased by $700 from the prior year to $36,900.			✓[7]			≥$35,200	$36,900
3	**GOAL: Average instructional cost of ≤$26,000 per undergraduate degree to the institution**							
	Average cost per undergraduate degree is was $25,990.			✓			≤$26,000	$25,990
4	**GOAL: Achieve six-year graduation rate of ≥54% for full- and part-time FTIC students**							
	The six-year graduation rate for FTICs increased from 53 percent (2007 cohort) to an estimated 57 percent (2009 cohort). [4]					✓	≥54%	57%[4]
5	**GOAL: Increase academic progress rate to ≥79%**							
	The academic progress rate for full-time FTICs with a GPA ≥2.0 increased from 77 percent (2013 cohort) to 80 percent (2014 cohort).			✓			≥79%	80%
6	**GOAL: Award ≥47% of bachelor's degrees in areas of strategic emphasis**							
	Forty-seven percent of 2014-15 bachelor's degrees were awarded in areas of strategic emphasis.			✓			≥47%	47%
7	**GOAL: Achieve university access rate of ≥49%**							
	Fifty-one percent of undergraduate FIU students received Pell grants in 2014-15.			✓[7]			≥49%	51%
8	**GOAL: Award ≥51% of graduate degrees in areas of strategic emphasis**							
	Total graduate degrees awarded in areas of strategic emphasis increased from 52 percent in 2013-14 to 54 percent in 2014-15.					✓	≥51%	54%
9	**GOAL: Award ≥71% of bachelor's degrees without excess hours** [6]							
	Total number of bachelor's degrees were awarded without excess credit hours increased from 68 percent in 2013-14 to 69 percent in 2014-15.		✓				≥71%	69%
10	**GOAL: Award ≥80% of bachelor's degrees to minorities**							
	In 2014-15, 85% of bachelor's degrees were awarded to minorities. This represents an increase of 450 degrees (6,669 total).					✓	≥80%	85%

University and President's Performance Goals and Results, Academic Year 14-15
Self-Evaluation Scorecard

OBJECTIVE	Not Achieved / Partially Achieved	Achieved / Exceeded / Far Exceeded	2014-2015 Goals from Work Plan	2014-2015 Actuals
ADDITIONAL WORK PLAN GOALS				
ACADEMIC QUALITY				
11 GOAL: Achieve average SAT score for enrolled FTIC students of 1700				
Average SAT scores for enrolled FTIC students decreased from 1675 to 1671.	✓		1700	1671 (Fall 2015)
12 GOAL: Increase average high school GPA from 3.8 to 3.85 (on a 4.0 scale) for enrolled FTIC students				
Average high school GPA increased to 3.92 for enrolled FTIC students.		✓	3.85	3.92 (Fall 2015)
OPERATIONAL EFFICIENCY				
13 GOAL: Increase freshman (first to second year) retention rate to 85%				
First year to second year retention increased to 86 percent. [4]		✓	85%	86%[4]
14 GOAL: Achieve FTIC 4-year graduation rates of 25% and 6-year graduation rates of 54%				
4-year graduation rates increased to 26 percent. [4]		✓	25%	26%[4]
6-year graduation rates increased to 57 percent. [4]		✓	54%	57%[4]
15 GOAL: Achieve AA transfer 2-year graduation rates of 21% and 4-year graduation rates of 63%				
2-year graduation rates increased to 22 percent for AA transfers. [4]		✓	21%	22%[4]
4-year graduation rates increased to 65 percent for AA transfers. [4]		✓	63%	65%[4]
RETURN ON INVESTMENT				
16 GOAL: Increase bachelor's degrees awarded from 8,067 to 8,400				
Bachelor's degrees awarded increased to 8,484. [5]		✓	8,400	8,484
17 GOAL: Increase percent of bachelor's degrees in STEM from 16.1% to 16.25%				
Percent of bachelor's degrees awarded in STEM fields increased to 17.1 percent.		✓	16.25%	17.1%
18 GOAL: Increase graduate degrees awarded from 3,610 to 3,633				
Total graduate degrees awarded increased to 3,679.		✓	3,633	3,679
19 GOAL: Produce 16.6% of graduate degrees in STEM fields				
Percent of graduate degrees awarded in STEM fields totaled 16.93 percent.		✓	16.60%	16.93%
20 GOAL: Increase annual gifts received from $21.3M to $47M				
Annual gifts (cash) received increased to $23.5M. Total fundraising toward capital campaign totaled $54.7M above a $53M goal.	✓		$47M	$23.5M

University and President's Performance Goals and Results, Academic Year 14-15
Self-Evaluation Scorecard

	OBJECTIVE	Not Achieved	Partially Achieved	Achieved	Exceeded	Far Exceeded	2014-2015 Goals from Work Plan	2014-2015 Actuals
21	**GOAL: Increase bachelor's degrees awarded to minorities from 6,219 to 6,251**							
	Bachelor's degrees awarded to minorities increased from 6,219 to 6,669.					✓	6,251	6,669
22	**GOAL: Award 4,185 bachelor's degrees in areas of strategic emphasis**							
	Bachelor's degrees awarded in areas of strategic emphasis increased to 4,244.				✓		4,185	4,244
23	**GOAL: Award 1,853 graduate degrees in areas of strategic emphasis**							
	Graduate degrees awarded in areas of strategic emphasis increased to 1,993.				✓		1,853	1,993
24	**GOAL: Achieve science & engineering research expenditures totaling $94.26M**							
	Total science & engineering research expenditures increased by 20 percent to $107.5M.					✓	$94.26M	$107.5M
25	**GOAL: Issue 3 patents and execute 3 licenses/options**							
	Total patents issued remain at 3.			✓			3	3
	Total licenses executed remain at 3.			✓			3	3
26	**GOAL: Increase science & engineering R&D expenditures in non-medical/health sciences from $82.35M to $86.46M**							
	Total science & engineering R&D expenditures in non-medical/health sciences increased to $101.4M.					✓	$86.46M	$101.4M
27	**GOAL: Increase professional doctoral degrees awarded from 255 to 285**							
	Professional doctoral degrees awarded increased by 28 to 283.		✓				285	283
28	**GOAL: Increase percentage of student credit hours offered fully online to 26%**							
	Student credit hours offered fully online increased to 26.1 percent.			✓			26.0%	26.1%
29	**GOAL: Gross ≥$30,000 in licensing income**							
	Licensing income received totaled $50,000.				✓		≥$30,000	$50,000

University and President's Performance Goals and Results, Academic Year 14-15
Self-Evaluation Scorecard

	OBJECTIVE	Not Achieved / Partially Achieved	Achieved / Exceeded / Far Exceeded	2014-2015 Goals from Work Plan	2014-2015 Actuals
	PRESIDENTIAL INCENTIVE GOALS				
30	**GOAL: Increase annual research doctoral degrees awarded from 159 to 162**				
	Total research doctoral degrees awarded increased by 16 percent to 185.		✓	162	185
31	**GOAL: Achieve research expenditures of $133 million**				
	Research expenditures increased by $3M to $133M.		✓	$133M	$133M
32	**GOAL: Increase endowment from $177M to $181M**				
	Endowment value increased to $179M (2.4% return) following $6M cash contributions, spending distributions, overhead, and market performance.	✓		$181M	$179M
33	**GOAL: Realize 1 new start-up company**				
	New BOG-recognized start-up companies totaled 2.[1] Total start-ups amount to 45, including 43[5] from the Small Business Development Center at FIU.		✓	1	2
34	**GOAL: Ensure ≥4,600 students participate in internships**				
	Total students participating in internships increased to 4,986. [2]		✓	≥4,600	4,986[2]
35	**GOAL: Graduate ≥1,600 first-generation college students**				
	Total graduates who were first-generation college students increased by 11.8 percent. [4]		✓	≥1,600	2,217
36	**GOAL: One-time priorities; significant non-recurring events or milestones of major impact to the University (i.e. other major FIU development, community and engagement initiatives)**				
	Key Achievements attached from 2014-15 Annual Accountability Report				

[1] The number of start-up companies that were dependent upon the licensing of University technology for initiation, as reported in the university's Annual Accountability Report to the Board of Governors.
[2] Figures represent academic and non-academic internships reported though internship course completions as well as placements through Career Services (Student Affairs) and Career Management Services (College of Business).
[3] Updated from 1714 preliminary estimate provided by the FIU Office of Analysis & Information Management for President Rosenberg's 2013-14 Management Review.
[4] Figures represent preliminary estimates prepared by the FIU Office of Analysis & Information Management.
[5] Figure represents certified Florida Small Business Development Center (SBDC) figures for 2014 calendar year. Figure includes initial ten SBDC start-ups reported during President Rosenberg's 2013-14 Management Review.
[6] Board of Governors changed methodology of calculating metric after 2014-15 goals were set.
[7] Though established target was achieved or surpassed, previous year's actual figures surpassed approved goal established on preliminary data available at the time.

Key Achievements (2014 –2015)

STUDENT AWARDS/ACHIEVEMENTS

1. Computer Science majors Nathan Mackay, Alan Nieto, and Giuseppe Vietri finished in third place out of the 26 schools that competed in the Institute of Electrical and Electronics Engineers' Region 3 Southeast Conference.
2. Herbert Wertheim College of Medicine students Nicole Colwell and Jason Alvarez were selected to participate in the prestigious Medical Research Scholars Program at the NIH.
3. Start-up *Pat Miner,* consisting of FIU PhD students Arturo Castellanos and Longhui Zhang, was one of only five innovative emerging companies from the Florida University System selected to participate in a pitch competition at eMerge Americas.

FACULTY AWARDS/ACHIEVEMENTS

1. Barry Rosen, distinguished professor of Cellular Biology and Pharmacology in the Herbert Wertheim College of Medicine was awarded the distinction of Fellow of the American Association for the Advancement of Science (AAAS).
2. Dr. Marianna Baum, professor of Dietetics & Nutrition was selected by the American Red Cross as the recipient of the Cervera Real Estate Ambassador Award for her work in the field of HIV.
3. The Paul G. Allen Family Foundation awarded Drs. Michael Heithaus (Dean of the College of Arts, Sciences and Education), and Demian Chapman (professor of Biological Sciences) a $3.97M grant to lead the first global, multi-institutional effort to map populations of reef-associated sharks and rays.

PROGRAM AWARDS/ACHIEVEMENTS

1. Ambassador Steven J. Green, his wife Dorothea, daughter Kimberly, and the Green Family Foundation, made a $20 million gift to help propel the Steven J. Green School of International and Public Affairs forward as one of the world's top academic centers on global affairs.
2. FIU's Department of Interior Architecture has been ranked by *DesignIntelligence* among the top 10 interior architecture degree programs in the nation and first among universities in Florida.
3. *U.S. News & World Report* placed the College of Business at No.15 among the top business schools for its International MBA.

RESEARCH AWARDS/ACHIEVEMENTS

1. This year, six FIU Faculty members were recipients of the prestigious National Science Foundation (NSF) Early Career Development (CAREER) Awards.
2. Dr. David Kadko, through a NSF-funded grant, led a team of international researchers in an Arctic Ocean study of interconnectivity within the Arctic system and the trajectory of Arctic changes due to global climate change.
3. FIU's International Forensic Research Institute (IFRI) was awarded five grants and two fellowships from the National Institute of Justice, the highest of any university in the US.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. Provost Kenneth G. Furton and College of Law Dean R. Alexander Acosta accepted the Congressional Hispanic Leadership Institute's Maestro Award for FIU's commitment to Latino youth.
2. SAVE Dade honored President Mark B. Rosenberg as its second Champion of Equality in recognition of FIU's work in providing an open, safe, and accepting campus climate for all members of the University community, regardless of sexual orientation.
3. FIU received five Florida Campus Compact awards, including one for the university's partnership with Miami-Dade County Public Schools.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

From our opening day enrollment of fewer than 6,000 students to our current Panther family that is 54,000 students and more than 200,000 alumni strong, FIU has prepared generations of students to be leading innovators, widely sought-after employees and successful entrepreneurs. We have grown into an anchor institution and a solutions center for our community and beyond. According to the most recent system accountability report, FIU graduates command higher salaries than graduates of any other university in the State University System. And they are employed or attending graduate school at higher rates as well. Such strides mark only the beginning for our ambitious and visionary institution. We are blazing a unique trail. We are taking responsibility for our communities, both local and global. We are making an unprecedented impact.

We have come this far thanks to outstanding students, world-class faculty, dedicated staff, successful and steadfast alumni and the generous support of our donors and community. All of our constituents are telling and living the FIU story, helping us to become one of the world's great public research universities. The quality of our programs is truly indicative of this commitment. FIU ensures that our students and faculty have access to state of the art learning tools and technologies to be able to secure their futures.

Our focus on improving learning tools is exemplified by the launching of **Tech Station** by our School of Computing and Information Sciences. Tech Station is inspired by companies such as Microsoft, Apple, Amazon, Google, and HP, all of which were started in small garages. Tech Station is a platform for student innovation, advanced skills training, and computer science and information technology program recruitment and degree completion. Tech Station consists of a $3 million, 8,000 sq. ft. facility build-out that reflects trends in the industry to provide tech professionals with creative and inspiring workspaces.

Large scale computing power is a fundamental tool for student training and research driven solutions. To address this important need, the **Instructional and Research Computing Center (IRCC)** was established to provide technologies for faculty and students to enhance their academic curricula and scholarly research. The IRCC offers a High-Performance Computational (HPC) resource that allows faculty, along with their students, to examine more complex scientific and engineering problems that would otherwise be impossible to solve without this large-scale computing power. The IRCC offers instructional-specific technologies such as an on-demand virtual computing lab (VCL). Using the VCL, faculty can create classes that use virtual server technologies, which allow for computer labs to be conducted remotely. It allows students to launch a virtual server in our VCL Cloud at any time to further work on their classroom assignments.

Such pedagogical and research innovations are reflected in FIU's long track record of environmental research through centers such as the International Hurricane Center (IHRC), the Extreme Events Institute (EEI), and the Southeast Environmental Research Center (SERC). The EEI recently received an NSF National Hazards Research Infrastructure grant, and SERC has had, since 2000, the NSF funded Florida Coastal Everglades Long Term Ecological Research Program. As SERC's environmental and climate change research has expanded, this year FIU created the **Institute for Water and the Environment (InWE)** and the **Sea Level Solutions Center (SLC).** Both SERC and SLC will be housed within InWE in order to enhance research productivity, and more importantly, to translate the research into specific solutions to address sea level rise in South Florida and our state.

Finally, FIU's focus on student success was the driving force for a multi-disciplinary faculty research team from the FIU Libraries, the Global Learning Office, Academic Planning and Accountability and seven academic disciplines to conduct a year-long research project examining the influence of instructional collaboration between library and discipline faculty on students' information literacy gains. This study was selected as part of the **National Leadership Demonstration Grant** by the Institute of Museum and Library Services (IMLS). The results, presented at the American Library Association conference, demonstrated a strong correlation between faculty collaboration and students' information literacy gains.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

FIU remains committed to improving the quality aspects of teaching and learning that have served as the basis of our **Graduation Success Initiative (GSI)** launched in Fall 2012. During the 2014-2015 academic year, FIU awarded 12,745 degrees across its 183 degree programs. This reflects an increase of 427 total degrees produced from the prior year.

The **STEM Transformation Institute (STI)** has been FIU's leader in pedagogical and curricular transformation to improve learning and degree productivity. A keystone of the STI is the **Learning Assistant (LA)** program, which provides undergraduates with the opportunity to experience the rewards of teaching, develop skills to engage in the challenges of effective instruction, and deepen their content knowledge. LAs serve a critical role as dedicated and skilled facilitators in the classroom, thus easing the transition to active learning. With funding from the NSF, the Howard Hughes Medical Institute, the Office of Naval Research, the U.S. Department of Education and various foundations, the STI has expanded the LA program from the initial Physics department into Mathematics, Chemistry, Earth & Environment, Biology, Biomedical Engineering, Electrical and Computer Engineering, Mechanical Engineering and Computer Science. These efforts will positively impact undergraduate student success in STEM. We remain a national model for advising and curricular redesign as well as improving our teaching and learning strategies. As a result of these efforts, FIU hosts the nation's largest LA program, with 239 LAs serving in 155 course sections across ten STEM departments, impacting over 10,075 enrolled students.

Our efforts on improving degree productivity in mathematics courses have also included the creation of the **Mastery Math Lab.** The Lab has produced improvements in the pass rates for college algebra while simultaneously improving institutional efficiencies. As compared to the prior year, the successful efforts of the Mastery Math Lab were directly attributable to over 900 students not having to retake a course.

Finally, we highlight two other initiatives focusing on student success and degree productivity in critical areas. First, a new master's degree in **Cybersecurity** was approved jointly between Computer Science and Electrical and Computer Engineering for enrollment of the first cohort in fall of 2015. The program offers a broad and in-depth technical study of the ever-changing landscape of cybersecurity to address the critical security needs facing our nation and the world today. It will prepare graduates to advance into a PhD program or assume leadership positions in the information technology industry. Such areas of expertise are in high demand according to the U.S. Bureau of Labor, which projects employment of computer system analysts to grow 25 percent from 2012 to 2022. Second, through a redesign of curricular offerings, the Nicole Wertheim College of Nursing and Health Sciences graduate students are now able to receive MSN and DNP degrees concurrently through a newly established **dual admissions program**. This new program option allows graduate nursing students to become nurse practitioners while also studying to receive their doctorate of nursing practice degrees. Students will be able to complete both degrees in three years, and will be able to specialize to become adult gerontology, child, family or psychiatric/mental health nurse practitioners. This program aims both to address critical needs in nursing health care as well as the need for nursing educators.

INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

In 2014, the **American Society for Engineering Education (ASEE)** ranked FIU #49 nationally for master's degrees awarded in Engineering and Computing. Specifically, FIU ranked #5 for Computer Science, #10 for Computer Engineering, #13 for Electrical Engineering and #49 in Civil Engineering. FIU was ranked #2 for bachelor's degrees awarded to Hispanics and #5 for degrees awarded to African-Americans. Not far behind, FIU was also ranked #45 for degrees awarded to females. Additionally, FIU is the top university in the continental U.S. in graduating Hispanics with bachelor's and master's degrees in science, technology, engineering and math (STEM), according to **Excelencia in Education**. In fact, FIU awards more bachelor's and master's degrees to Hispanics than any other institution.

As an anchor institution in our community, FIU has focused on responding to local and state needs in critical and strategic areas. The **One Community One Goal (OCOG) Academic Leaders Council (ALC)**, chaired by President Rosenberg, is in its third year of working to fulfill OCOG's vision of a "world-class educational ecosystem" as the foundation for economic success. This includes building and retaining local talent, aligning curriculum to industry needs and better preparing graduates for high-paying jobs in key targeted industries. Each institution has implemented strategies to leverage and advance the seven OCOG targeted industries – Aviation, Banking & Finance, Creative Design, Hospitality & Tourism, Information Technology, Life Sciences & Health Care and Trade & Logistics. This includes creating new and expanded degree and training programs, as well as hosting conversations between industry and academic leaders to identify and close workforce and skills gaps. Presidents of the seven ALC member institutions convened to discuss college affordability and accessibility in our community, as well as providing increased talent opportunities to our students through paid internships.

Finally, the **STEM Transformation Institute (STI)** is FIU's response to the national calls for 100,000 new STEM teachers and an additional 1,000,000 STEM professionals over the next 10 years. The Institute serves as a laboratory to create and disseminate best practices regarding STEM education. FIU is also part of the Science-Math Teacher Imperative project of the Association of Public and Land Grant Universities (APLU) to produce large numbers of more highly trained STEM teachers. In 2014-15, the STI trained over 100 science-math secondary education discipline-based majors.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

FIU's scholarship, research and innovation productivity has been on an upward trend for the past five years. Both research expenditures and research awards have increased by 31% from 2009 to 2014. The annual number of grant applications has increased by 24% during the same period and the amount of funding requested in these applications grew from $344M to $509M, a 48% increase. This level of productivity, including faculty per-capita research productivity and research doctorate production (25% increase in same timeframe) recently culminated in FIU achieving the designation of "highest research activity" by the **Carnegie Foundation for the Advancement of Teaching**. This places FIU at the top tier of research universities, a distinction attained by only 2.5 percent of all universities. It also makes FIU one of 43 public universities nationwide designated as both "highest research activity" and "community engaged" by the Carnegie Foundation for the Advancement of Teaching.

Our growth in research has resulted in large increases in patent disclosures in technological innovation areas by our faculty, as well as greater focus on achievements in key areas of environmental and child mental health research. In the innovation arena, Dr. Ranu Jung, Interim Dean of the College of

Engineering and Computing and Professor in the department of Biomedical Engineering, was granted a **U.S. patent** for the development of a communication interface system between sensors in a prosthetic arm or leg and a neural stimulator for restoring sensation to amputees. Unlike current systems, Jung's work facilitates the communication of information from multiple hardware fabricated sensors and multiple modes of sensation. This invention will potentially improve the amputee's quality of sensation and control over their prosthetic. Increased control over the prosthetic limb will directly enhance the amputee's ability to perform daily tasks and will help to improve their overall quality of life.

In the environmental research area, FIU is a **Sea Level Solutions Center.** FIU's leading environmental researchers, including Dr. Evelyn Gaiser, executive director of SEAS and director of the Florida Coastal Everglades Long Term Ecological Research (FCE LTER) program, met with White House officials in April 2015 to advocate for greater interagency coordination with South Florida research and adaptation partners on the emerging threat of rising tides. Much of FIU's work in the Everglades is based on research conducted within the FCE LTER, which studies how hydrology, climate and human activities interact with ecosystem and population dynamics in the Everglades. FIU researchers are also engaged in conservation efforts and embarked on the largest-ever attempt to survey the world's shark populations. Predators are disappearing from the oceans in alarming numbers with nearly a quarter of shark, ray and skate species threatened with extinction. The lack of comprehensive and up-to-date data on species abundance and distribution is hindering efforts to protect and replenish these ecologically important marine animals. By deploying baited underwater video equipment, researchers hope to catch the ocean's top predators on camera in their natural habitats. More than 400 reef locations will be surveyed during the three-year project dubbed **Global FinPrint**. The project is funded by the **Paul G. Allen Family Foundation** ($3.97M). This funding has allowed FIU to recruit internationally recognized shark expert Dr. Demian Chapman.

FIU's research growth was particularly illustrated by the success during 2014-2015 of six FIU faculty members who were recipients of the prestigious **National Science Foundation (NSF) Early Career Development (CAREER) Awards**. Notably, this is the most CAREER awards of any university in the SUS. The CAREER awards support the researchers as well as undergraduate students. The research of these FIU CAREER awardees will undoubtedly lead to further innovative research in key strategic areas for FIU, including the health of the coral reef, sea level rise, cyber security, unmanned aerial vehicles, and nanomedicine.

Finally, in the child mental health area, FIU's Center for Children and Families (CCF) is leading the way to improve child mental health and to assist Miami-Dade County Public Schools in this regard. This year, a study led by psychologist Erica D. Musser from the CCF broke new ground in the understanding of the link between parents with **attention deficit hyperactivity disorder (ADHD)** and their children with ADHD or autism spectrum disorder (ASD). Recently published in the *Journal of Child Psychology and Psychiatry*, the study is the first to find that mothers with ADHD are six times more likely to have children diagnosed with ADHD and two-and-a-half times more likely to have children diagnosed with ASD than mothers who do not have ADHD.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Awards received during FY 2014-2015 increased by 2%, from $115.8M last fiscal year to $118.1M. The amount of funding requested during FY 2014-2015 was $509M, which represented an 8.11% increase from the prior FY request of $471M, and a 48% increase from the prior six years ($344M). There were 962 grant applications, a 1% increase from the prior FY and a 24% increase from the prior six years (776 proposals). Patent applications increased by 14.3%, from 35 to 40. During FY 2014-2015, three patents were granted and two licenses were executed. Additionally, invention disclosures by FIU faculty

increased by 40.5%—from 37 in FY 2013-2014 to 52 invention disclosures in 2014-2015. FIU received $40,000 in licensing income and one start-up company (EnerMaster) was created during 2014-2015, based on a professor's (Electrical Engineering) energy management system technology.

In the innovation and technology transfer area, three FIU teams participated in the National Science Foundation's (NSF) Innovation Corps Teams (I-Corps) programs. Teams representing FIU technologies finished first (Dr. Ranu Jung, Biomedical Engineering) and second place (Dr. Anuradha Godavarty, Biomedical Engineering) in the annual **StartUp Quest Pitch Day** in Broward. Dr. Godavarty's technology also won "Sweet 16 Finalist" (out of 85 entries from around the state) in the 6th Annual Cade Museum competition. The latter is an annual competition for early-stage inventors and entrepreneurs in Florida. **Dogs and drones are being used to battle deadly avocado fungus**: FIU is active in using technology to secure the agricultural future of South Florida. Redbay ambrosia beetles are on the move in Florida and are a major concern for the state's multimillion dollar avocado industry. FIU researchers from the **International Forensic Research Institute (IFRI)** are using a combination of drones and dogs to stop the deadly fungus spread by these invasive pests. Detection is a major challenge as diseased trees begin to wilt within two weeks of infection and by the time symptoms are visible, the trees cannot be saved and the fungus has likely spread to nearby trees via root grafting. This combination of drones and specially trained dogs provides pin point accuracy as canines are capable of detecting the disease before symptoms appear and the tree can be saved through treatment. Such innovations are vital in addressing issues of food security, both locally and globally.

FIU continues to lead the way in environmental security through the efforts of its research centers. Twice during 2014-2015, **NASA** went to the bottom of the sea for a seven- and a nine-day mission at **FIU's Aquarius Reef Base**. Four astronauts participated in NASA's Extreme Environment Mission Operations 18 and 19 (NEEMO), conducting activities on the ocean floor that will inform future International Space Station and exploration activities. FIU has also been named a major research, monitoring and education partner of the Florida Keys National Marine Sanctuary under an agreement with the National Oceanic and Atmospheric Administration (NOAA). The partnership strengthens FIU's commitment to be engaged with the local community, to help lead the development of a vibrant economy, to create strong educational opportunities, and to preserve and protect our environment.

Oceanographer, Dr. David Kadko, from **FIU's Applied Research Center (ARC)**, is the chief scientist of a multimillion-dollar NSF-funded U.S. Arctic GEOTRACES initiative. He is leading a team of 51 scientists, students and technicians conducting experiments that will help provide the most comprehensive understanding to date of the Arctic's chemical composition. The initiative, to map the geochemistry of the Arctic Ocean, is part of an international, collaborative effort between the United States, Canada, Germany, and scientists from several other nations. The team of scientists spent approximately 65 days on the Geotraces Summer 2015 expedition on board the US Coast Guard research icebreaker Healy. The team will be analyzing the data for several years.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

As FIU's research enterprise has exponentially grown, and as we have focused on innovation and using basic research to conceive and potentially implement solutions to wide-ranging societal challenges, FIU has focused on increasing collaboration with industry and other external partners to support our endeavors. This year, FIU initiated important partnerships with **Florida Power & Light Company (FPL), the National Tropical Botanical Garden, Banyan Health Systems** and **Baptist Health South Florida.**

FIU and **FPL** formed a new partnership to build a commercial-scale distributed solar power facility that will both generate electricity for FPL's 4.8 million customers and serve as an innovative research

operation. The project involves the installation of more than 5,700 solar panels on 23 canopy-like structures that will be built in the parking lot of the university's Engineering Center. Using data from the 1.6-megawatt solar array, faculty and students from FIU's College of Engineering and Computing will study the effects of distributed solar photovoltaic (PV) generation on the electric grid in real-life South Florida conditions. This innovative solar project in keeping with our environmental sustainability goals, builds on FIU's relationship with FPL, and will provide FIU's engineering students with the opportunity to make a direct contribution to the growth of solar energy in our state, while gaining invaluable experience working side by side with professionals from one of the most forward-thinking utilities in the nation. This public-private partnership aligns with FIU's *BeyondPossible*2020 strategic plan by establishing a state-of-the-art core facility expanding our energy research and scholarship preeminence. This partnership has already led to new research funding from FPL to FIU Faculty and a new NSF CAREER award.

FIU and the **National Tropical Botanical Garden (NTBG)** joined forces to create the **International Center for Tropical Botany (ICTB)** at The Kampong in Coconut Grove, Florida. The Center's headquarters will be built on land donated to FIU from NTBG, and will be adjacent to The Kampong, the NTBG's only garden outside of Hawaii. Scientists at the Center will lead efforts to preserve and study tropical plants for future generations. The ICTB research has a strong focus on the economic uses of tropical plants. The Center is supported by a $2.5 million gift from the William R. Kenan Jr. Charitable Trust and a matching $2.5 million gift from the Batchelor Foundation. The ICTB will leverage FIU's global expertise in tropical studies to further our efforts in conservation and sustainability.

In partnership with **Banyan Health System's** BRIC (Banyan Research and Innovation Center), **FIU's** Community-Based Intervention Research Group (C-BIRG) established a multi-disciplinary institute—the **Florida International University-Banyan Research Institute for Dissemination, Grants and Evaluation, FIU-BRIDGE**. The partnership folds BRIC grants into FIU-BRIDGE, and will provide research space for FIU-BRIDGE at Banyan locations. The institute will expand the breadth and depth of rigorous community-based research on prevention and treatment of health, substance abuse and mental health among children and adults.

Baptist Health South Florida and FIU have agreed to establish an academic translational cancer research center laboratory under the direction of Dr. Jeff Boyd who is regarded both nationally and internationally as one of the leading scientists in the study of the molecular genetics of women's cancers. The generous $1.2M gift will assist Dr. Boyd and his research team to continue their focus on finding better methods of diagnosis, more effective treatments and eventually a cure.

Finally, FIU researchers have a long history of partnering with other universities in seeking research funding. This year faculty from FIU's Department of Electrical Engineering, led by professor Osama Mohamed, partnered with researchers from four universities **(Carnegie Mellon University, Lehigh University, the University of Arkansas at Fayetteville, the University of Arkansas at Little Rock)** and **Arkansas Electric Cooperative Corporation** as an industry partner, in a project funded by the U.S. Department of Energy ($15.3M) to conduct research to improve cybersecurity of electrical grid systems.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

As a Carnegie classified "community engaged" university, FIU has focused on bringing our research, scholarship and teaching to the community. For example, this year marks the four-year anniversary of our partnership with Miami-Dade County Public Schools (M-DCPS) at **Miami Northwestern High School** (MNW). Funded by grants from the JPMorgan Chase Foundation, over the past four years, FIU's

Education Effect has worked in collaboration with M-DCPS — as well as parents, teachers, administrators and the community — and supported the school's efforts to boost student achievement, promote 100 percent graduation and ensure that students are college and career ready. The partnership has been a tremendous success. The school has moved from a historic D/F grade to an A or B ranking. Ten percent more students are going on to pursue post-secondary education — and receiving millions of dollars in scholarships. This year's 345 graduates received more than 400 acceptance letters for college. Combined, they have earned nearly $5 million in scholarships to continue their education. The number of MNW students enrolled at FIU has climbed as well — from 17 in 2010 to 58 in 2015.

FIU's engagement with MNW is a result of the nationally recognized partnership between FIU and Miami-Dade County Public Schools (M-DCPS), **Achieving Community Collaboration in Education and Student Success (ACCESS)**, currently in its fifth year. More than 150 individuals from both institutions are working in issue-specific groups to address the diverse educational needs and opportunities in our region. Significant effort is being made to evaluate longitudinal data and assess the impact of our collective efforts towards student achievement, graduation and post-secondary enrollment. A strategic visioning session was held in May 2015 to further define the direction for the work and create a framework for decision-making. Four pillars were identified that will link the partnership to institutional strategic priorities and goals: 1) Operational Accelerators 2) Enhancing Student Potential 3) Pathways to Student Success and 4) Educator Empowerment and Development. One significant area of collaborative success is the **21st Century Community Learning Centers (21st CCLC)** initiative, a key component of the No Child Left Behind Act funded by the Florida Department of Education to provide opportunities for academic enrichment for students at low-performing schools. FIU and M-DCPS have collaborated on five 21st CCLC projects this fiscal year through the College of Education (Projects Silver, Pride, Hope and Panther) as well as the Office for Student Access & Success (EV3 Robotics Program) totaling $2.1 million for FY 2015. We will continue to collaborate on critical projects such as these to help our students meet state and local academic achievement standards.

In another area of community engagement, the FIU Library's **Geographic Information Systems (GIS) Center** and Digital Collections Center has reached out and formed a partnership with the City of Miami Beach, City of Coral Gables, Monroe County Public Libraries, and Wolfson Center of Miami Dade College to centrally host the historical archives in formats of photographs, documents, audio and visual recordings, oral histories of the greater Miami region within FIU's dPanther digital repository system.

Other FIU units have engaged our local community in teaching and reaching out to students. First, the **School of Environment, Arts and Society** (SEAS) engages the public through participatory community events such as Our Common Future, Ocean Life, Family Science Nights and Environmental Film Series. SEAS also works to enhance public environmental literacy through K-12 programs including EcoAcademy, Coastline to Classroom, Discover Our Backyard, Meet the Scientists, Mangrove Restoration and Tree Campus USA. Second, the **Stocker AstroScience Center** provides research and educational opportunities for students interested in the field of astronomy. The Center also engages in numerous community outreach programs. Featuring classrooms and research labs, the observatory is capped off by a dome featuring a main telescope with a platform for eight additional telescopes. Third, the College of Engineering and Computing launched "**Engineers on Wheels,**" a pilot program to take science and engineering to the local schools. The van program impacting more than 2,500 students, approximated one South Florida school visit every week, to provide students with grade-appropriate, interactive lessons and presentations. The program has received initial support from Fiat-Chrysler Automobiles. Fourth, funded by an NSF sponsored **Research Experience for High School Teachers (RET)**, researchers from the School of Computing and Information Sciences provided 18 local high school teachers with training on Cyber-enabled technologies. Another NSF-funded RET hosted middle and high school STEM teachers and Community College STEM faculty, trained teachers to advance

knowledge and understanding in nanotechnology and develop related curriculum. A workshop coordinated by Professor Kip Irvine and others entitled "Teaching Mobile Computer Science Principles" trained 10 selected computer teachers from South Florida; a 5-day App Inventor programming workshop for 35 South Florida STEM Teachers, sponsored by the Ultimate Software Academy for Computer Science Education.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

A key component of FIU's community engagement is health and transportation. In health, the **Green Family Foundation NeighborhoodHELP** (Health Education Learning Program) is a core component of the Herbert Wertheim College of Medicine curriculum. The Program sends interdisciplinary teams of FIU students into communities of need, to track and monitor the health of families. Each team works with one to two households, and includes a medical student and his or her counterpart in social work, nursing, public health, and law. The Program has the dual role of graduating compassionate physicians, and having a positive social and economic impact on the community through its focus on disease prevention. The Program began in 2010, and by 2015 it has conducted a total of 6,098 household visits. In total, 1,033 students conducted household visits. There were 725 households and 1,892 household members participating in the program as of December 2015. This includes 4,383 Primary Care encounters in the Primary Care Mobile Health Center used by the Program, and there have been 740 Mammography Screenings. The Program also has 160 Community Partners. Published research (Southern Medical Association) from the Program indicates reductions in emergency room use, increases in annual physical examinations, greater blood pressure monitoring, cervical cytology screenings, and mammograms among the population in the Program.

Also in the health arena, Dr. Tami Thomas, Associate Dean of Academic Affairs in the Nicole Wertheim College of Nursing and Health Sciences, has begun a community engaged research program titled, "**Building Better Health for Florida Families.**" This project supports work sponsored by the National Institutes of Health and the National Institute of Minority Health and Health Disparities. Dr. Thomas and FIU students are working with community leaders in Glades and Hendry County with a new partnership in Okeechobee County.

Finally, in the health area, FIU's **Center for Children and Families (CCF)** continued to be the leading provider of evidence-based services for children with ADHD in Miami and has served 6,640 families since it was established in 2010. The renowned Summer Treatment Program served 233 South Florida children in summer 2015. The CCF Summer Reading Explorers Program, an intervention designed to improve literacy skills in young children, served 1,756 children. Additionally, Dr. Jonathan Comer, also from CCF, the director of the **Mental Health Interventions and Technology (MINT)** is leading the way in telemedicine for people with mental health disorders. MINT searches for technology-based solutions to the treatment of mental health problems such as obsessive-compulsive disorder (OCD) and other disruptive behavior disorders.

FIU has been providing leadership in the community in the critical challenge of transportation through its **University Transportation Center** and the **TIGER** grant, both funded by the US Department of Transportation. FIU's Honors College has created an innovative partnership with the neighboring City of Sweetwater, an outreach program that is the underpinning of joint efforts including the **UniversityCity Alliance** and the proposed pedestrian walkway and transportation hub serving both communities; which is part of the **TIGER** grant.

Other notable community collaborations this year were generated through our School of Environment, Arts and Society (SEAS) and our Center for Women's and Gender Studies. Collaborations between SEAS and **Zoo Miami** scientific staff resulted in a new graduate workshop in Zoo Conservation Biology

to be offered by Zoo Miami staff at FIU through affiliate appointments at FIU. Additionally, partnerships with the Frost Museum of Science resulted in a plan to strengthen communications training and develop internships for students to contribute to exhibit planning. Additionally, SEAS hired artist Xavier Cortada as Artist in Residence to create materials for communicating sea level rise to the public for the Miami Beach Centennial, including diatom-based commemorative plaques for the awards ceremony and diatom time capsules for city officials. A memorandum of understanding (MOU) was established between FIU and the Deering Estate at Cutler and Deering Foundation to establish a Cultural and Ecological Field Station. SEAS continues to offer robust K-12 and public programs including the EcoAcademy Summer Camp, Family Science nights at schools in Miami-Dade, Broward, and Monroe counties, and a variety of public seminar series and teach-ins.

Finally, SEAS, along with the Center for Women's and Gender Studies hosted the **GeekiWood Conference** on September 27, 2014. The conference offered tools to empower adolescent girls to have a greater appreciation for science, technology, engineering, math (STEM) and the arts and to pursue STEM-related areas in their studies as well as future college and career planning. Geeki Girls, Inc. is a non-profit organization. The 2014 GeekiWood Conference was organized with the support of the Miami-Dade County Department of Cultural Affairs and the Cultural Affairs Council, the Miami-Dade County Mayor, and Board of County Commissioners in collaboration with FIU.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

FIU established multiple initiatives to increase internships and employment opportunities for our students. For example, the **Talent Development Network (TDN)**, an internship portal created as a partnership between FIU and six other academic institutions in Miami-Dade County, has made significant strides in its goal of connecting top talent with industry partners. More than 90 employers have registered on TDNmiami.com to post their paid internship positions. Across the seven partner schools, 84 students have applied for 71 available internships. Of the 15 internship positions completed thus far, six were awarded to FIU students. TDN has been featured in local media, as well as the Greater Miami Chamber of Commerce Education Summit panel on "Human Capital Investment: Pathways to Education."

In another student internship effort, FIU signed an agreement with the **U.S. Coast Guard** in November 2014 to promote internships, scholarships and career opportunities for FIU students. The Coast Guard Pre-Commissioning Initiative (CSPI) provides up to two years of paid tuition, free books and waived fees, a salary of about $40,000 a year while attending school and a spot in the Officer Candidate School upon graduation, with a guaranteed job and starting salary of $60,000 as an officer in the Coast Guard. FIU and the Coast Guard have set a goal of acquiring 30 applicants for the CSPI program and students are provided the opportunity to meet with current Officer Trainees. FIU students have also visited the Coast Guard base in Miami Beach to explore life in the Coast Guard. Sixty students from FIU's Education Effect schools, Miami Northwestern and Booker T. Washington senior high also participated.

Additional collaboration to impact business workforce is reflected by the School of Computing and Information Sciences, which has continued its efforts in technology transfer and entrepreneurship. For example, a **Business Continuity Information Network** led by Dr. Shu-Ching Chen and Steve Luis was strengthened by an NSF US-Japan Big Data and Disaster Research (BDD) grant which will enable a research collaboration to benefit the Business Continuity Information Network. Through the National Science Foundation's Partnerships for Innovation-Accelerating Innovation Research (PFI-AIR) program, led by Dr. Naphtali Rishe in collaboration with other researchers from the School of Computing and Information Sciences, the College of Engineering and Computing, and the Herbert Wertheim College of Medicine, researchers are developing academic innovations and then translating that research into viable products for industry.

Executive Performance Ratings

Performance Rating
Superior
Very Good
Satisfactory
Less than Satisfactory
Unsatisfactory

PERFORMANCE RATINGS

Determined relative to approved performance goals

Superior - ***Exceeds*** performance expectations on a consistent and uniform basis in areas of responsibility. In addition, makes a unique or significant contribution well beyond performance expectations through remarkable achievement and pacesetting performance. Achievements and abilities are recognized and supported by leadership, faculty, staff and students.

Very Good - ***Achieves*** performance expectations and at times exceeds them.

Satisfactory - ***Fulfills*** performance expectations. Level of performance is effectively and consistently maintained. Consistently ensures that the organization is following its mission, vision and strategic plan.

Less than Satisfactory - ***Fails to consistently fulfill*** performance expectations possibly because of some mitigating circumstances that may or may not have been within the leader's control. Improvement(s) may be required in order to fully achieve expectations on a continuous basis.

Unsatisfactory - ***Fails to fulfill many*** of the performance expectations. Regularly fails to meet or exceed required outcomes. Immediate improvements are required by the next performance evaluation.