



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

Thursday, September 10, 2015

10:30 a.m. *approximate start time

Florida International University

Modesto A. Maidique Campus

Graham Center Ballrooms

Committee Membership:

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

Liaison:

Carlos B. Castillo, *Foundation Board of Directors*

AGENDA

1. **Call to Order and Chair's Remarks** Cesar L. Alvarez
2. **Approval of Minutes** Cesar L. Alvarez
3. **Action Items**
 - AP1. **2016-2017 Legislative Budget Requests** Kenneth G. Furton
 - Florida Consortium of Metropolitan Research Universities
 - FIU Startup
 - FIU UPLIFT
 - Royal Caribbean Cruise Lines Hazardous Substance Mitigation
 - AP2. **Tenure as a Condition of Employment Nominations** Kenneth G. Furton
4. **Information/Discussion Items (No Action Required)**
 - 4.1 **Academic Affairs Regular Reports**
 - FIU *Beyond Possible 2020* Nicole Kaufman
 - Undergraduate Education Douglas L. Robertson
 - Graduate Education Lakshmi N. Reddi
 - Engagement Saif Y. Ishoof

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

- | | |
|--------------------------------------|------------------------|
| ▪ Enrollment Management and Services | Luisa M. Havens |
| ▪ Information Technology | Robert Grillo |
| ▪ Research and Economic Development | Andres G. Gil |
| ▪ Student Affairs | Larry Lunsford |

4.2 Academic Affairs Special Report

- | | |
|--------------------------------------|---|
| ▪ Student Success Career Integration | Daniella Bernal
Fernando Figueredo |
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5. New Business *(If Any)*

Cesar L. Alvarez

6. Concluding Remarks and Adjournment

Cesar L. Alvarez

The next Academic Policy and Student Affairs Committee Meeting is scheduled for Wednesday, December 9, 2015

Approval of Minutes

Academic Policy and Student Affairs Committee Meeting

Date: September 10, 2015

Subject: Approval of Minutes of Meetings held: May, 1, 2015 and June 3, 2015

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Friday, May 1, 2015 via conference call and the Academic Policy and Student Affairs Committee meeting held on Wednesday, June 3, 2015 at the FIU, Modesto A. Maidique Patricia & Phillip Frost Art Museum, room 105-107.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Friday, May 1, 2015 via conference call and the Academic Policy and Student Affairs Committee meeting held on Wednesday, June 3, 2015 at the FIU, Modesto A. Maidique Campus, Patricia & Phillip Frost Art Museum, room 105-107.



**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE MEETING
MAY 1, 2015
MINUTES**

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Cesar L. Alvarez at 9:34 a.m., on Friday, May 1, 2015, via conference call.

The following attendance was recorded:

Present:

Cesar L. Alvarez, *Chair*
Claudia Puig, *Vice Chair*
Jose J. Armas
Alexis Calatayud
Natasha Lowell
Kathleen L. Wilson

Excused:

Mayi de la Vega

Committee Chair Alvarez welcomed all Trustees, University faculty and staff to the telephonic meeting. He thanked all Trustees for making themselves available to participate in the conference call.

2. Action Item

AP1. 2015 University Work Plan to the Board of Governors

Provost and Executive Vice President Kenneth G. Furton provided a detailed overview of the 2015 University Work Plan to the Board of Governors. He noted that all State University System institutions must submit their work plans, fully vetted by their respective board of trustees, by May 4, 2015. He further noted that since this deadline was established only recently and to be compliant with Board of Governors' (BOG) requirements, this item required Board of Trustees review prior to the next regularly scheduled meetings.

Provost Furton mentioned that the top three key initiatives and investments that the University will be focusing on that will help to drive the improvement of academic quality, operational efficiency and return on investments are: 1) the Graduation Success Initiative (GSI), 2) Enhancing STEM Success, and 3) preparing students for the workforce through internships. He also delineated the ten performance based funding BOG metrics and key performance indicators that the University will be monitoring over the next four years.

Provost Furton noted that a correction was needed on page 14 of the Work Plan, where it states that the revenue from local funds is \$210.1 million; and added that the figure should be \$210.6 million.

Trustee Kathleen L. Wilson recommended that the University's world class faculty be mentioned in the strengths area of the University Work Plan. She also noted that under key initiatives and investments, there should be a mention of how the University plans to recruit and retain faculty and involve faculty in the cultural shift of the University. She also recommended adding how the University planned to increase the hybrid mode of delivery as it relates to faculty involvement.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees approval of the 2015-16 University Work Plan, including provisions addressing Trustee Wilson's comments.

3. New Business

No new business was raised.

4. Concluding Remarks and Adjournment

With no other business, Committee Chair Cesar L. Alvarez adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Friday, May 1, 2015 at 9:53 a.m.

C.S.
05.18.15



**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
JUNE 3, 2015**

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Cesar L. Alvarez at 10:33 a.m. on Wednesday, June 3, 2015, at the Modesto A. Maidique Campus, Patricia & Phillip Frost Art Museum, Room 105-107.

The following attendance was recorded:

Present

Cesar L. Alvarez, *Chair*
Alexis Calatayud
Mayi de la Vega (*Telephonically*)
Natasha Lowell
Kathleen L. Wilson

Excused

Claudia Puig, *Vice Chair*
Jose J. Armas

Trustee Sukrit Agrawal and University President Mark B. Rosenberg were also in attendance.

Committee Chair Cesar L. Alvarez welcomed all Trustees, University faculty, and staff. He recognized Dr. Mike Heithaus, the new Dean for the College of Arts and Sciences. He noted that Dr. Heithaus joined FIU in 2003 as an assistant professor in biology and has served in several different capacities in the College of Arts and Sciences during his tenure. Committee Chair Alvarez also recognized Dr. Amir Mirmiran, Dean of the College of Engineering and Computing, who accepted the position of Provost and Vice President for Academic Affairs at the University of Texas at Tyler. Committee Chair Alvarez reported on the recent appointment of Nicole Kaufman Glasgow who was selected as the new Associate Vice Provost of Operations and Strategy Implementation, after having served as Interim Vice President of Engagement since Fall 2014. Committee Chair Alvarez welcomed Timothy Rodgers who was appointed as Director of The Wolfsonian-FIU Museum effective July 1, 2015. He thanked Sharon Misdea and Casey Steadman for their leadership as interim co-directors of the Wolfsonian-FIU over the last year. Committee Chair Alvarez welcomed Brian Schriner, Dean of the College of Architecture + The Arts, who was appointed to serve as FIU's Cultural Arts Liaison in addition to his responsibilities as dean. He noted that in this role Dean Schriner will create a task force to make recommendations on the best role for FIU in the cultural arts locally, nationally and globally.

2. Approval of Minutes

Committee Chair Alvarez asked that the Committee approve the minutes of the meeting held on March 26, 2015. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, March 26, 2015 at the Modesto A. Maidique Campus, Graham Center Ballrooms.

3. Action Items

AP1. Tenure Nominations

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

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

AP2. Program Termination for Executive Master of Taxation

Vice President for Academic Affairs, Elizabeth M. Bejar, presented the Program Termination for the Executive Master of Taxation for committee review. She stated that in order to maintain Association to Advance Collegiate Schools of Business (AACSB) accreditation, approximately 75% of the faculty teaching in the Executive Master of Science in Taxation (EMST) program must be full-time faculty who have earned a research doctorate and are engaged in academic research. She noted that with the retirement and relocation of two faculty members in 2013, the percentage fell below 30%.

VP Bejar further noted that in order to maintain the University's accredited status and continue serving FIU's diverse student base, tax offerings were repositioned as a track in the Master of Accounting (MACC) program, and terminated new enrollment in the EMST in Fall 2012. She mentioned that all students that were admitted that year have now completed the program and the new students are being served within a more traditional graduate degree in accounting.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees approve the program termination for the Executive Master of Taxation.

AP3. New Program Proposal: Bachelor of Arts in Latin American and Caribbean Studies

VP Bejar presented a new program proposal, Bachelor of Arts (B.A.) in Latin American and Caribbean Studies (LACS), for committee review, she noted that the FIU Latin American and Caribbean Center (LACC) is now one of 20 institutions in the country recognized by the Federal Department of Education as a National Resource Center (NRC). Further noting that FIU is recognized for the study, research and outreach of Latin American and Caribbean Studies. She stated that this year, LACC received a \$2.1 million grant, over \$1 million of which will be awarded in scholarships to both undergraduate and graduate students.

Trustees inquired about what career path students acquiring a degree like this would take. Director of the Kimberly Green Latin American and Caribbean Center, Frank O. Mora, Ph.D., explained that this degree offered a broad in-depth program of study and added that LACS majors from other institutions have found employment in government agencies, non-profit organizations, financial industry, cultural affairs offices, and translation and interpretation services among many other fields.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees approve the New Program Proposal: Bachelor of Arts in Latin American and Caribbean Studies.

AP4. New Program Proposal: Master of Science in Marketing

VP Bejar presented the new program proposal, Master of Science in Marketing for committee review. She noted that the proposed Master of Science in Marketing is a 10-month program that will provide a rigorous graduate education focused on areas of marketing that are relevant to, and demanded by, today's business environment, namely, Digital Marketing, Brand Development, and Marketing Analytics. She added that substantially similar programs do not exist as the M.S. in Marketing is unique in its threefold focus. She stated that the prognosis for employability of graduates is excellent in that, according to the U.S Department of Labor, market analysts and marketing specialists are projected to be among the fastest growing populations.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees approve the New Program Proposal: Master of Science in Marketing.

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

4.1 Academic Affairs Regular Reports

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

4.2 Academic Affairs Special Report

Ultimate Software and Testimonial

Mr. Greg Miller, Engineering Talent Manager at Ultimate Software, discussed the successful internship partnership with FIU. He noted that one example of an internship that resulted in full-time employment was that of Mr. Dionny Santiago.

Mr. Dionny Santiago discussed his experience working with Ultimate Software, initially as an intern, which then led to his current employment as a software architect.

5. New Business

No new business was raised.

6. Concluding Remarks and Adjournment

With no other business, Committee Chair Cesar L. Alvarez adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee meeting on Wednesday, June 3, 2015 at 11:22 a.m.

CS
07.07.15

Academic Policy and Student Affairs Committee

Date: September 10, 2015

Subject: 2016-2017 Legislative Budget Requests

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the 2016-2017 Legislative Budget Requests:

Shared System Resources:

- Florida Consortium of Metropolitan Research Universities Request: \$12,000,000

Unique University Issues:

- FIU Startup Request: \$4,953,640
 - FIU UPLIFT Request: \$4,997,160
 - Royal Caribbean Cruise Lines Hazardous Substance Mitigation Request: \$2,500,000
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Background Information:

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

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

State University System (SUS)
Florida Board of Governors
2016-2017 Legislative Budget Request Instructions
Forms I and II

The main objective of Form I and Form II is to align the university's budget issues and dollar values with the goals and objectives of the strategic priorities and the 2015 University Work Plan established by each university.

For FY 2016-2017, each university should submit one Form I and Form II for each budget issue and any system-wide issue identified as a critical system-wide need. Any issues unique to a branch campus or a special unit (e.g., IFAS Workload Initiative) should not be rolled into the main campus request, but reflected separately by use of the forms provided.

For system-wide issues, consideration will be given to issues that allow for greater efficiencies through shared system resources or identified as a system-wide need. If requesting funds as such, please list all university participants of the initiative and check the box "Shared Services/System-Wide Issue".

If a university received non-recurring funds in 2015-2016 for a unique issue, and that issue is a university priority for continued funding in 2016-2017, please check the box "2015-2016 Non-Recurring Issue".

For new issues identified by a university as a priority issue for 2016-2017, please check the box "New Issue for 2016-2017".

Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and work plan established by each university.

**State University System
Education and General
2016-2017 Legislative Budget Request
Form I**

University(s):	University of Central Florida, Florida International University, University of South Florida
Issue Title:	Florida Consortium of Metropolitan Research Universities
Priority Number	
Recurring Funds Requested:	\$12 million
Non-Recurring Funds Requested:	
Total Funds Requested:	\$12 million
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="checked" type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input type="checkbox"/>

- I. Description** – 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2015 Work Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services.

The Florida Consortium of Metropolitan Research Universities will drive Florida's workforce development by creating synergies and efficiencies among the state's three large metropolitan research universities – Florida International University, University of Central Florida and University of South Florida. These institutions are located in the state's largest metropolitan areas, collectively serving nearly half of the students in the State University System of Florida.

As part of this partnership, FIU, UCF and USF have been working closely together to share best practices, innovative solutions, policies and programs to efficiently increase the number of graduates in high-demand areas and maximize career development opportunities.

The consortium has developed four interrelated strategies to meet these goals: (a) enhanced **predictive analytics** tools to identify students

who may need extra help toward degree completion; (b) **high-tech tracking pathways** that provide integrated academic monitoring; (c) **targeted support** through personalized academic advising and career coaching; and (d) shared **career readiness** programs, including common internship and job-search databases that will provide students opportunities in Miami, Orlando and Tampa Bay.

This initiative leverages the unique strengths of each university and its surrounding metropolitan areas. It also aligns with key shared strategic priorities of the State University System and each Consortium institution, as identified in 2015 Work Plans, including: building partnerships, enhancing student success initiatives to improve graduation retention rates, enhancing job preparedness for graduates, and engaging with local communities.

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

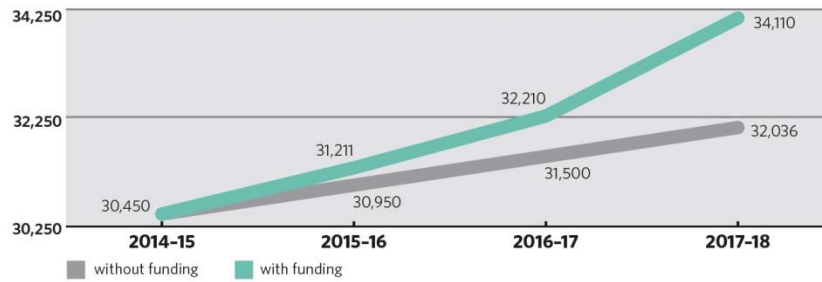
Through the investments requested by this Consortium, FIU, UCF and UCF project to collectively increase the number of baccalaureate degrees awarded by 12 percent, increase six-year graduation rates by 4 percentage points, increase the number of graduates employed in Florida by 3 percentage points and increase salaries of graduates by 10 percent by 2018-2019 or within three years of receiving funding.

(See attached ROI graph for more information)

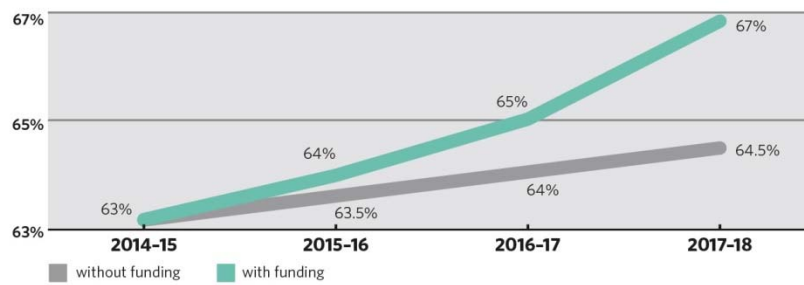
III. Facilities *(If this issue requires an expansion or construction of a facility, please complete the following table.):*

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

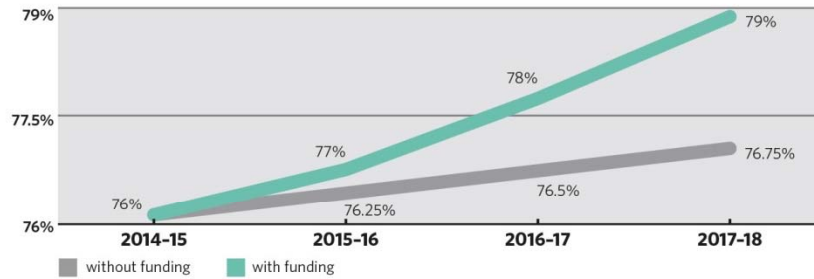
Consortium Baccalaureate Degrees Awarded — Up 12 percent (3,660) 2014-18



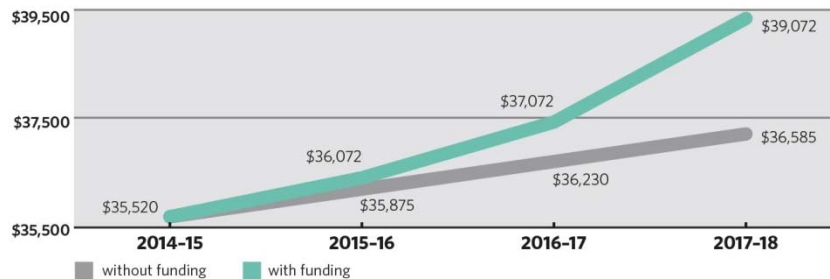
Consortium Six-Year Graduation Rate for Minority Students — Up 4 percentage points 2014-18



Consortium Percent of Graduates Employed Full-time or Continuing Education — Up 3 percentage points 2014-18



Consortium Graduates' Median Salary — Up 10 percent (\$39,072 by 2018)



State University System (SUS)
Florida Board of Governors
2016-2017 Legislative Budget Request Instructions
Forms I and II

The main objective of Form I and Form II is to align the university's budget issues and dollar values with the goals and objectives of the strategic priorities and the 2015 University Work Plan established by each university.

For FY 2016-2017, each university should submit one Form I and Form II for each budget issue and any system-wide issue identified as a critical system-wide need. Any issues unique to a branch campus or a special unit (e.g., IFAS Workload Initiative) should not be rolled into the main campus request, but reflected separately by use of the forms provided.

For system-wide issues, consideration will be given to issues that allow for greater efficiencies through shared system resources or identified as a system-wide need. If requesting funds as such, please list all university participants of the initiative and check the box "Shared Services/System-Wide Issue".

If a university received non-recurring funds in 2015-2016 for a unique issue, and that issue is a university priority for continued funding in 2016-2017, please check the box "2015-2016 Non-Recurring Issue".

For new issues identified by a university as a priority issue for 2016-2017, please check the box "New Issue for 2016-2017".

Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and work plan established by each university.

**State University System
Education and General
2016-2017 Legislative Budget Request
Form I**

University(s):	Florida International University
Issue Title:	FIU Startup
Priority Number	
Recurring Funds Requested:	\$4,203,640
Non-Recurring Funds Requested:	\$750,000
Total Funds Requested:	\$4,953,640
Please check the issue type below:	
Shared Services/System-Wide Issue	<input type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input checked="" type="checkbox"/>

I. Description – 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2015 Work Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services.

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

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

FIU Startup will capitalize on the burgeoning start up culture in Miami-Dade County and build on the strength of Florida's prowess as the nation's #4 creator of new startups. A large portion of Miami's workforce is employed by small businesses. In fact, Miami's economy is anchored by its small businesses; over 80% of private employers are small businesses, 81% of which employ four or less people. FIU plays a vital role in shaping the local

workforce; it awards nearly 60% of the county's baccalaureate degrees (among the seven largest universities tracked by the Beacon Council) and 80% of those graduates stay and work in the area.

FIU Startup is an effort to encourage students, faculty, staff or other members of the FIU community to develop and commercialize innovative products or services. It will also create an infrastructure to facilitate multidisciplinary interactions among internal and external constituents. With this support, FIU Startup will be able to:

1. Remodel part of the third floor of the MARC building on MMC to provide dedicated on-campus business and innovation center that houses and supports promising new startup companies with a series of services ranging from mentorship to business development to market analysis, among others.
2. Recruit staffing, including a director, for the FIU Startup initiative.
3. Create and deliver regular workshops to provide education on the technology transfer process, lean startup concepts, and other entrepreneurial programming and supporting FIU students, faculty and staff in the commercialization space.
4. Student competitions to encourage and reward innovation. Competitions will vary from best invention to best new business idea to best solution to real industry issue.
5. Develop a web presence and database to efficiently connect entrepreneurs and companies to students, faculty and staff for potential investment, partnership, internship and/or sponsored research/product or service testing.
6. Identify, coordinate and connect FIU entrepreneurial activities to develop synergies, provide economies of scale, organizational support and visibility to the external audience.
7. Provide support to the local community through workshops and lectures regarding innovation and commercialization.
8. Develop mentorship program to support new companies or inventors.
9. House revolving entrepreneur in residence to teach, mentor and build on FIU's entrepreneurial ecosystem.
10. Create companies that support or create higher wage jobs.
11. To attract venture capital and increase investment in Florida startups and economic development, particularly in the Miami area.
12. Work with city officials, companies and economic development experts to create startup initiatives in targeted areas, like the West End Innovation District.

West End Innovation District

Land use in Miami-Dade County is tightly constrained by the Atlantic Ocean and the Everglades. Development of the county will have to focus inwards.

The West End District has enjoyed 15 years of steady development. Its community of over 213,000 residents have high household incomes, high educational attainment and are mostly families with children. The district's low crime and poverty rates make it a prime area for business and community development.

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

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

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

Engaging students in entrepreneurship is critical to the success of FIU Startup and is well aligned with FIU's *BeyondPossible2020* strategic plan. Students will have the opportunity to participate in competitions, work with community and industry stakeholders to solve real world issues, gain work experience

and skills through meaningful internships, work with mentors and ultimately participate in technology transfer and startup activities which could lead to their own invention or company formation. Research has shown that engagement in the entrepreneurial arena, particularly in social innovation causes, have led to increases in retention and graduation rates.

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

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

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

BOG performance indicators:

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

BeyondPossible2020 metrics:

1. Number of patents per year growing from 2 in 2014 to 20 by 2020
2. Number of startups (AUTM and SBDC): from 2:8 in 2014 to 5:20 by 2020

3. Growth in research expenditures, particularly in science and engineering
4. Growth in private gifts

Other metrics to be tracked:

1. Number of entrepreneurship courses/programs (credit and non-credit)
2. Number of student start-ups associated with courses, programs, competitions, and university incubators
3. Number of full time equivalent employees in FIU Startup incubators and its associated companies
4. Dollar amount of (equity) capital raised by clients and graduates of incubator programs from investors
5. Dollar amount of funding received from federal, state, or foundation sources; state or local matching programs; or other non-private sources

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

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	FIU Startup Now! Center	2016	\$750,000	
2.				

State University System (SUS)
Florida Board of Governors
2016-2017 Legislative Budget Request Instructions
Forms I and II

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Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and work plan established by each university.

**State University System
Education and General
2016-2017 Legislative Budget Request
Form I**

University(s):	
Issue Title:	FIU UP:LIFT (University Paradigm: Learn, Interact, Facilitate, Transform)
Priority Number	
Recurring Funds Requested:	\$4,197,160
Non-Recurring Funds Requested:	\$800,000
Total Funds Requested:	\$4,997,160
Please check the issue type below:	
Shared Services/System-Wide Issue	<input type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input checked="" type="checkbox"/>

- I. Description** – 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2015 Work Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services.

Program Overview

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

UP:LIFT will prepare faculty to implement the best instructional and assessment practices in their gateway and STEM courses to improve student success, graduation rates, and programmatic efficiencies so that FIU students develop real-world skills through timely, cost-effective programs. Research and assessment of the student learning

impacts resulting from the course transformations will be a core innovation that provides continuous feedback on the implementation as well as spur expansion across FIU and Florida's universities and colleges through an annual UP:LIFT Symposium. The initiative's ultimate goal is to be a sustained producer of a highly skilled and highly adaptable workforce that will serve as a launch pad for innovation and startups as well as attract high-tech companies to South Florida.

The initiative capitalizes on the opportunities afforded by the breadth of effective evidence-based instructional techniques, wide availability of technological devices that can be utilized for learning, and FIU's growing expertise in preparing faculty to implement evidence-based instruction in their classrooms. Effective active learning techniques are well established and understood, yet propagation of these techniques across the gateway and STEM courses is often limited to faculty with expertise in evidence-based instruction. Faculty often teach as they were taught in college, using lectures as the primary method; thus the barrier to innovative instruction is sufficient, effective professional development. This initiative provides the resources, professional development, and assessment necessary for effective course transformation, thereby providing our students with the best instructional practices available in the nation.

Specific objectives include:

- Hire 10 new Discipline-based Education Research (DBER) faculty: These highly-skilled faculty will provide leadership in Learning Technologies and Evidence-based Instruction implementation and measurement. The hires will target established leaders in their disciplines as well as top junior candidates.
- Operate UP:LIFT Faculty Institute: We will operate a summer Faculty Institute to prepare current and incoming faculty to implement evidence-based instruction in their classroom. The Institute will operate for several weeks each summer to provide professional development to faculty prior to instruction. A follow-up Institute will incorporate analysis of instructional data as well as provide further professional development to extend the course innovation based on evidence. Incoming faculty will be encouraged to arrive in summer to participate, allowing them to be successful from day one.
- Provide 300 Learning Assistant Stipends to top FIU students: Undergraduate Learning Assistants (LAs) have been critical catalysts in the transformation of STEM courses at FIU, as they facilitate learning with their peers while deepening their understanding of content and collaboration. LAs improve the success of students in transformed courses, increasing retention. These prestigious scholarships will elevate the LA program, improve success of faculty course transformations, and expand the LA program beyond the STEM disciplines. LAs also experience improved learning as a result of the experience, thereby serving to improve Florida's workforce. Three hundred \$3,000 LA stipends will be awarded annually. Learning Assistants (LAs) are undergraduates who are hired to facilitate small-group interaction in large-enrollment courses. LAs are paid a modest stipend (\$1,500/semester) to work 10 hours per week in various aspects of course transformation.
- Award 12 DBER Graduate Fellowships: A prestigious graduate student research fellowship program will be created both to develop skills as future university

- researchers and educators. These Discipline-based Education Graduate Researchers (DBER) will work with the DBER faculty to implement and provide data on student impact and improved faculty instruction.
- Hire 3 Post-doctoral education researchers: The researchers will assess impact of the innovative instructional strategies through student learning outcomes and classroom observations. Their work will be incorporated into the continuous improvement feedback loop.
 - Hire 4 Staff for program operations: Two LA Program Directors will be hired to manage the LA program and prepare faculty to effectively integrate LAs into their active classrooms, working with faculty and undergraduate LAs. Two Faculty Developers with expertise in education transformation will be hired to prepare faculty to implement Learning Technologies and Evidence-based Instruction in their classroom. The Developers will operate the Faculty Institute as well as provide year-round support and feedback.
 - State Wide UP:LIFT Symposium: We will launch an annual UP:LIFT Symposium to disseminate the initiative's innovative model to all SUS / FCS sites. Faculty, staff, administrators from the institutions as well as members of the BOG will be invited to attend and participate. Funding includes operation of the three-day Symposium as well as travel support for participants.
 - FIU will utilize state-of-the-art learning analytics and technologies to support course reform and instruction. We will combine software and courseware to deliver a technology-based content solution to first year students, which is specifically designed to help ensure competency in select gateway courses. The Program will also assess student readiness in gateway courses, and provide targeted resolutions for increased efficiency and efficacy. The traditional classroom has been forever changed by the powerful changes in technology and digital communication modes available today. These changes are reshaping and redefining the classroom. Today, our classrooms must adapt to new teaching and learning modes such as active learning, flexible learning, immersive and interactive learning and distributed learning, just to name a few. These teaching and learning modes demand the redesign and renovation of the traditional face-to-face lecture classroom into a space that must be technology rich, flexible, adaptable and expandable.
 - Classroom Renovation: Existing traditional classrooms will be renovated to facilitate active learning using state of the art facilities. FIU has transitioned to active-learning, technology-driven classrooms to promote student engagement of content during class time and dissuading the use lecture by faculty. New classrooms are now routinely built as active learning rooms. We include funding for one-time retrofit of four of our more outdated classrooms that do not have the design and technological infrastructure that is required by state-of-the-art teaching and learning classrooms.

Related Accomplishments

UP:LIFT leverages several initiatives that have brought significant change to the University, integrating them into a University-wide initiative. The STEM interventions began in physics, expanded into multiple STEM disciplines, and are now being led through the STEM Transformation Institute. Evidence of success in the reformed

introductory physics courses includes significantly improved conceptual learning, the first reported increase in student attitudes towards physics, and a sustained 40% increase in the passing rate, when compared to traditional courses. This has led to a dramatic increase in the number of physics majors and national recognition for FIU's success.

FIU's Graduation Success Initiative (GSI) has helped to raise the six-year graduation rate for First Time in College students (FTICs) by 15 points in its first four years (<http://undergrad.fiu.edu/gsi/gsi-news.html>). GSI efforts first addressed students' choice of a major and a clear trajectory for each major and enhanced advising; and also aimed to remove barriers and add supports in the path. Institutional analytics determined that poorly performing gateway courses are a significant barrier in students' path to timely graduation, leading to gateway course improvements.

The first major success in the gateway Course initiative was the comprehensive transformation of the College Algebra course, leading to a 30% increase in passing rates for all students. Improvements in the pass rate for lower division mathematics in 2014/15 saved over 800 enrollments, equivalent to 20 sections of mathematics courses.

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

One powerful and cost-effective approach is the undergraduate Learning Assistant (LA) program, which provides undergraduates with the opportunity to experience the reward of teaching, develop skills to engage in the challenges of effective instruction, and deepen their content knowledge. At the same time, they serve a critical role as dedicated and skilled facilitators in the classroom, thus easing the transition for both students and faculty to active learning. FIU hosts the nation's largest LA program, with 178 LAs serving in 110 course sections across 9 STEM departments, impacting over 6,700 enrollments in Spring 2015. Lessons learned in these initiatives are spreading into other courses, where pilot projects have seen an average increase in passing rates of 16% across 6 courses, which will translate to improved graduation rates in the coming years. On-time graduation rates have also increased 15% in four years.

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

Alignment with SUS Strategic Priorities / 2015 FIU Work Plan

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

The initiative immediately addresses FIU's 2015 work plan goals and objectives, including:

- Mission: Provides *high-quality teaching and state-of-the-art-research* for our students and diverse population of South Florida
- Vision: Provides *student learning, innovation, and collaboration*
- Strategy: Bringing the best educational and research practices establishes a *solutions center for the community and a catalyst for innovation and entrepreneurship in the region. It takes responsibility to our community seriously and has reoriented efforts to be more effective and efficient, to support student success, job preparation and creation and economic development. FIU has accepted a leadership role in a number of community and industry initiatives that are pivotal to our collective future success*
- Strategy: Aligned to *Beacon Council's One Community One Goal (OCOG) strategic plan, which is an economic development initiative targeted to growing industries and strengthening the local economy. The plan pivots around education as the foundation for Miami-Dade County's economic development, calling for a new ecosystem of growth.*
- Strategy: Aligned to *FIU-Miami Creative City Initiative, a project to harness creative and entrepreneurial forces that can help accelerate greater Miami's transformation into a creative economy.*
- Key Initiatives & Investments 1) Student Success: Directly impacts *The Florida Consortium of Metropolitan Research Universities that will drive economic development by creating synergies and efficiencies among the state's three largest metropolitan public research universities. UP:LIFT improves instruction 1) to fuel the state economy; 2) to increase the number of graduates in high-demand areas; 3) to increase the number of underrepresented and limited-income students graduating with the skills and credentials required by Florida employers; and 4) to emphasize career readiness and success for our graduates.*
- Key Initiatives & Investments 1) Student Success: Committed to *a comprehensive multi-year plan to fundamentally reform pedagogy at the university in line with*

best practices in college teaching, particularly in gateway undergraduate courses that affect student success as measured by retention and on-time graduation.

- Key Initiatives & Investments 1) Student Success: Amplifies impact of *Graduation Success Initiative (GSI)*, a comprehensive system for improving retention and graduation rates at FIU that aims to increase the 6-year baccalaureate graduation rate by 2% per year.
- Key Initiatives & Investments 1) Student Success: Aligned to *faculty development and pedagogical reform*, FIU will utilize state-of-the-art learning analytics and technologies to support course reform and instruction.
- Key Initiatives & Investments 1) Student Success: Supports *technology-based content solution to first year students*, which is specifically designed to help ensure competency in select gateway courses.
- Key Initiatives & Investments 1) Student Success: Provides for *retrofit of our more outdated classrooms that do not have the design and technological infrastructure that is required by state-of-the-art teaching and learning classrooms*. Supports and incentivizes our faculty members in their efforts to adopt new pedagogical models and redesign courses. Additional training and technological support will be required to increase the percentage of online and hybrid courses.
- Key Initiatives & Investments 2) Enhancing STEM Success: Optimizes impact of *STEM Transformation Institute* that continues to advance research and educational change through evidence-based practices that will ultimately increase the number of well- prepared STEM professionals, including teachers, graduating from FIU.
- Key Initiatives & Investments 2) Enhancing STEM Success: Further elevates the impact of the Learning Assistant program: *FIU leads the country in the number of students serving as trained Learning Assistants (LAs) that assist their fellow students to enhance success in STEM fields.*
- Key Initiatives & Investments 3) Preparing Students for the Workforce through Internships: Expands opportunities in *Preparing Students for the Workforce through Internships* including the *Talent Development Network* which is based on the *Beacon Council's One Community One Goal (OCOG)* strategic plan and focuses on creating internship opportunities for undergraduate and graduate students in seven industries, including Aerospace, Information Technology, Life Sciences and Health Care, and Trade and Logistics.
- Institution Specific Goal Metric #1: Bachelor's Degrees Awarded to Minorities: Directly impacts the number of degrees awarded to our diverse student population
- Institution Specific Goal Metric #2: Bachelor's Degrees in Areas of Strategic Emphasis: Directly impacts the number of degrees awarded to strategic areas including STEM

- Institutional Goal 1: FIUBeyondPossible2020 Strategic Plan calls for transforming the mode of instruction by increasing hybrid and online education: UP:LIFT will increase use and impact of hybrid and online courses.
- Institutional Goal 2: FIUBeyondPossible2020 Strategic Plan calls for increasing internships to 6,000 by year 2020. The Learning Assistants program provides experiential internships in education for undergraduates, thus directly impacts this goal.

Impact on Academic Programs, Student Enrollments, Student Services

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

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

UP:LIFT leverages existing commitments to education transformation and a national climate devoted to classroom education reform. It will increase research capacity and funding opportunities that will lead to increased grant funding, improved student performance, and national recognition. Further, it will stimulate adoption of similar instructional innovation at universities and colleges across the state. The initiative explicitly targets: preparing faculty to implement innovative instruction in the classroom, gathering and analyzing classroom data, and disseminating the classroom transformation model across the state. These actions will lead to improved student learning and success in STEM courses that will lead to improved retention and graduation rates.

The intensive Faculty Institute will provide professional development to at least twenty additional faculty annually in integrating evidence-based instruction, cutting edge assessment, and learning technologies in their classrooms. This will directly impact approximately 12,000 student enrollments annually, and will continue to impact similar student enrollments in later years. The majority of FIU students will enroll in at least one renovated course within three years of starting the initiative.

The model for faculty professional development will be established through research on faculty practices and student impact. It is anticipated that this will lead to production of at

least 100 scholarly products (publications and presentations) annually in the first three years, growing to at least 150 within five years.

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

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

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

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

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

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	Active Learning Room Renovations	2016/17	\$800,000	
2.				

State University System (SUS)
Florida Board of Governors
2016-2017 Legislative Budget Request Instructions
Forms I and II

The main objective of Form I and Form II is to align the university's budget issues and dollar values with the goals and objectives of the strategic priorities and the 2015 University Work Plan established by each university.

For FY 2016-2017, each university should submit one Form I and Form II for each budget issue and any system-wide issue identified as a critical system-wide need. Any issues unique to a branch campus or a special unit (e.g., IFAS Workload Initiative) should not be rolled into the main campus request, but reflected separately by use of the forms provided.

For system-wide issues, consideration will be given to issues that allow for greater efficiencies through shared system resources or identified as a system-wide need. If requesting funds as such, please list all university participants of the initiative and check the box "Shared Services/System-Wide Issue".

If a university received non-recurring funds in 2015-2016 for a unique issue, and that issue is a university priority for continued funding in 2016-2017, please check the box "2015-2016 Non-Recurring Issue".

For new issues identified by a university as a priority issue for 2016-2017, please check the box "New Issue for 2016-2017".

Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and work plan established by each university.

**State University System
Education and General
2016-2017 Legislative Budget Request
Form I**

University(s):	Florida International University
Issue Title:	Royal Caribbean Cruise Lines Hazardous Substance Mitigation
Priority Number	
Recurring Funds Requested:	\$ 0
Non-Recurring Funds Requested:	\$2,500,000
Total Funds Requested:	\$2,500,000
Please check the issue type below:	
Shared Services/System-Wide Issue	<input type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input checked="" type="checkbox"/>

- I. Description** – 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2015 Work Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services.

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

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

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

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

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

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

Additionally, the internships, interactions with world-class performers, artists, and executive leadership provide exceptional student opportunities such that they are more prepared academically and programmatically and ready to enter the job market immediately upon graduation. Not only will our students get quality jobs in the arts, business, hospitality management, and journalism, their collegiate experiences through this partnership will lead to higher entry salaries as they will have achieved real-world professional training while completing their degrees.

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

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

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

Academic Policy and Student Affairs Committee

Date: September 10, 2015

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of five (5) candidates for Tenure as a Condition of Employment (TACOE).

Background Information:

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

The TACOE nominees had tenure at his/her previous institutions and were selected to receive TACOE based on the caliber of their work.

Florida International University
2015-2016 Tenure (as a Condition of Employment) Nomination

Name	College	Department	Proposed Rank
Joel Murray	College of Architecture + the Arts	Department of Theatre	Professor
Jeff Boyd	Herbert Wertheim College of Medicine	Department of Human and Molecular Genetics	Professor
Zhenguo (Len) Lin	College of Business	Hollo School of Real Estate	Associate Professor
Michael Cheng	Chaplin School of Hospitality and Tourism Management		Associate Professor
Terry M. Lease	Chaplin School of Hospitality and Tourism Management		Professor

Joel Murray
Department of Theatre
College of Architecture + the Arts

Dr. Joel Murray received a B.A. from the University of Hampshire; a M.A. and Ph.D. from Bowling Green State University. He comes to FIU from University of Texas-El Paso where he was tenured associate professor of theatre and chair and artistic director of the Department of Theatre and Dance. Dr. Murray's record of scholarly publications includes 19 peer-reviewed journal articles and two book reviews. He has presented over 100 papers and workshops on acting, directing, playwriting, and theory and criticism at national and regional conferences, and has published many papers in international, national, and regional journals. He has given over 30 conference presentations or workshops at the national level. His repertoire of original creative works contains a steady flow of scripts for television, radio, and stage as well as screenplays. He is an active director and has acted regularly. He has written, directed, and acted in over 200 stage, film, and prime time and daytime television productions--including national commercials. He has received grants from the National Endowment for the Arts and fellowships for his directing and playwriting.

Dr. Murray is a member of such professional organizations as the Screen Actors Guild, Actors Equity Association, and the Dramatists Guild. Dr. Murray has also been a member of numerous theatre groups, such as the MET Theatre with actors such as Ed Harris, James Gammon, Tom Bower, and Holly Hunter; Padua Hills Playwrights with Murray Mednick, John Stepping, Sam Shepard, and many others. He has won various best actor, instructor, playwright, and director awards, including Los Angeles Drama-Logue Awards and Kennedy Center American College Theatre Festival regional and national recognition. At FIU, Dr. Murray has accepted the administrative duties of Chair of the Department of Theatre.

Jeff Boyd

Department of Human and Molecular Genetics
Herbert Wertheim College of Medicine

Dr. Jeff Boyd earned his Bachelor of Science degree from Duke University and his Doctor of Philosophy at North Carolina State University. He most recently served as senior vice president at the Fox Chase Cancer Center in Philadelphia, PA, an NCI-designated Comprehensive Cancer Center, first as chief scientific officer, and subsequently as the inaugural executive director of the Cancer Genome Institute. An additional administrative role included chief, Division of Molecular Pathology, which among other entities, included the Protocol Support Laboratory (for clinical trials) and the Center's Biosample Repository Facility. In addition, he held the academic position of Professor with tenure, and held the prestigious Robert C. Young, MD, Chair in Cancer Research. In these roles, he was responsible for vision setting, strategic planning, implementation, and oversight of the Center's efforts to bring the power and promise of genomic medicine to the clinic, as well as directing his own translational research laboratory focused on the genetics and molecular genetics of women's cancers. Before joining Fox Chase, Dr. Boyd was the vice president for Oncology and Research at Memorial University Medical Center, and director of the Curtis and Elizabeth Anderson Cancer Institute in Savannah, GA. He has national and international reputations as one of the leading scientists in the study of the molecular genetics of women's cancers and was named a Distinguished Cancer Scholar by the Georgia Cancer Coalition.

Throughout his career, Dr. Boyd has received more than 14 National Institutes of Health (NIH) or NIH-equivalent research grants totaling several million dollars. He has served on the editorial boards of five prestigious journals, including the American Journal of Pathology and the Journal of Clinical Oncology. Dr. Boyd has published more than 200 articles, reviews, and textbook chapters, and presented over 150 invited lectures nationally and internationally. He has extensive scientific peer-review experience, having served as a standing member of study sections for the NIH, DOD, and ACS. He is currently Chair of the Scientific Advisory Board for the Ovarian Cancer Research Fund, the largest non-governmental organization funding ovarian cancer research in the United States. At FIU, Dr. Boyd has been appointed Chair of the Department of Human and Molecular Genetics.

Zhenguo (Len) Lin
Hollo School of Real Estate
College of Business

Dr. Zhenguo (Len) Lin earned B.S. in Management Science from Fudan University, Shanghai, P.R. China, a M.S. in Real Estate and Urban Economics from the University of British Columbia, Vancouver, and a Ph.D. in Real Estate Finance from the University of Wisconsin, Madison. He comes to FIU from California State University at Fullerton where he held a tenured professorate in Finance and served as Associate Director of the Mihaylo College's Real Estate and Land Use Institute. He had a prior academic appointment at Mississippi State University and served as Economist and Senior Economist at Fannie Mae.

Dr. Lin's recent studies include work on immigrants and mortgage delinquency as well as racial discrimination in mortgage costs. His work "Spillover Effects of Foreclosures on Neighborhood Property Values," which appeared in *Journal of Real Estate Finance and Economics* (2009), has proven invaluable in predicting the recent housing crisis. The paper has been widely cited by over 170 academic studies. It has also garnered much recognition outside of the academic community – the paper was cited by former Federal Reserve Chairman Bernanke in his speech at the Global Financial Literacy Summit in Washington, DC. His research has been cited by the Federal Reserve, Department of the Treasury, Department of Housing and Urban Development and National Affairs. His work has also appeared on several prestigious financial media outlets, including MarketWatch and the Wall Street Journal – Smart Money. He is a prolific researcher whose works have been published in top tier journals including *Real Estate Economics*, *Journal of Real Estate Finance and Economics*, *Journal of Real Estate Research*, *Journal of Housing Economics* and *The Financial Review*. In 2013, Dr. Lin received the William N. Kinnard Young Scholar Award, and international recognition from the American Real Estate Society, for making significant contributions in his field within 10 years of earning the terminal degree.

Michael Cheng
Chaplin School of Hospitality and Tourism Management

Michael Cheng earned a B.S. in Human Resources and Family Sciences and a M.S. in Nutritional Science and Dietetics from the University of Nebraska-Lincoln and a Ph.D. in Hospitality Management from Iowa State University. Prior to joining FIU, Dr. Cheng served as Department Chair, Director of Global Studies and MBA Programs, and tenured Professor of Culinology at Southwest Minnesota State University (SMSU). He was the Founding Director of the Culinology and Hospitality Management programs at SMSU. He launched the first Culinology Transfer degree at the University of Nebraska-Lincoln in 2001, the first fully integrated Culinology program in Minnesota in 2006 at Southwest Minnesota State University, and the first international Culinology degree in Malaysia at Taylor's University in 2011. Since 2001, he has been involved in the development and growth of new Culinology degree programs and the mentoring of young culinologists.

Dr. Cheng is a published author of several peer-reviewed articles on Culinology competencies, and continues to volunteer and serve on the Education, Membership, and Student Committees for the Research Chefs Association. He serves on the Editorial Review Board of the *Journal of Culinary Science and Technology*, and the *Journal of Nutritional Health and Food Engineering*. He is also an External Examiner for Taylor's University and Faculty Reviewer for the American Council on Education. Dr. Cheng received two Presidents Award (2002, 2005) from the Research Chefs Association, three winning student Culinology teams from Southwest Minnesota State University (1st place – 2011 and 2013, 3rd place – 2012), and finalist in the 2010 Vilcek Prize for Creative Promise in the Culinary Arts. At SMSU, Dr. Cheng established the Open Innovation Research Center with \$100,000 seed capital from private corporations. At FIU, Dr. Cheng will serve as Director of the Food and Beverage Program at the Chaplin School of Hospitality and Tourism Management.

Terry M. Lease
Chaplin School of Hospitality and Tourism Management

Dr. Terry M. Lease earned a B.S. in Business Administration from Wake Forest University, a Master of Taxation from Baylor University and a Ph.D. in Business Administration with a major in Accounting from the University of Southern California. Dr. Lease comes to FIU from Sonoma State University, where he was a tenured Professor of Accounting and served as the Chair of the Department of Business Administration for seven years and helped lead the efforts to obtain and maintain AACSB accreditation. Dr. Lease is a Certified Public Accountant and has held CPA licenses in Florida, California, and Texas. He holds distinctive expertise in the wine and spirits industry through the programs of the Wine and Spirits Education Trust (WSET). He earned the WSET Level 2 and Level 3 certificates and is currently a candidate for the Level 4 (Diploma) certificate.

Dr. Lease has published in journals such as *the Journal of the American Taxation Association*, *the Journal of Retailing and Consumer Services*, and the *Case Research Journal*. His two articles specifically related to wine, hospitality and tourism have impact factors scores ranging from 1.165 to 1.745 and thus indicate promising contributions as a scholar in the field. He has supervised, chaired, and served on several master thesis committees. At Sonoma State University, Dr. Lease served as department chair for the Department of Business Administration for seven years and helped lead the efforts to obtain and maintain AACSB accreditation.

**Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
September 2015
Academic Affairs Report**

A. Unit Reports

- I. FIUBeyondPossible2020**
- II. Undergraduate Education**
- III. Graduate Education**
- IV. Engagement**
- V. Enrollment Management and Services**
- VI. Information Technology**
- VII. Research and Economic Development**
- VIII. Student Affairs**

I. FIUBEYONDPOSSIBLE2020

The comprehensive process over the past two years to develop our strategic plan moved to the next level this past Spring as our Board of Trustees approved FIUBeyondPossible2020. This plan is FIU's roadmap to success over the next five years and is focused on improving student success, identifying and supporting preeminent programs, striving for Carnegie Very High Research designation, and diversifying revenues, while improving organizational efficiencies.

Implementation committees, workgroups and a steering committee have been appointed and have begun meeting. The steering committee is charged with prioritizing strategies based on projected impact of the 20 critical performance indicator goals and guiding the implementation committees that will help lead recommendations into action.

The strategies outlined in the plan have been divided into six broad committees with specific issue-focused workgroups. Committees are comprised of a mix of faculty, administrators and students. See appendix for a summary of the structure. A full-text version of the structure with specific strategies assigned to each workgroup along with committee members is available at stratplan.fiu.edu.

Complementing the implementation of the strategies outlined in the plan, Deans and Vice Presidents are aligning their workplans to best impact our 20 precedent-setting goals.

Various strategies outlined in *FIUBeyondPossible2020* are already well underway and garnering success. One of the most critical strategies in our plan for student success is to redesign our gateway courses – those courses with high enrollment and traditionally high failure rates which contribute to delaying students progress or even students dropping out. We secured a competitive grant from the Gates Foundation as part of our work with the Association of Public and Land Grant Universities to support our plan to transform 17 gateway courses.

Similarly, we have made significant traction in improving passing results for gateway math courses. After building a dedicated 204 computer Mastery Math Lab in 2012, we have since converted adjuncts to full-time instructors, formed course-specific weekly working groups for faculty, implemented high-touch student-faculty communications, integrated technology to facilitate active learning and formative assessment, and adopted small group problem solving sessions with undergraduate Learning Assistants. While maintaining course integrity and mathematical rigor, dramatic gains have been documented since the lab's opening:

- An increased College Algebra pass rate in face-to-face courses from 33% in 2010-11 to 62% in 2014-2015
- Transforming online College Algebra using the Mastery Math lab model has increased student pass rates from 10% to 64.9%
- Intermediate Algebra has resulted in similar outcomes with 63% of students passing in AY 2014 - 2015
- Pilot studies with Finite Math in Fall 2014 and Spring 2015 resulted in pass rates 20% above the department average
- The improved pass rates translate into approximately 1350 more students passing College Algebra within the last 3 years than would have passed without the Mastery Math Lab
- Additionally, the course redesign and introduction of the lab has allowed FIU to go from 55 - 60 College Algebra sections with 25 different instructors/adjuncts a year prior to Mastery Math to 13 sections with 4 permanent instructors in AY 2014 -2015

II. UNDERGRADUATE EDUCATION REPORT

1. Helmsley Grant for Improving STEM undergraduate education

The Florida Consortium of Metropolitan Research Universities, comprising Florida International University, the University of Central Florida, and the University of South Florida, was recently awarded a grant of \$506,925 by the Helmsley Charitable Trust. The Consortium has pledged to work collaboratively to achieve the following objectives:

- 1) increase the number of baccalaureate degrees by 12%;

- 2) increase the six-year graduation rate by minority students by 4 percentage points;
- 3) increase the number of graduates employed in Florida by 3 percentage points; and
- 4) increase the salaries that our graduates earn in the workplace by 10%.

The Consortium recognizes that retention and completion rates in the STEM disciplines (broadly defined as computer information science, engineering, life sciences, mathematics, health, and physical sciences) must increase substantially in order to achieve these objectives. As part of the on-going work of the Consortium, FIU, UCF and USF proposed to the Helmsley Charitable Trust to undertake a fifteen-month planning process to transform STEM undergraduate education at each of three Consortium universities. With the support of the Helmsley grant, at the end of this planning period, the three universities will have developed Consortium-level plans designed to do the following:

- 1) increase the number of students in STEM disciplines;
- 2) increase STEM six-year graduation rates for FTIC students;
- 3) increase STEM three-year graduation rates for transfer students; and
- 4) increase minority and women representation in the STEM disciplines.

2. Gates Grant for Improving Gateway Course Performance

Seventeen high enrollment gateway courses (each with annual enrollment >1,600) have been identified to have high failure rates (>15%). These 17 courses have combined enrollments of over 41,000 a year. Poorly performing gateway courses constitute major barriers to students' progression to degree and correlate highly with dropping out. A successful one-year planning grant of \$275,000 was submitted to the Bill and Melinda Gates Foundation's Transformational Planning Grant Project, administered by the Coalition of Urban Serving Universities (USU) and the Association of Public and Land-Grant Universities (APLU). FIU's grant was entitled University Transformation through Teaching and focused on improving the performance of the 17 gateway courses. Significant work has just been completed in Phase I (planning grant), and FIU is well positioned to be one of three universities to participate in Phase II (four-year implementation grant of \$1 M.).

III. GRADUATE EDUCATION REPORT

1. Development and Pilot of Fully Electronic Annual Evaluation and Mentoring Plans for Doctoral Students

In spring 2015, the University Graduate School (UGS), in collaboration with the Division of Information Technology, piloted a fully electronic doctoral student annual evaluation

process. Initially implemented in 2010-2011, the annual evaluation and mentoring plan requirement has been transformative in defining expectations, enhancing the doctoral students' experiences, and promoting the timely completion and successful defense of the dissertation. However, the paper process required hard copies, and labor-intensive recording, scanning and linking of the forms to the students' permanent records. The fully electronic evaluation was piloted this spring in the Robert Stempel College of Public Health and Social Work. Approximately 80% of the student and faculty participants surveyed indicated that the online form was a major improvement over the paper form. The fully electronic process allows for easy routing, archiving, and retrieval of all the research doctoral students' annual evaluations. It will also allow for valuable data mining to evaluate key indicators for doctoral student progress and success.

2. FIU Recognized for its Increase in International Applications

According to a recent survey conducted by the Council of Graduate Schools (CGS), international applications for graduate admission at US universities for Fall 2015 increased 2% from Fall 2014. At FIU, the increase in applications in this category (non-US citizens) is 10%. For the third consecutive year, Indian applications have contributed most to the increase while the numbers from China declined significantly. Nationwide, applications from India for the past three years have posted double-digit growth. Having seen a 19% increase in applications from India (compared to the national average of 12%), FIU caught the attention of CGS and the Wall Street Journal. In its article following the CGS survey (<http://on.wsj.com/1C3MbXI>), the Wall Street Journal recognized FIU for its cost-effective efforts and frequent use of online platforms such as AdobeConnect to reach out to international applicants.

3. FIU Welcomes New Cohort of McKnight and McNair Doctoral Fellows

In Fall 2015, FIU welcomed a new cohort of McKnight Doctoral Fellowship winners, four of whom are graduates of FIU. Each fellow will received \$12,000 from the Florida Education Fund and a \$10,000 award from UGS for three academic years. The fellows' participating units will then provide an additional two years of support. The McKnight Doctoral Fellowships program addresses the under-representation of African American and Hispanic faculty at colleges and universities in the state of Florida by seeking to increase the pool of citizens qualified with Ph.D. degrees to teach at the college and university levels. The UGS is also welcoming four graduate McNair fellows. The UGS will provide two years of stipend support in the amount of \$23,000 per year for doctoral students and \$15,000 for master's students. Each college provides matching funds to each UGS McNair Graduate Fellow to ensure financial support throughout the student's graduate career.

The McNair Graduate Fellowship is designed to encourage more underrepresented students to complete a Ph.D. degree. The fellowship is offered to outstanding minority

college graduates with the goal of increasing the pool of underrepresented students pursuing careers in post-secondary education and establishing role models for future minority students.

IV. ENGAGEMENT REPORT

1. One Community One Goal Academic Leaders Council

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. Representatives of the seven ALC member institutions provided an update on the initiative's progress at the Annual One Community One Goal Report to the Community on July 22, 2015. Each institution has implemented strategies to leverage and advance the seven OCOG targeted industries – Aviation, Banking and Finance, Creative Design, Hospitality and Tourism, Information Technology, Life Sciences and Health Care and Trade and 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.

The work of ALC connects directly to several FIU performance funding indicators, including percentage of bachelor's graduates employed and/or continuing their education one year after graduation and median average full-time wages of undergraduates employed in Florida one year after graduation. In the coming months, the ALC will continue to meet in intimate, industry-specific focus groups to better align academic offerings to prepare graduates for the demands of the 21st Century workforce.

2. Talent Development Network

Representing an unprecedented collaboration between Miami's major educational institutions, local industry and economic development leaders, the Talent Development Network (TDN) has made significant progress toward its goal of building and growing a regional internship culture in Miami. To date, 68 employers have registered with TDN and posted more than 40 paid internships through an online portal to connect Miami's top talent with local businesses. Located at tdnmiami.com, the site offers a guide to creating new internships for employers, along with links to career resources for students. An educational module for students will be launched soon and industry-specific content is being added, as well as information on immigration law and suggestions for onboarding.

Nearly 200 students from the seven member institutions have accessed the site to search for internship opportunities. Six interns have been successfully placed with employers, including Miami-Dade County, American Airlines and Baptist Health South Florida. Corporate support for the effort is strong with more than a dozen companies stepping up as partners. TDN will track its progress by studying key measures such as employer satisfaction, numbers of students who have started their careers before graduating and numbers of students who receive a position at the company where they interned. The goal is to create a set of national best practices for other communities seeking to align education and industry to promote economic prosperity.

3. ACCESS

As the nationally recognized partnership between FIU and Miami-Dade County Public Schools (M-DCPS) continues into 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 on May 8, 2015 to further define the direction for the work and create a framework for future 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. Workgroup goals and accomplishments were highlighted at the ACCESS Leadership Meeting chaired by President Mark B. Rosenberg and Superintendent Alberto M. Carvalho on July 10, 2015 at FIU's Biscayne Bay Campus Wolfe University Center. One area of collaborative success noted 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.

V. ENROLLMENT MANAGEMENT AND SERVICES

1. University Enrollment

Summer 2015

As of July 20, 2015, 34,166 students have enrolled in courses for the summer 2015 term. This represents a 3.90% or 1,281 student increase as compared to summer 2014 enrollment of 32,885. In addition, Full-time equivalent (FTE) has increased by 3.44% or 175.60; increasing from 5,107.30 FTE in summer 2014 to 5,282.90 FTE in summer 2015.

FIU welcomed 1,363 new First Time in College (FTIC) students in the summer term. This was an increase of 14.86% or 178 students over summer, 2014. This was the first summer that the Office of Undergraduate Admissions opened the summer term application to all FTIC and not just those who needed extra help transitioning from high school to college. By opening the summer term, students who needed the extra help, as well as those students who wanted to accelerate their progress toward a college degree, had the opportunity to enroll in classes. Of the 1,363 new FTIC students enrolled this summer, 47 are from out of state and 23 are international students. Twenty-six percent or 359 of the students selected a major in one of the STEM fields.

FIU also welcomed 1,237 new transfer students over the summer. This represents a slight decline of 1.20% or 15 students. Two-hundred three of the enrolled transfer students are in fully online programs and 236 are enrolled in STEM majors. Seventy-two of the new summer transfer students are international students and 60 of the new summer transfer students are from out of state.

Fall 2015

As of July 20, 2015, 36,146 students have enrolled in courses for the fall 2015 term. This represents an 11.38% or 3,693 student increase as compared, same point in time, to fall 2014 enrollment of 32,453. In addition, FTE has increased by 9.74% or 861.90, from 8,847.20 FTE in fall 2014 to 9,709.10 in fall 2015.

As of July 22, 2015, 1,992 new FTIC have enrolled in classes for the fall. Seven hundred forty-five (745) new FTIC registered to attend one of three orientation programs between July 30 and August 21.

In addition to the new FTIC students registering for classes, 2,049 new transfer students have enrolled in classes for the fall.

Nine hundred sixty (960) new transfer students registered to attend one of six advising and registration days between July 23 and August 18.

2. OneStop

The OneStop office kicked off the reorganization for customer service delivery within Enrollment Services on April 8, 2015.

The reorganization has opened many opportunities to create improved student-centered processes. As an example, communication using Chat has dramatically increased due to increased consistency in hours of service. During the month of May the overall chat handle rate was 81% which averaged 325 chats per day, representing an increase of 338% when compared to this time last year. The June handle rate was 92%, with an average of 190 chats per day, representing a 204% increase when compared to the same time last year.

OneStop participated in several outreach communication projects at the close of spring and beginning of summer 2015 semesters. The following represents a sample of the call campaigns deployed by the OneStop call center:

- 2014 FTICs who could benefit from the Forgiveness Policy to increase their GPA;
- 2014 FTICs in good academic standing but didn't register due to an outstanding balance;
- Students invited to the Pilot Resource Fair who were enrolled in summer courses but had a GPA slightly above or below 2.0;
- Students enrolled for the summer and were on the list for cancelation for non-payment.

3. Financial Aid

As of July 24, 2015, 2014-2015 aid disbursed totaled \$465.3 million to 39,946 students. Federal Pell grant recipients for 2014-2015, as of July 24, 2015, stands at a total of 22,657 students receiving \$86 million. It should be noted that 11,061 of those Pell recipients are First Generation students. Additionally over half of all Pell recipients have an Expected Family Contribution (EFC) of \$0, (12,000 students).

Our Free Application for Federal Student Aid (FAFSA) Campaign continues to see incremental gains as 944 more students applied by the March 1st priority deadline as compared to the same time last year.

Financial Aid awarding for the 2015-2016 Academic Year is running ahead of this time last year. The coordinated communications process within Enrollment Services has helped send consistent, targeted, and timely messages to aid applicants as they progress through the financial aid process.

As of July End	2014-2015	2015-2016
New FTIC	3,619	3,740
New Transfer	3,531	3,520
FTIC Summer-B to Fall	771	976
Continuing Undergraduates	15,680	18,533

VI. INFORMATION TECHNOLOGY REPORT

1. Technology Fee for the 2015/2016 Academic Year

The Technology Fee Council reviewed one-hundred and eighteen (118) proposals from academic and administrative units. The final recommendations were submitted to the Vice President and CIO Robert Grillo and Provost and Executive Vice President Dr. Kenneth G. Furton for approval. The total number of proposals approved were forty-nine (49), based on recommendations made by the Technology Fee Council. Some of the proposals approved include the continued expansion and improvements of the University's course capturing systems and distance learning classrooms on all of our campuses. In addition, updating technology equipment in our labs such as the Mastery Math Lab are proposals that were approved to enhance the overall student experience on our campuses.

2. IT Security Enhancement Strategy Update

The Division of IT continues to be the frontline in safeguarding our University's sensitive data. As part of our ongoing mission to protect privacy and improve information security, the division has implemented a Security Information and Event Management (SIEM) technology to provide a holistic view of FIU's information technology security. The SIEM centralizes storage and interpretation of logs and allows for near real-time analysis of events so staff can take defensive actions more quickly when anomalous events are detected. Our SIEM brings event, threat, and risk data together to provide strong security intelligence, rapid incident response, consistent log management and extensible compliance reporting.

In addition, the Security Awareness Training Course remains available to help employees better understand security policies and procedures, identify University sensitive data and prevent the loss of such data, as well as protect existing resources in their roles as data stewards.

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

The Division of IT's Center for Internet Augmented Research and Assessment (CIARA) was recently awarded \$5.4 million over five (5) years by the National Research Foundation (NSF) for the International Research Network Connections (IRNC) Backbone Award AmLight Express and Protect (AmLight-ExP). AmLight-ExP provides a bridge from the current infrastructure to one that will provide unprecedented resources for the U.S.-Latin America research and education community, and will evolve past 2031. AmLight-ExP will be a reliable, leading-edge infrastructure for research and education. Total production bandwidth provided by AmLight-ExP between the U.S. and South America will grow to more than 680G over the next five years. This will serve as a flexible inter-regional infrastructure, enabling communities of scientists to expand their research, education, and learning activities uniquely empowered through AmLight-ExP's access to unlit optical spectrum on submarine cables, and through employing dynamic circuits in a production environment.

VII. RESEARCH AND ECONOMIC DEVELOPMENT REPORT

1. External Grant Awards' Performance

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).

2. Technology Management and Commercialization

In FY 2014-2015, FIU applied for forty-six (46) patents, surpassing our goal by six. During the past three fiscal years (2013-2015), there have been 127 patent applications. This is three times higher than the prior three years (2010-2012), and 2.2 higher than the prior four year period (2009-2012). FIU invention disclosures increased by 40% when compared with last fiscal year – from 37 to 52, and inventors at FIU were awarded three patents.

FIU received \$0.04 in licensing income and one start-up company was created during 2014-2015 (EnerMaster) based on Dr. Osama Mohammed's (Electrical Engineering) energy management system technology. Three FIU teams participated in the National Science Foundation's (NSF) Innovation Corps Teams (I-Corps) programs. Additionally, teams representing FIU technologies finished first (Ranu Jung, Biomedical Engineering) and second place (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.

3. Research Accomplishments and Initiatives

Dr. Barry Rosen, associate dean for Research and Graduate Programs and distinguished professor of Cellular Biology and Pharmacology in the HWCoM, was awarded the distinction of Fellow of the American Association for the Advancement of Science (AAAS). The honor is bestowed upon AAAS members by their peers in recognition of their outstanding contributions toward advancing science. Dr. Rosen was cited for “distinguished contributions to the field of arsenic biology, particularly seminal discoveries on mechanisms of arsenic transport, biotransformation and regulation in organisms from *E. coli* to humans.”

The NSF CAREER awards are the agency’s most prestigious awards in support of junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education and the integration of education and research within the context of the mission of their organizations. During fiscal year 2014-2015, six FIU researchers received NSF CAREER awards: Jin He, Omar Abdul-Aiz, Arif Selcuk Uluagac, Deron Burkepile, Ismail Guvenc, and Shaolei Ren.

4. Collaborations and Partnerships

- FIU and Florida Power & Light Company (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 Engineering Center.
- Twice during 2014-2015, NASA traveled to the bottom of the sea for seven- and nine-day missions 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 was 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).
- 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 NTGB’s only garden outside of Hawaii. Scientists at the center will lead efforts to preserve and study tropical plants for future generations.
- 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 use and mental health among children and adults.

- FIU and The Paul G. Allen Family Foundation signed an agreement whereby the Foundation granted FIU \$3.97M to support the global underwater survey of sharks and rays. Specifically, the agreement is for the GLOBAL FIN-PRINT project. This project is the first global, multi-institutional effort to combine existing baited remote underwater video data sets to create the largest and most comprehensive data collection and analysis program of the world's populations of reef-associated sharks and rays to provide insight essential to conservation efforts. The research team composed of scholars from around the globe, assisted in attracting internationally recognized shark expert and lead principal investigator, Dr. Demian Chapman, to join the faculty at FIU.
- Baptist Health South Florida and FIU have agreed to establish an academic translational cancer research center laboratory under the direction of Dr. Jeff Boyd. The generous \$1.256M gift will assist Dr. Boyd (regarded both nationally and internationally as one of the leading scientists in the study of the molecular genetics of women's cancers) and his research team to continue their focus on finding better methods of diagnosis, more effective treatments and eventually a cure.

VIII. STUDENT AFFAIRS REPORT

1. Student Support Services Receives \$1.1 Million Grant

Student Support Services received funding from the United States Department of Education for its program that assists students who are low-income, first generation, and may have disabilities to remain in college and successfully complete their baccalaureate degrees. Through a grant competition, SSS was awarded \$220,000 for the first budget period and continues for five-years. The SSS program will provide an array of services focused on academic and career development as well as assist students with basic college requirements such as applying for financial aid. The program also provides grant aid to participants who are Federal Pell Grant recipients. Additional educational services will be intentionally designed to improve students' financial and economic literacy as well as assist them in applying to graduate and professional programs.

The program has three main objectives: (1) Seventy-seven percent of participants will persist from one academic year to the beginning of the next academic year or graduate; (2) Ninety percent of enrolled students will meet the performance level required to stay in good academic standing; and (3) Fifty-six percent of new participants served each year will graduate within six years.

2. Housing and Residential Life Update

Housing and Residential Life welcomed 3,180 students that will reside on-campus this Fall. Over the Summer, Housing completed \$2 million in renovation projects to enhance the living on-campus experience. Projects included the replacement of roofs on the University Apartments, new room furniture and replacement of the fire alarm system in Panther Hall, new outdoor seating in the Housing quad, and upgrading of wireless internet in multiple buildings. FIU Housing hosted 22 conference groups over the Summer, including 90 students on internships through the Brazil Scientific Mobility Program. Housing will also welcome the first class of the FIU Global Program to on-campus housing. This program recruits international students that will attend FIU and live on-campus. There are 60 students expected from 17 countries. On-campus housing is 100% full for Fall 2015, accommodating every first-year student who applied to live on campus by July 1.

3. Student Affairs Adopts Strategic Plan

In support of the FIU *Beyond Possible 2020* Strategic Plan, the Division of Student Affairs developed its five-year plan, which provides direction and vision for the work of the division. The plan contains four strategic priorities, with detailed goals and plans for each. The four priorities include: (1) Advance the Academic Success and Personal Development of Students, (2) Foster a Quality University Experience, (3) Commit to Engagement, and (4) Position the Division to Capitalize on University Growth. An implementation committee and multiple work groups provide the structure to help operationalize the plan over the next five years.

Key Performance Indicators

Performance Goals Academic Year 2013-14 (for 2015-16 funding)

Florida International University

		EXCELLENCE (Achieving System Goals)					IMPROVEMENT (Recognizing Annual Improvement)					
		FIU	5	4	3	2	1	5	4	3	2	1
Key Metrics Common to All Universities												
1	Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation	77%	80%	75%	70%	65%	60%	5%	4%	3%	2%	1%
2	Median Average Full-time Wages of Undergraduates Employed in Florida 1 Yr after Graduation	36,200	\$40,000	\$35,000	\$30,000	\$25,000	\$20,000	5%	4%	3%	2%	1%
3	Average Cost per Undergraduate Degree to the Institution	25,580	\$20,600	\$23,175	\$25,750	\$28,325	\$30,900	5%	4%	3%	2%	1%
4	Six Year Graduation Rate Full-time and Part-time FTIC	53%	70%	67.5%	65%	62.5%	60%	5%	4%	3%	2%	1%
5	Academic Progress Rate 2nd Year Retention with GPA Above 2.0	79%	90%	87.5%	85%	82.5%	80%	5%	4%	3%	2%	1%
6	Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	46%	50%	45%	40%	35%	30%	5%	4%	3%	2%	1%
7	University Access Rate Percent of Undergraduates with a Pell-grant	51%	30%	27.5%	25%	22.5%	20%	5%	4%	3%	2%	1%
8	Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	52%	60%	55%	50%	45%	40%	5%	4%	3%	2%	1%
Institution-Specific Metrics												
9	BOG Choice - Percent of Bachelor's Degrees without Excess Hours	68%	80%	75%	70%	65%	60%	5%	4%	3%	2%	1%
10	BOT Choice - Bachelor's Degrees Awarded to Minorities	6,221	6,100	6,050	6,000	5,950	5,900	200	175	150	125	100

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APPENDIX:

FIUBeyondPossible2020 Implementation Structure

Grow strategically

Charge: *Strategically increase enrollment with focus on fully online, hybrid, non-resident students, professional master's, dual enrollment, and executive education and non-credit certificate programs. Expand seamless and accelerated success pathways to continue to provide access and opportunity including first generation and minorities. Increase support for transfer students.*

2020 Goals/Metrics:

3. Improve AA transfer 4yr graduation rate – 64% to 70%
6. Increase Bachelor's in strategic areas – 46% to 50%
7. Increase Graduate degrees in strategic areas – 52 to 60%
10. Increase Bachelor's degrees awarded to minorities – 6219 to 7200
11. Increase number of first gen graduates – 1982 to 2300
20. Increase total FIU Enrollment (+ Model of delivery) – 54,000 to 65,000

Workgroups:

- **Recruit strategically locally, nationally and globally**
- **Build a robust 2+2 transfer program (Connect4Success) with local state colleges**

Advance student success + career integration

Charge: *Nurture a culture with values centered on effective teaching and enhanced learning in support of continuously improving student success. Ensure students are offered intense, rigorous learning experiences in a supportive academic community to prepare them to thrive as citizens of the world and leaders in their chosen professions. Ensure that faculty are recognized, supported and rewarded for excellent teaching. Prepare graduates at all levels for seamless career integration.*

2020 Goals/Metrics:

1. Improve first-to-second year retention rate among FTIC undergrads - 76 to 90%
2. Improve six-year graduation rate among undergraduate students - 53 to 70%
4. Increase number of Bachelor's degrees without excess hours - 68% to 80%
5. Increase graduates employed one year after graduation – 77% to 80%
9. Increase median wage of Bachelor's graduates - \$36K to \$40K
12. Increase students participating in internships – 4,737 to 6,000

Workgroups:

- **Improve instruction and course design and develop incentives for faculty improving student learning**
- **Enhance student experience to support retention, graduation and employability**
- **Foster an ecosystem that ties participation in social innovation to student success and career readiness**

Identify and support preeminent programs

Charge: *Finalize the process to identify and support FIU's preeminent programs, expanding FIU's visibility, reputation and financial support.*

2020 Goals/Metrics:

- 17. Increase private gifts – overall endowment - \$53 million to \$70 million annually
- 19. Increase research expenditures - \$133 million to \$200 million annually
- 14. Increase post-doctoral fellows – 83 to 129

Workgroups:

- Recommend final application and selection process for preeminent programs
- Determine deep strategic support for preeminent programs

Accelerate research, innovation and entrepreneurship

Charge: *Build FIU's infrastructure and reputation for research, economic development and innovation and establish FIU as an interdisciplinary solutions center for the local + global community. Strive for highest Carnegie-related classification of research (VHR).*

2020 Goals/Metrics:

- 13. Increase doctoral degrees -- 159 to 200
- 14. Increase post-doctoral fellows – 83 to 129
- 15. Increase patents – 2 to 20
- 16. Increase startups per year – 8 to 20
- 19. Increase sponsored research expenditures -- \$130 to \$200 million annually.

Workgroups:

- Strive for Carnegie Very High Research Designation, support faculty researchers, promote interdisciplinary collaboration and advance to \$200M annually in research expenditures
- Increase PhD + Postdoctoral production
- Incentivize, synchronize and streamline innovation + entrepreneurial initiatives

Build financial base and operational efficiencies

Charge: *Increase and strategically invest FIU's financial resources, improve efficiency and create a framework for continuous improvement*

2020 Goals/Metrics:

- 8. Decrease cost per degree - \$26,000 to \$20,000
- 18. Increase auxiliary revenue - \$197 to \$240 million

Workgroups:

- Manage and administer funds in support of performance goals
- Build infrastructure for optimized organizational efficiencies and increase E+G and auxiliary revenue generating opportunities

Actuate Next Horizon capital campaign

Charge: *Create a culture of philanthropy thereby increasing the number of donors and total investment to support teaching, scholarships, research and preeminent programs.*

2020 Goals/Metrics:

- 17. Increase private gifts – overall endowment - \$53 million to \$70 million annually
- 19. Increase research expenditures - \$133 million to \$200 million annually