



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

Thursday, April 18, 2019  
10:15 a.m. *\*approximate start time*  
Florida International University  
Modesto A. Maidique Campus  
Graham Center Ballrooms

**Committee Membership:**

Cesar L. Alvarez, *Chair*; Natasha Lowell, *Vice Chair*; Jose J. Armas; Dean C. Colson; Michael G. Joseph; Joerg Reinhold; Sabrina L. Rosell; Marc D. Sarnoff

**AGENDA**

- |    |   |                    |
|----|---|--------------------|
| 1. | Call to Order and Chair's Remarks   | Cesar L. Alvarez   |
| 2. | Approval of Minutes   | Cesar L. Alvarez   |
| 3. | Action Items  |                    |
|    | AP1. Proposed Regulation FIU-2504 Student Religious Observances, Practices, and Beliefs | Elizabeth M. Bejar |
|    | AP2. Honorary Degree Nomination   | Kenneth G. Furton  |
|    | AP3. University Strategic Plan 2020-2025  | Kenneth G. Furton  |
| 4. | New Business <i>(If Any)</i>  | Cesar L. Alvarez   |
| 5. | Concluding Remarks and Adjournment  | Cesar L. Alvarez   |

*The next Academic Policy and Student Affairs Committee Meeting is scheduled for June 19, 2019*

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
April 18, 2019

**Subject: Approval of Minutes of Meeting held March 4, 2019**

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**Proposed Committee Action:**

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Monday, March 4, 2019 at the FIU, Modesto A. Maidique Campus, MARC 290, Earlene and Albert Dotson Pavilion.

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**Background Information:**

Committee members will review and approve the minutes of the Academic Policy and Student Affairs Committee meeting held on Monday, March 4, 2019 at the FIU, Modesto A. Maidique Campus, MARC 290, Earlene and Albert Dotson Pavilion.

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**Supporting Documentation:**

Minutes: Academic Policy and Student Affairs  
Committee Meeting, March 4, 2019

**Facilitator/Presenter:**

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

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**FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE  
MINUTES  
MARCH 4, 2019**

**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 10:23 a.m. on Monday, March 4, 2019, at the Modesto A. Maidique Campus, MARC 290, Earlene and Albert Dotson Pavilion.

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

General Counsel Carlos B. Castillo conducted roll call of the Academic Policy and Student Affairs Committee members and verified a quorum. Present were Trustees Cesar L. Alvarez, *Chair*; Natasha Lowell, *Vice Chair*; Jose J. Armas (*arrived after the roll call*); Dean C. Colson; Joerg Reinhold; Sabrina L. Rosell; and Marc D. Sarnoff.

Trustee Michael G. Joseph was excused.

Board Chair Claudia Puig, Trustees Leonard Boord, Gerald C. Grant, Jr., Justo L. Pozo, and Roger Tovar, and University President Mark B. Rosenberg were also in attendance.

**2. Approval of Minutes**

Committee Chair Alvarez asked if there were any additions or corrections to the minutes of the January 28, 2019 Academic Policy and Student Affairs Committee meeting. A motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on Monday, January 28, 2019.

**3. Follow-up from Previous Meeting**

Provost and Executive Vice President Kenneth G. Furton explained that since the Committee's last meeting, the lease agreement with the Torrey Pines Institute for Molecular Studies has been executed, noting that the lease runs through December 31, 2019 with an option to renew for an additional year with the same terms and conditions. He indicated that the University also has the option to terminate the lease agreement with 30 days' notice.

Provost Furton described the search and screen process in terms of faculty members who will work from the Torrey Pines facility, adding that currently 65 applications have been received, that video interviews have been held, and that candidates who meet the established funding criteria have been identified. He stated that the facilities assessment has also been completed and that the estimated cost of repairs is approximately \$1.89M for 2019-20 if the University were to acquire the facility. He added that it is the expectation that the Board of Trustees will review at an upcoming meeting for its consideration the acquisition of the Torrey Pines facility as a Special Purpose Center of the University.

In response to Trustee Marc D. Sarnoff's inquiry, Provost Furton explained that while generally the timeline is progressing on schedule, some delay has been experienced in terms of hiring and finalizing the lease agreement.

#### **4. Action Items**

Senior Vice President for Academic and Student Affairs Elizabeth M. Bejar explained that since the 2007-08 academic year, 45 degree programs were terminated and 39 new programs were established. She indicated that the University is committed to providing relevant degree options and that in terms of funding, the new program proposals for the Board's consideration represent internal reallocation and reprioritization of degree programs within the Academic Affairs budget infrastructure.

##### **AP1. Program Termination: Master of Arts in Liberal Studies**

Sr. VP Bejar presented the Master of Arts in Liberal Studies program termination for Committee review, noting that the program suspended admissions in 2017-18 and that the last student admitted to the program recently graduated. She explained that it was determined that reasonable efforts to attract new students would be unlikely to result in a substantial increase in enrollment and that no impact on enrollment or enrollment planning for other programs or courses offered by the Department of Philosophy is expected. She indicated that the program has no dedicated faculty and that, therefore, no faculty or staff will be terminated, or otherwise adversely impacted, as a result of this program closure.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees termination of the Master of Arts in Liberal Studies (CIP 24.00101).

##### **AP2. New Program Proposal: Ph.D. in Engineering and Computing Education**

Sr. VP Bejar presented the Ph.D. in Engineering and Computing Education new program proposal for Committee review, explaining that the proposed program is a STEM degree and that it is the expectation that, upon Board of Trustees' approval, the proposal would be presented for Board of Governors' consideration at its June meetings. She indicated that the proposed Ph.D. includes foundational coursework in engineering and computing education research methods, a requirement to take engineering and computing discipline-specific graduate coursework, a teaching requirement, and dissertation work. She added that the National Science Foundation issued a Dear Colleague Letter on February 27, 2019 that stated its intention to support discipline-based education research focused on undergraduate and graduate STEM education.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees approval of the New Program Proposal: Ph.D. in Engineering and Computing Education (CIP 14.9999).

**AP3. New Program Proposal: Bachelor of Arts in Natural and Applied Sciences**

Sr. VP Bejar presented the Bachelor of Arts in Natural and Applied Sciences new program proposal for Committee review, indicating that the proposed interdisciplinary degree is in an area of strategic emphasis, which is STEM-focused and will allow for the integration of courses from the physical, biological, and applied sciences.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees approval of the New Program Proposal: Bachelor of Arts in Natural and Applied Sciences (CIP 30.0101).

**AP4. New Program Proposal: Bachelor of Arts in Global Studies**

Sr. VP Bejar presented the Bachelor of Arts in Global Studies new program proposal for Committee review, noting that the proposed degree builds in flexibility, allowing specialization in four critical areas of global social science and six geographical regions of the globe. She explained that with the proposed degree as part of the University's program inventory, it is expected that current standalone programs in Geography, Sociology, and Anthropology can potentially be transitioned to tracks within a future expanded Global Studies program.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees approval of the New Program Proposal: Bachelor of Arts in Global Studies (CIP: 30.2001).

**AP5. New Program Proposal: Master of Science in the Law of Technology**

Sr. VP Bejar presented the Master of Science in the Law of Technology new program proposal for Committee review, stating that the proposed program is a 30-credit graduate STEM degree designed to train applicants from both law and non-law backgrounds for work within the practice at the nexus of law and technology.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees approval of the New Program Proposal: Master of Science in the Law of Technology (CIP: 43.0116).

**AP6. New Program Proposal: Bachelor of Arts in Disaster Management**

Sr. VP Bejar presented the Bachelor of Arts in Disaster Management new program proposal for Committee review, indicating that the proposed program is a multi-disciplinary degree with one third of its curriculum being drawn from existing courses within the University from departments/faculty with experience in disaster studies, public health, environmental health, crisis communication, and disaster medicine. She explained that the proposed program will provide students the expertise to enter positions in government (local, state, and federal), international organizations, private-sector corporations, and non-governmental organizations. She added that

while the proposed program is not classified as strategic within the State University System, it fills a critical demand within South Florida as it addresses the reskilling needs of existing workforce.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees approval of the New Program Proposal: Bachelor of Arts in Disaster Management (CIP: 43.0302).

## **5. Information and Discussion Items**

### **5.1 FIU Strategic Plan 2025**

University President Mark B. Rosenberg described the University's mission in terms of Top-50 public research university recognition. Provost Furton explained that strategic investments will be made in areas relating to student success and research preeminence measures that will positively impact the four-year graduation rate and research expenditures. He indicated that while the University will maintain current student headcount and representation levels through 2025, it is expected that more graduates will be employed at a higher rate and with higher average salaries. Provost Furton then delineated the strategic priorities relating to the 2025 Strategic Plan, which pertained to amplifying learner success and institutional affinity, accelerating preeminence and research and innovation impact, and assuring responsible stewardship.

Senior Vice President of Administration and Chief Financial Officer Kenneth A. Jessell described the implementation costs as \$50M of recurring funds by 2025, most of which, as he explained, should be incremental. He indicated that a phased implementation plan would need to be adopted where multiple opportunities for increased revenues have been identified to support costs. He then presented a five-year incremental budget overview and a comprehensive review of the five-year incremental revenue options.

Provost Furton described the resource allocation process where FIU's 2025 Commission on Strategic Investments, whose membership reflects broad-based University representation, will monitor and assess resource allocation. He added that the Commission will regularly assess return-on-investment by examining funds invested in strategic initiatives relative to measurable performance outcomes and that the assessment will drive decision-making and resource allocation.

President Rosenberg described the challenges associated with a largely employed student population, noting that approximately 85% of University students are either employed full- or part-time and that this can negatively impact credit hours and graduation rates. He mentioned that opportunities exist in completion grants and on-campus student employment.

Trustees engaged in a substantive discussion on the 2025 Strategic Plan draft inclusive of revenue options. Trustee Dean C. Colson commended the work that has culminated in the current draft of the Strategic Plan and requested an analysis that describes the financial outlook and student success metrics of a university ranked 40 within the Top-50 rankings. He provided examples of State funding to System institutions and discussed the importance of narrowing the funding gaps. Provost Furton explained that while the metrics in the detailed plan are in the process of being refined, Top-50 ranked institutions generally boast a six-year graduation rate of 70% or higher. Trustee Roger Tovar conveyed his support and in response to his inquiry regarding new funding revenue options in



terms of endowment returns, Sr. VP and CFO Jessell explained that this will not be exclusively designated as merit-based and generally will include need-based scholarships. Provost Furton further stated that these scholarships would be intended to aid students with unmet financial need and will be critical in terms of increasing retention and graduation metrics.

Trustee Leonard Boord commended the thoughtful analysis in terms of the presentation of the draft 2025 Strategic Plan and related revenue options, stating that in pursuit of the aspirational goal of a Top-50 ranked university, an enhanced student experience and better brand will be achieved. He indicated that over the last decade the institution has experienced exponential growth while maintaining a positive trajectory, stating that the 2025 Strategic Plan draft conceptualizes the University's focus on quality in its objectives.

Committee Chair Alvarez indicated that caution should be taken in ensuring that the University's diversity is not unduly burdened as the University administration finalizes the strategic planning process. He also requested that a retrospective analysis be undertaken in order to understand what past actions have led to success and improvements.

## **5.2 Academic Affairs Regular Reports**

There were no questions from the Committee members in terms of the reports included as part of the agenda materials: FIU *Beyond Possible 2020*; Academic and Career Success; Engagement; Enrollment Management and Services; Information Technology; Research and Economic Development/ University Graduate School; and Student Affairs.

## **6. New Business**

*No new business was raised.*

## **7. 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 Monday, March 4, 2019 at 11:28 am.

## ***Trustee Requests***

- 1. Trustee Dean C. Colson requested an analysis that describes the financial outlook and student success metrics of a university ranked 40 within the Top-50 rankings.*
- 2. Committee Chair Cesar L. Alvarez requested that a retrospective analysis be undertaken in order to understand what past actions have led to success and improvements.*

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
April 18, 2019

**Subject: Proposed Regulation FIU-2504 Student Religious Observances, Practices, and Beliefs**

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**Proposed Committee Action:**

Recommend that the Florida International University Board of Trustees approve the proposed Regulation FIU-2504 Student Religious Observances, Practices, and Beliefs.

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**Background Information:**

The proposed Regulation, FIU-2504, provides direction to faculty, staff, and students regarding a student's rights and responsibilities related to the observance of their religious practices in the admissions process, their classroom attendance, and completion of assignments/exams. FIU-2504 also outlines the student grievance procedure if a student believes their religious observances, practices, or beliefs are not reasonably accommodated.

Florida Board of Governors Regulation 6.0115, Religious Observances, provides that (1) each university board of trustees shall adopt a regulation which reasonably accommodates the religious observance, practice, and belief of individual students in regard to admissions, class attendance, and the scheduling of examinations and work assignments; (2) each regulation shall include a grievance procedure by which a student who believes that he or she has been unreasonably denied an educational benefit due to his or her religious belief or practices may seek redress; and (3) such regulation shall be made known to faculty and students annually and included in the institution's handbook, manual, or other similar document regularly provided to faculty and students.

Florida Board of Governors Regulation 1.001(3)(j), University Board of Trustees Powers and Duties, provides that each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedures adopted by the Board of Governors.

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<b>Supporting Documentation:</b>	Proposed Regulation FIU-2504 Student Religious Observances, Practices, and Beliefs
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<b>Facilitator/Presenter:</b>	Elizabeth M. Bejar
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**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES  
FLORIDA BOARD OF GOVERNORS**

**NOTICE OF PROPOSED REGULATION**

**REGULATION NO.:** FIU-2504

**REGULATION TITLE:** Student Religious Observances, Practices, and Beliefs

**SUMMARY:** This Regulation provides direction to faculty, staff, and students regarding a student's rights and responsibilities related to the observance of their religious practices in the admissions process, their classroom attendance, and completion of assignments/exams. This Regulation also outlines the student grievance procedure if a student believes their religious observances, practices, or beliefs are not reasonably accommodated.

**TEXT OF REGULATION:** The full text of the Proposed Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://regulations.fiu.edu>. If you would like a copy of the Proposed Regulation, please contact Eli Deville, Departmental Administrator, Office of the General Counsel, (305) 348-2103.

**AUTHORITY:** Resolution of the Florida Board of Governors dated January 7, 2003: Board of Governors Regulation 6.0115.

**NAME OF PERSON INITIATING PROPOSED REGULATION:** Dr. Elizabeth Bejar, Senior Vice President for Academic and Student Affairs.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

**CONTACT PERSON REGARDING THE PROPOSED REGULATION:** Eli Deville, Departmental Administrator, Office of the General Counsel, Florida International University, 11200 SW 8<sup>th</sup> Street, PC 511, Miami, FL 33199. Email: [devillee@fiu.edu](mailto:devillee@fiu.edu) Fax: (305) 348-3272. Phone: 305-348-2103.

**DATE OF PUBLICATION:** March 18, 2019

**THE FULL TEXT OF THE REGULATION IS PROVIDED BELOW:**

## **FIU-2504 Student Religious Observances, Practices, and Beliefs**

- (1) Florida International University (“University”) recognizes and values students’ rights to observe and practice their religious beliefs. The University will reasonably accommodate the religious observances, practices, and beliefs of students in regard to admissions, class attendance, and coursework such as class exams, class assignments, and class events.
- (2) Class instructors are required to reasonably accommodate students in class attendance and course work because of religious observances, practices, and beliefs.
  - a. Students are responsible for any material covered or tested during an excused absence, but shall be given a reasonable amount of time to complete coursework including course exams and course assignments missed during their prior approved absence. The approved make-up assignment and examination must be equivalent in content, type, and grading scale to the missed coursework.
  - b. Students who desire to be excused from class or coursework to observe or practice their religious beliefs should notify all instructors preferably upon receipt or access to the syllabus, but in no case later than two (2) weeks before the religious observance or practice.
  - c. A student who has requested to be excused from class or coursework for a religious observance or practice is not required to provide a second party certification of the reason for the absence.
- (3) The University does not consider religious observances, practices, or beliefs in determining admission to University undergraduate, graduate and professional programs. If a prospective or current student believes their religious observances, practices, or beliefs were considered in admission, the student must timely submit a written statement which includes any information to be considered regarding an accommodation to their religious observances, practices, or beliefs to one of the following. A second party certification of the student’s religious observance, practice, or belief is not required:
  - a. The Admission Petition and Appeals Committee for appeals of admission to undergraduate degree programs;
  - b. The graduate program director for appeals of admission to graduate degree programs; or
  - c. The applicable professional school admissions director for appeals of admission to professional degree programs.
- (4) Students who believe their religious observances, practices, or beliefs were not reasonably accommodated in accordance with this Regulation may seek redress by filing a grievance with the Office of Equal Opportunity Programs and Diversity, Complaint Contacts at <https://diversity.fiu.edu/contacts/>. All grievances will be processed in accordance with the University’s regulations and policies regarding alleged discrimination.

Authority: Fla. Const. art. IX, section 7, Board of Governors Regulation 6.0115; History -  
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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
April 18, 2019

**Subject: Honorary Degree Nomination**

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**Proposed Committee Action:**

Recommend that the Florida International University Board of Trustees endorse Mr. Charles R. “Chipper” Wichman, Jr. as a recipient of a doctoral degree *honoris causa* from Florida International University.

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**Background Information:**

The nomination was recommended by the Faculty Senate on Tuesday, January 15, 2019.

The nominee was approved by the University President and Provost to receive an honorary degree at Commencement.

Florida Board of Governors Regulation 3.004, Honorary Degrees, provides, in relevant part, that each university board of trustees shall establish policies and procedures for recommending candidates for honorary degrees.

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**Supporting Documentation:**

Bio for Mr. Charles R. “Chipper” Wichman, Jr.

CV for Mr. Charles R. “Chipper” Wichman, Jr.

Nomination letter for Mr. Charles R. “Chipper” Wichman, Jr.

**Facilitator/Presenter:**

Kenneth G. Furton

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## BIOGRAPHY CHIPPER WICHMAN

Born in Honolulu in 1957, Wichman is a graduate of Roosevelt High School. From an early age Wichman was enthusiastic about interacting with nature and, at the urging of his conservation-minded grandmother Juliet Rice Wichman, he applied to a horticultural internship at the Pacific Tropical Botanical Garden (today National Tropical Botanical Garden) on the island of Kaua'i. After completing the internship in 1976, Wichman joined the Garden as staff, first as an apprentice stone mason, then as a head groundsman in the Lāwa'i Valley.

Beginning in 1977, Wichman collaborated with botanist Steve Perlman to conduct extensive botanical surveys of the Limahuli Valley which was then owned by Wichman's grandmother. During this period and through the 1980s and 90s, Wichman contributed to the discovery or rediscovery of over a dozen previously unknown species endemic to the Limahuli Valley, Kaua'i's Nā Pali Coast, and elsewhere. Discoveries include the striking orange *Hibiscus kokio* subsp. *saintjohnianus* as well as *Pritchardia limahuliensis*, *Lysimachia ovoidea*, *Schiedea kauaiensis*, *Cyanea kuhihewa*, and others.

As part of their fieldwork, Wichman and Perlman were the first botanists to rope down cliffs to hand-pollinate and then go back and collect seed of the *Brighamia insignis* subsp. *napaliensis*, a species now thought to be extinct in the wild but which NTBG has played a central role in successfully cultivating thousands of plants in Hawai'i and around the world. While continuing to work part-time at the Garden, Wichman began his studies in ethnobotany and Hawaiian language at Kaua'i Community College and eventually at the University of Hawai'i – Mānoa where he earned a degree in Horticulture (1983) graduating at the top of his class before returning to work for the Garden.

In the late 1980s, as Wichman advanced from horticulturist and superintendent to Assistant Director of Limahuli Garden, he and his wife Hau'oli were gifted the nearly 1,000 acre Limahuli Valley over which they assumed stewardship. Located on the northwest coast of Kaua'i, Limahuli has long been recognized as one of the earliest places to be settled by the first Hawaiians and is one of the most biodiverse ecoregions in the Hawaiian Islands.

Accepting the kuleana or responsibility to protect and preserve Limahuli Valley led to a seven-year effort which resulted in the establishment of Limahuli Valley Special Subzone which demonstrates a novel way to establish a conservation designation for the entire Limahuli Valley.

Under the Chipper and Hau'oli Wichman's management, Limahuli Garden's ancient taro terraces were restored, invasive species were replaced with endemic and indigenous ones, and conservation and education flourished. Wichman also embarked on a four-year Indigenous Communities Mapping Initiative Project at Limahuli that paired the community with Native American communities in the western U.S.

Limahuli Valley has become recognized as a prime example of how botanical gardens can play a leading role in the conservation of plants, the restoration of degraded environments, and the perpetuation of indigenous culture.

In 1994 Chipper and Hau'oli gifted the entire Limahuli Valley to the National Tropical Botanical Garden and in 1997 Limahuli Garden was named Best Natural Botanical Garden in the United States by the American Horticultural Society.

Speaking in a 2011 PBS interview, Wichman explained how his stewardship of Limahuli taught him the true meaning of malama 'āina (caring for the land). Through the conservation of plants and preservation of Limahuli Valley, Wichman said, we can begin to understand that land is not simply a commodity to be seen in terms of economic value. "Āina has so much more to offer us," he said at the time.

From 1997 to 2002, Wichman also became the Director of NTBG's Kahanu Garden on Maui before assuming the role of Acting Director of NTBG in 2003, then Director and CEO in 2005. During his tenure as director of the only Congressionally Chartered botanical garden in the U.S., Wichman has traveled tirelessly to garner support and raise the profile of NTBG's network of five gardens and five preserves in Hawai'i and Florida, while also advocating globally for the importance of botanical gardens as conduits for plant conservation, research, and education.

As NTBG's Director, Wichman's attention turned to a small but ecologically important bay called Lāwa'i Kai which is adjacent to the NTBG-managed Allerton Garden. Wichman led efforts to create a special subzone that calls for the management and protection of Lāwa'i Kai within the Conservation District of the State of Hawai'i. Following years of consultation between community stakeholders, state agencies, Wichman oversaw development of the Lāwa'i Kai Master Plan. In 2013, then-Governor Neil Abercrombie designated the marine and coastal areas adjacent to NTBG's Allerton Garden as the Lāwa'i Kai Special Subzone in order to integrate management of cultural, terrestrial, aquatic, and marine resources while protecting the area as a pu'u honua or place of refuge.

The two Special Subzones established under Wichman's leadership at Limahuli Valley and the Lāwa'i Kai, are the only two such conservation districts in all of Hawai'i and allow NTBG to manage these unique areas through a cultural lens.

Between 2005 and 2008, Wichman led the design, fundraising, and construction of the Juliet Rice Wichman Botanical Research Center which was the first LEED-certified building built on the island of Kaua'i. Its innovative green architecture utilizes biomimicry to create a hurricane proof structure and climate controlled environment to house priceless collections of rare books, the most active herbarium in the Pacific, and a seed bank with over 3 million seeds from some of the rarest plants on earth.

In 2008, Wichman and fellow visionaries embarked on a campaign bid on hosting the International Union for Conservation of Nature (IUCN)'s 2016 World Conservation Congress (WCC) in Hawai'i. With extraordinary diplomatic and logistical hurdles to overcome, the odds of the United States hosting its first ever Congress appeared slim

Despite this, with Wichman as chair of the WCC steering committee, and in partnership with other farsighted individuals, Hawai'i's eight year-long journey led to a successful bid and the first-ever WCC to convene in the United States in the Congress's 68 year history.

The Congress commenced on September 1, 2016 following a visit to Honolulu by President Barack Obama who addressed Pacific Island nations heads of state and Hawai'i dignitaries on the eve of the ten-day global gathering. With the theme Planet at the Crossroads, the quadrennial Congress welcomed a record-breaking 10,300 delegates from 192 countries including global leaders and decision-makers from government, civil society, indigenous people, business, and academia.

The Congress produced over 100 resolutions and the adoption of the Hawai'i Commitments, a series of global conservation initiatives created to accelerate efforts to protect biodiversity and implement Sustainable Development Goals. Furthermore, the Congress led to Hawai'i's Governor David Ige funding and enacting an Interagency Biosecurity Plan.

In April 2018, Wichman was selected as the Garden Club of America's 2018 Medal of Honor recipient after being nominated for the award by the Garden Club of Honolulu whose president Jann Boxold described Wichman as a "global leader in conservation and horticulture who has dedicated his life to the discovery and conservation of tropical plants and the protection of their habitats."

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## CURRICULUM VITAE

### Charles R. “Chipper” Wichman, Jr.

National Tropical Botanical Garden  
3530 Papalina Road, Kalāheo, Kaua‘i, Hawai‘i 96741 USA  
Tel. (808) 332-7324; Fax (808) 332-9765

#### Education

Bachelor of Arts in Horticulture Technology	
University of Hawai‘i at Mānoa, Honors, <i>Phi Beta Kappa</i>	<b>1983</b>
Horticulture Training Program, National Tropical Botanical Garden	<b>1977</b>

#### Professional Background

Director and Chief Executive Officer	
National Tropical Botanical Garden	<b>2005 -</b>
Director	
Limahuli Garden and Preserve	<b>1994-2005</b>
Director	
Kahanu Garden of the National Tropical Botanical Garden	<b>1997-2002</b>

#### Teaching

Adjunct Faculty	<b>2003 -</b>
University of Hawai‘i.	

#### Grants

Hawai‘i Department of Agriculture (HDOA). Operational support for the Breadfruit Institute	\$200,000	<b>2017</b>
State of Hawai‘i Legacy Land Conservation Program. <i>Land acquisition to conserve native hala forest and cultural resources</i>	\$1,500,000	<b>2007</b>
U.S. Department of Housing and Urban Development. <i>Construction of botanical research center</i>	\$200,000	<b>2007</b>
Strong Foundation. <i>Environmental education programs for K-12 and science teachers.</i>	\$150,000	<b>2005</b>
Geist Foundation. <i>Conservation and Horticulture Center in McBryde Garden.</i>	\$500,000	<b>2004</b>
Hawai‘i Community Foundation. <i>Rebuilding conservation program with focus on creating a genetic safety net for endangered species.</i>	\$200,000	<b>2004</b>
US Fish & Wildlife Service. <i>Limahuli Valley exclosure.</i>	\$336,000	<b>2004</b>
Lannan Foundation. <i>Indigenous mapping of Hā‘ena and Ni‘ihau.</i>	\$300,000	<b>2004</b>
National Fish and Wildlife Foundation. <i>Native forest restoration project.</i>	\$50,000	<b>2003</b>
National Oceanic and Atmospheric Administration. <i>Community-based restoration program.</i>	\$60,000	<b>2002</b>
Getty Grant Program of the J. Paul Getty Trust. <i>Master plan for Kahanu Garden</i>	\$146,000	<b>2001</b>

William and Flora Hewlett Foundation. <i>Ahupua'a program at Limahuli Garden and Preserve.</i>	\$200,000	2001
Hawai'i Community Foundation. <i>Ecosystem restoration.</i>	\$50,000	2001
Getty Grant Program of the J. Paul Getty Trust. <i>Site management plan for Kahanu Garden and Pi'ilanihale heiau.</i>	\$87,000	2000
William and Flora Hewlett Foundation. <i>Ahupua'a program at Limahuli Garden and Preserve.</i>	\$300,000	1998 -2000
Tides Foundation. <i>Indigenous communities mapping initiative at Limahuli Garden and Preserve.</i>	\$50,000	1998

### Research Experience

Botanical Surveys of Limahuli Preserve and explorations of north-west Kaua'i.	1983-1996
Hand pollination and seed collection of <i>Brighamia insignis</i> subsp. <i>Napaliensis</i> in the Na Pali coast of Kaua'i.	1978-1980
Botanical surveys of the Upper Limahuli Preserve.	1977-1980

### Selected Achievements

Garden Club of America Medal of Honor	2018
Assisted with the establishment of the first Community-Based Subsistence Fishing Area by the State of Hawai'i	2016
NTBG received Level IV Accreditation by The ArbNet Arboretum Accreditation Program and The Morton Arboretum	2016
Hawai'i Strategy for Plant Conservation (Strategy)	2014
Completion of the Hawai'i Strategy for Plant Conservation	2014
US Green Building Council's LEED Gold certification for NTBG's Juliet Rice Wichman Botanical Research Center, Kalāheo, HI.	2009
Successfully led efforts to amend NTBG's 1964 Congressional charter with language authorizing federal spending of \$500,000 on operations and maintenance	2007-2008
Hosted international summit on Ethnobotany and co-authored the Kaua'i Declaration to stress the importance of ethnobotany for providing solutions towards more sustainable living	2007
Successfully led community efforts to pass legislation to establish the Hā'ena community- based nearshore subsistence fishing area.	2006
Hosted international summit on Horticulture and Living Collections in Botanical Gardens.	2004
Hosted a summit on plant germplasm conservation with a national panel of experts from academia, state and federal governments, and conservation organizations	2004

### Presentations

The role that botanical gardens play in meeting the targets in the Global Strategy for Plant Conservation.	
The 6 <sup>th</sup> Global Botanic Garden Congress	2017
Global impact of the Breadfruit Institute	
IUCN World Conservation Congress (WCC)	2016



Conservation efforts at NTBG	
American Public Gardens Association	2016
Conservation and research priorities in the Solomon Islands	
Inaugural Pacific Islands Species Forum	2012
New targets for the Global Strategy for Plant Conservation (GSPC)	
United Nations' Convention on Biological Diversity	2011
The Importance of Rare Plant Conservation and Large-Scale Ecological Restoration	2009
Hawai'i Conservation Conference	
Greening Kaua'i's Visitors Industry	
Kauai'i Sustainable Tourism conference	2007
Saving the World's Plants - How Can We Do It?	
Missouri Botanical Garden and the Center for Plant Conservation Symposium	2007
NTBG Report 1964-today	
Address to United States Senate in the Russell Caucus Room, US Capitol	2005
Plenary Session	
International Forum on Indigenous Mapping, Vancouver, British Columbia.	2004

### **Honors and Awards**

Award of Merit	
American Public Gardens Association	2016
Fellow	
Linnean Society of London	2012
Ho'okele Award	
Wallace Alexander Gerbode Foundation; Hawai'i Community Foundation	2008
Horticulture Commendation Award	
The Garden Club of America; Honolulu Garden Club	2007
Kaua'i Green Business Initiatives	
Rotary Club, Kapa'a chapter	2007
Community Champion Award	
Kaua'i Planning and Action Alliance	2006
Outstanding Leadership and Development	
Historic Hawai'i Foundation	2001

### **Professional Service**

Participant in international workshop dedicated to establish a National Botanical Garden in Haiti	2012
Member of the leadership team for strategic and business plans for the Union for Conservation of Nature (IUCN) World Conservation Congress in Hawaii in 2016	2008-2009
Member of the Koke'e State Park Advisory Council	
Appointed by State of Hawai'i Senate President	2008 -
Member of the 'Ohana Council	2008-

Governing Trustee of the Center for Plant Conservation	2007-
Member of Onipa‘a Na Hui Kalo	
<ul style="list-style-type: none"> <li>work with state and federal agencies to create a streamlined permit process for lo‘i restoration</li> </ul>	1999-2006
Founding Director and Vice President of the Hui Maka‘āinana O Makana.	
<ul style="list-style-type: none"> <li>Awarded official Curator status for Hā‘ena State Park by the State Department of Land and Natural Resources</li> </ul>	1998-2008
County Arborist Committee	
<ul style="list-style-type: none"> <li>Appointed by the Mayor to serve to advise the County on the protection and proper maintenance of historic trees on Kaua‘i.</li> </ul>	1984-1900

### Affiliations

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Kauai Watershed Alliance<br/><b>Chairman</b></li> <li>Kauai Economic Business Development’s<br/>Renewal Energy Committee.<br/><b>Board member</b></li> <li>International American Public Gardens</li> <li>Association Directors of Large Gardens</li> </ul> | <ul style="list-style-type: none"> <li>Hawaii Restoration and<br/>Conservation Initiative<br/><b>Co-chair</b></li> <li>Botanic Gardens Conservation</li> <li>Society for Ecological Restoration</li> </ul> |
|--|--|

### Languages

English: Fluent

Hawaiian: Fluent

### Publications

- Wichman, Chipper, and Margaret Clark. "Toward the Implementation of Global Strategy for Plant Conservation Targets 1 to 3 in Hawai ‘i1." *Annals of the Missouri Botanical Garden* 99.2 (2013): 236-243.
- Wichman, Chipper. 2009. Foreword. *Plants of the Canoe People: an Ethnobotanical Voyage through Polynesia*. V-VI.
- Wichman, Chipper. 2009. Foreword. *Sublime Beauty*. 8.
- Wichman, Chipper. 2009. Message from Chipper. *The Bulletin of the National Tropical Botanical Garden*. 26(1): 1-4.
- Wichman, Chipper. 2008. Message from Chipper. *The Bulletin of the National Tropical Botanical Garden*. 25(3-5): 1-4.
- Wichman, Chipper. 2007. Message from Chipper. *The Bulletin of the National Tropical Botanical Garden*. 25(1): 1-4.
- Prance, Ghilleen T.; Raven, Peter H.; Wichman, Chipper; et al. 2007. Ethnobotany: the Science of Survival. *The Bulletin of the National Tropical Botanical Garden*. 24(4): 4-8, and *Economic Botany*, the journal of the Society for Economic Botany. 61(1): 1-2.
- Wichman, Chipper. 2007. Message from Chipper. *The Bulletin of the National Tropical Botanical Garden*. 24(4): 1-3.
- Wichman, Chipper. 2006. Message from Chipper. *The Bulletin of the National Tropical*

- Botanical Garden. 24(1-3): 16-17.
- Wichman, Chipper. 2005. Message from Chipper. Your Garden, newsletter of the National Tropical Botanical Garden. 1(3): 1 and 7.
- Wichman, Chipper. 2005. Message from Chipper. Your Garden, newsletter of the National Tropical Botanical Garden. 1(2): 1 and 7.
- Wichman, Chipper. 2005. Message from Chipper. Your Garden, newsletter of the National Tropical Botanical Garden. 1(1): 1 and 11.
- Wichman, Chipper. 2005. Pi'ilanihale Heiau (book chapter). Pōhaku: The Art and Architecture of Stonework in Hawai'i. 4-5.
- Wichman, Chipper. 2003. News from the National Tropical Botanical Garden. 32: 46-47.
- Wichman, Jr., Charles R. 1992. Recovery efforts take 'root' at Limahuli. The Bulletin of the National Tropical Botanical Garden. 22(4): 99-100.
- Wichman, Jr., Charles R. 1992. Exciting Rediscovery of 'extinct' plant. The Bulletin of the National Tropical Botanical Garden. 22(2): 39-41.
- Wichman, Jr., Charles R. 1988. Juliet Rice Wichman. The Bulletin of the Pacific Tropical Botanical Garden. 18(1): 24-25.
- Wichman, Jr. Charles R. 1978. Limahuli Valley Botanical Survey. The Bulletin of the Pacific Tropical Botanical Garden. 8(1): 1-8.

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# International Center for Tropical Botany



**Christopher Baraloto, Director**  
Tel. : +1 305 348 4027  
<http://ictb.fiu.edu>

Chair of the Honorary Degrees & Awards Committee  
care of the Faculty Senate Office, PC 225  
Florida International University

1 October 2018

Dear Honorary Degree and Awards Committee,

It is my pleasure to enthusiastically recommend Mr. Chipper Wichman for an honorary degree from Florida International University. Since 2003 Mr Wichman has been the director, CEO and president of the National Tropical Botanic Garden, a non-profit in Hawai'i and Florida that manages over 2,000 acres, five properties, and 150 employees. Under his leadership, the garden has grown into a leading tropical conservation organization, protecting significant swaths of land across Hawai'i through direct ownership as well as management partnerships with state and federal landowners, building strong research programs in tropical plant systematics and tropical crop plants such as breadfruit, and teaming with FIU to build the International Center for Tropical Botany at The Kampong. Wichman serves on the board of a number of conservation organizations, such as the American Public Garden Association. Recently, he negotiated the complicated international politics of hosting a World Conservation Congress of the leading international conservation body, the International Union for the Conservation of Nature (IUCN), in September 2016.

Under Chipper Wichman's leadership, NTBG has invested substantially in their South Florida garden, the Kampong, the former residence of David Fairchild. In partnership with FIU the Kampong is growing as a center for botanical exploration and conservation, with plans for the headquarters of the International Center for Tropical Botany nearing completion. Wichman's leadership has been essential to framing the direction of the center, as well as securing funds for its implementation. The ICTB is a core part of the emerging preeminent program FIU Tropics.

The Department of Biological Sciences voted unanimously to support the nomination of Chipper Wichman for an honorary degree at the December 8, 2016 faculty meeting. Since that time, we have assembled supporting documents including his cv; a biography of his recent accomplishments prepared for his recent award of the Medal of Honor by the Garden Clubs of America; and letters of support from several eminent botanists including Sir Iain Prance (former director of the Royal Botanic Garden Kew, Dr Peter Raven (former director of the Missouri Botanical Garden, the leading US botanic garden), and Dr Michael Balick (Vice President of the New York Botanical Garden). We feel this is a strong package supporting the nomination of an extremely successful leader in botany and tropical conservation.

Please do not hesitate to contact me if you would like to discuss any of this information further.

Cordially,

A handwritten signature in blue ink, appearing to be 'CB', is placed over a light blue rectangular background.

Christopher Baraloto  
Associate Professor, Department of Biological Sciences,  
Director, International Center for Tropical Botany

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
April 18, 2019

**Subject: University Strategic Plan, 2020-2025**

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**Proposed Committee Action:**

Recommend to the Florida International University Board of Trustees the approval of the University Strategic Plan 2020-2025.

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**Background Information:**

Florida Board of Governors Regulation 1.001(3)(c), University Board of Trustees Powers and Duties, provides that each board of trustees shall adopt a strategic plan in alignment with the Board of Governors' systemwide strategic plan and regulations, and the university's mission. University strategic plans shall be submitted to the Board of Governors for approval.

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**Supporting Documentation:**

University Strategic Plan, 2020-2025

- *Exhibits*
- *FIU Next Horizon 2025 Strategic Plan Budget White Paper*

**Facilitator/Presenter:**

Kenneth G. Furton

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# FIU *Next Horizon* 2025 Strategic Plan

## Table of Contents

	Page
Preamble	1
FIU <i>Next Horizon</i> 2025 Strategic Plan	3
Top 50 in Excellence and Opportunity	4
Strategic Plan Framework	7
Vision	7
Strategic Priorities	7
Amplify Learner Success & Institutional Affinity	7
Accelerate Preeminence & Research and Innovation Impact	8
Assure Responsible Stewardship	10
Implementation	11
Exhibits	13

## Preamble

The FIU *Next Horizon* 2025 strategic plan honors the accomplishments of past strategic plans and continues our commitment to exceptional learner success and the highest level of university research and innovation as we strive for national recognition as a top-50 public university. The FIU *Next Horizon* 2025 strategic plan aligns with the State University System (SUS) of Florida Board of Governors 2025 System Strategic Plan (amended March 2016). The SUS is committed to providing high quality academic degree programs to meet state economic and workforce needs, cutting edge research to address global problems, and community outreach to improve the quality of life for Floridians (Exhibit 1, p. 5). The 2025 Vision of the SUS is to be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions (Exhibit 1, p. 11). FIU's vision, as outlined in the *Next Horizon* 2025 strategic plan, supports the SUS vision.

The SUS 2025 strategic plan includes three areas of emphasis: (1) excellence, (2) productivity, and (3) strategic priorities for a knowledge economy. The Board of Governors expects excellence in offering high quality academic programs, producing consequential research, and engaging with the community and businesses in meaningful and measurable ways. The Board of Governors expects SUS institutions to be more efficient in awarding degrees and to concentrate on improving its research and intellectual property portfolios to attract outside investors and increase the entrepreneurial spirit of Florida's workforce. The Board of Governors expects universities to develop and maintain its focus on strategic priorities that align with state economic and workforce needs.

The Florida Board of Governors 2025 System Strategic Plan contains targets across a series of metrics used to monitor university academic planning and progress on established accountability measures and performance outcomes to assess system-wide efficiency and effectiveness. Specific, data-driven indices focusing on quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization are reported by each institution in Annual Accountability Plans that are reviewed by the Board of Governors (Exhibit 1, p. 7). The FIU *Next Horizon* 2025 strategic plan shares the SUS's commitment to accountability and data analysis to gauge performance, progress, and continuous improvement evidenced by the established accountability metrics and iterative implementation plan.

The Florida Board of Governors uses a Performance-Based Funding (PBF) model that measures SUS institutions on excellence and improvement of performance based on established metrics and benchmarks. The PBF model consists of four guiding principles: (1) using metrics that align with the SUS strategic plan goals, (2) rewarding excellence and improvement, (3) having a few clear, simple metrics, and (4) acknowledging the unique mission of each SUS institution. Each year, the performance of each SUS

institution is evaluated against the established PBF metrics and benchmarks. A score is calculated for each institution, which is used by the Board of Governors to determine state appropriations. The Florida Legislature and the Board of Governors also established Preeminent Research University Funding (PRUF) metrics to elevate the academic and research preeminence of Florida's highest-performing state research universities (Florida State Statute 1001.7065). Twelve metrics and benchmarks have been established in the areas of student quality and success, faculty quality, post-doctoral support, research productivity, endowment/private funding, and national rankings. Any state research university that annually exceeds the benchmarks of at least 11 of the 12 metrics is designated a preeminent research university. A state research university that annually exceeds the benchmarks of at least six of the 12 metrics is designated an emerging preeminent research university. Additional funding has been provided from the Legislature for preeminent and emerging preeminent research universities.

We have made significant progress in meeting the SUS PBF and PRUF metrics (Exhibit 2), which demonstrates our commitment to excellence and continuous improvement. FIU continues to focus on providing high quality education and effective academic and student support services to optimize learner success - emphasizing quality rather than quantity (Exhibit 3). This year, FIU ranked second in the state for Performance-Based Funding and exceeded benchmarks in eight of the 12 metrics for Preeminent Research University Funding. We also have a top 50 presence in five national rankings. The FIU *Next Horizon 2025* strategic plan emphasizes quality and accountability as we aspire to gain statewide and national recognition for academic and research excellence. As we achieve our strategic goals and attain increased statewide and national recognition, FIU's reputation will grow and we will move up in the US News & World Report rankings (Exhibits 4 and 5).

## FIU *Next Horizon* 2025 STRATEGIC PLAN

In less than five decades since we opened our doors, FIU has risen to uplift thousands of students who have enrolled and been a part of our learning experience. We are proud of what we have accomplished in such a short period of time. Our faculty have crafted and offered a curriculum and a research agenda that has enriched the creative and material dimensions for our hardworking students, their families, and our community.

As we edge into the third decade of this 21<sup>st</sup> century, we embrace renewed clarity and intentionality about how to respond to the era ahead – rapid change driven by a collision between humanity and technology that promises to be profound. This era, powered by an exponential growth in the digital economy and a rapidly changing work environment, presents deep challenges to almost every facet of organized life. Traditional institutions like ours have lost our monopoly on the provision of educational services amidst the explosion of alternative education providers and the spreading reality and influence of a digital community, social media, and do-it-yourself learning.

New approaches to performance and accountability in higher education focusing on student success, efficiency, and innovation, drive decision-making and expectations for national prominence. Now more than ever, fiduciaries question traditional approaches that have guided us for decades. We have responded to these changes with an intense review of what our purpose is and how we do our business. We have seen results that propel us to ask deeper questions, to be bolder in our search for answers, and to set an even higher bar for our own performance.










This strategic plan for the next five years offers a pathway to enable intensified learner success, and more impactful research and creative work that provides solutions to our community. It represents the deep thinking and intense debate of hundreds of concerned faculty, students and members of our community.

There are some constants that form the backdrop to this plan: Greater Miami continues a dynamic change process, even while our airport, seaport, and tourism remain as major drivers for the economy. Our diversity, anchored by our global connectedness and steady in-migration, continue to give us an advantage in forging the cooperative relations that can be a key to 21<sup>st</sup> century prosperity. We have a triad of invaluable assets – a learner-centric organizational culture that does not settle and that expects to turn the impossible into the inevitable, conscientious faculty who understand the importance of student success and well-being, and rising student performance that fuels even greater expectations for improvement and success against a backdrop of one of the world's most visited living laboratories – South Florida.

## Top 50 in Excellence and Opportunity:

FIU aspires to be recognized as a top 50 public university for achieving exceptional student-centered learning and upward economic mobility, producing socially impactful research and creative activities, and leading transformative innovations locally and globally. Setting goals that strategically align with improving national rankings to increase visibility and enhance institutional reputation can inadvertently negatively affect demographic diversity and limit student access. FIU rejects this paradigm (Table 1). Instead, our strategic vision is premised on adopting a mindful approach to making possible for our learners an opportunity for preeminent intellectual engagement, upward social mobility, and improved lives.

**Table 1. FIU national rankings demonstrating a commitment to student-centered learning, upward economic mobility, research and social innovation.**

Organization	Ranking/Change	Emphasis
	Top 25	Leading designation for social innovation in higher education
	#26 ↑ +16	Top universities granted U.S. utility patents
	#36 ↑ +10	Rankings including economic background, graduation rates, and salaries
<hr/>		
	#56 ↑ +16	Best College Values
	#58 ↑ +2	Best Online Programs
	#52 ↓ -7	Ranking based on social mobility, research, and service
	#69 ↑ +5	Best world universities emphasizing teaching environment
	#71 ↑ +12	Leading framework in higher education – top classification Research 1
	#100 ↑ +22	Rankings emphasizing graduation rate and reputation

FIU is committed to responding to the changing landscape of higher education. Our graduates are entering a workforce in which machines process data, perform technological functions, and compute scientific calculations more efficiently and accurately than humans. By 2025, artificial intelligence, machine learning, robotics, and advanced technology will have radically and permanently transformed the nature of work and life.

Therefore, it is our responsibility to look to the Next Horizon in higher education, to ensure our graduates are driving innovation and imagination as they enter a global workforce. In the last ten years, Miami-Dade County has enjoyed a historically high rate of self-employment, nonemployee establishments, and entrepreneurial activity in comparison to other benchmarked counties (Table 2). Our FIU, and the local FIU Community, are preparing our graduates to be active and successful participants in a dynamic economy, including the Gig Economy, and an ever-evolving world of work.

**Table 2. Distribution of firms by employment size across counties in Florida.<sup>1</sup>**

Size	Miami-Dade	Broward	Palm Beach	Orange	Hillsborough
Under 10	81.1 %	80.3 %	79.9 %	73.5 %	75.2 %
10 – 99	17.1 %	17.9 %	18.3 %	23.6 %	22.1 %
100 – 499	1.6 %	1.7 %	1.7 %	2.5 %	2.4 %
500 +	0.2 %	0.2 %	0.1 %	0.4 %	0.3 %
Total Firms	83,903	60,204	47,613	36,801	36,533

FIU will tailor our strategic vision so that our institutional systems encompass the necessary flexibility, diversity, and agility to meet the needs of our metropolitan region’s ever-expanding role in the contemporary economy. Whether entrepreneurs, employees, or both, FIU students will graduate possessing the intellectual, cultural, emotional, and technological agility to lead the next generation. To this end, FIU will continue to advance the institution’s mission to be a top 50 public university by placing laser-like focus on aligning our academic culture, resource investments, institutional priorities, and global perspective to achieve unprecedented excellence in higher education.

This plan honors the accomplishments of past strategic plans and continues the commitment to exceptional learner success and the highest level of university research and innovation (Table 1). At the same time, this plan - *FIU Next Horizon 2025* - is intentionally disruptive and agile to effectively respond to the continued rapid changes in higher education and the world of work.

Integral to this effort are three strategic priorities foundational to our Next Horizon 2025 strategic plan: Amplify Learner Success & Institutional Affinity; Accelerate Preeminence & Research and Innovation Impact; and Assure Responsible Stewardship. These strategic priorities will be operationalized with guidance from the 2025 Commission on Strategic Investments. This Commission will establish an integrative approach that encompasses streamlining current internal processes, reviewing legislative appropriations, and developing clear accountability protocols to make

<sup>1</sup> “The Small Business Economy in Miami-Dade County”

<https://business.fiu.edu/centers/sbdc/assets/pdf/FIU-Small-Business-Report-2018.pdf>

certain that strategic investment funds are distributed in direct alignment with our strategic priorities. In addition, FIU will continue to regularly utilize our Communication Protocol for Accountability and Strategic Support (ComPASS) meetings to ensure that our university's collective vision and priorities are informing decision-making, goal-setting, accountability and resource management across all units to optimally realize the critical performance indicator goals detailed in our Next Horizon 2025 strategic plan (Table 3).

**Table 3. Critical performance indicator goals.**

Performance Indicator		2018 Actuals	2025 Goals
1	FTIC 2-yr Retention Rate (GPA>2.0)	88%	90%
2	FTIC 6-yr Graduation Rate	57%	70%
	FTIC 8-yr Graduation Rate	38.9%	60%
3	AA Transfer 4-yr Graduation Rate	67%	70%
4	Percent bachelor's degree without excess hours	74.7%	80%
5	Percent bachelor's graduates employed (\$25K) or enrolled	68%	73%
6	Bachelor's degrees in strategic areas	46%	50%
7	Graduate degrees in strategic areas	56%	60%
8	Average cost to student/net tuition	\$11,930	\$9,000
9	Median wages of bachelor's employed	\$38,800	\$41,000
10	Number of postdoctoral appointees	222	300
11	Research/Total doctoral degrees per year	200/404	315/600
12	FIU tech startups	1	5
13	# patents/# licenses or options executed per year	66/4	55/30
14	Philanthropy – overall endowment	\$209M	\$300M
	Philanthropy – annual dollars raised	\$60M	\$80M
15	Auxiliary revenue per year	\$220M	\$240M
	Auxiliary income	\$33M	\$50M
16	Total research expenditures	\$196M	\$300M
	Non-medical science and engineering	\$153M	\$234M
	Science and engineering	\$166M	\$252M
	Industry related research and design	\$9.3M	\$20M
17	Disciplines top 100/50 in research expenditures	5/1	7/3
18	FIU members of national academies (including NAI*)	11	20
19	Percentage of alumni giving annually	4%	18%
20	Top 50 public university national rankings	3	10

\*National Academy of Inventors

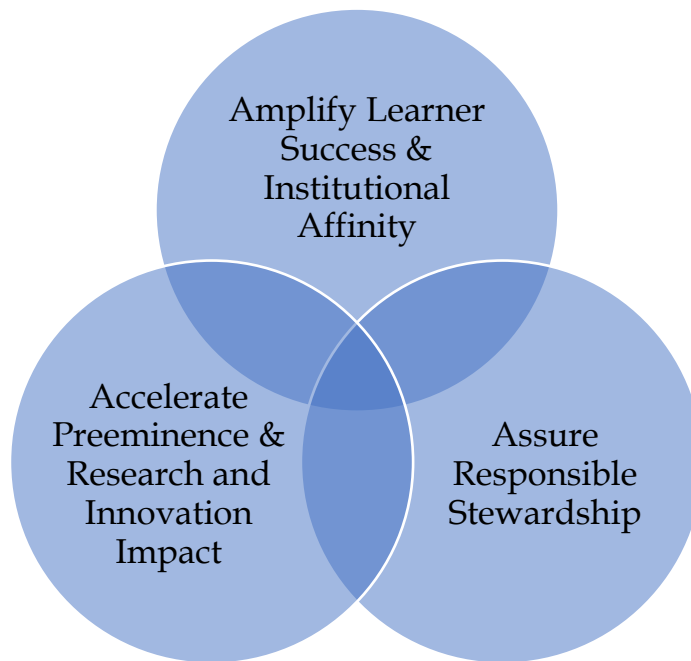


## Strategic Plan Framework

### Vision:

FIU will achieve exceptional student-centered learning and upward economic mobility, produce meaningful research and creative activities, and lead transformative innovations locally and globally, resulting in recognition as a Top-50 public university.

### Strategic Priorities:



### Amplify Learner Success & Institutional Affinity

Student success is intricately tied to a greater sense of institutional affinity, individual grit, a well-nurtured sense of belonging, and optimism towards the future. Our first strategic priority is therefore designed to support learners at every phase of their academic journey. FIU is well positioned to shift the higher education paradigm to meet the needs of the rapidly changing world of work by building upon our unique geography and diverse demography. To this end, we will continue to create and implement high-tech and high-touch innovative solutions that accelerate our students' academic and career success. Our focus is to foster 21st century, employment-ready, proud FIU graduates, whose mindsets are technologically, creatively, and culturally agile. At the same time, we are committed to creating an environment that stimulates and facilitates lifelong learning including the certification of critical competencies such as analytic, interpersonal, global, and professional skills as well as technological and data literacies (Exhibit 6). We will build synergistic networks, which dynamically and organically connect our students, teachers, researchers, alumni, community partners, and entrepreneurs to expand our knowledge economy.

- **Goal:** *Ensure timely graduation for all admitted students and provide exceptional, accessible, and personalized educational experiences at every level of the university*

**Accountability Metrics:**

- (1) 90% Retention Rate (2 yr)
- (2) 70% Graduation Rate (6 yr)
- (3) 60% Graduation Rate (4 yr)
- (4) 70% AA Transfer 4-yr Graduation Rate
- (5) 80% Bachelor's Degrees without Excess Hours
- (6) 50% Bachelor's Degrees in Strategic Emphasis
- (7) 60% Graduate Degrees in Strategic Emphasis
- (8) \$9,000 Average Cost to Student/Net Tuition

- **Goal:** *Align curriculum with career needs to ensure employment readiness, post-graduation success, and workforce and industry advancement*

**Accountability Metrics:**

- (1) \$41,000 Median Wages of Bachelor's Employed Full-time
- (2) 73% Bachelor's Graduates Employed (\$25,000) or Enrolled
- (3) Maintain 10,000 Internships per year

- **Goal:** *Connect with alumni and our communities (local, regional, national, global) through targeted marketing and communication campaigns, foster engagement opportunities for current students, and build corporate/business and philanthropic partnerships*

**Accountability Metrics:**

- (1) 18% of alumni giving annually to FIU
- (2) \$300M in Philanthropy – Overall Endowment
- (3) \$80M in Philanthropy – Annual Dollars Raised

### **Accelerate Preeminence & Research and Innovation Impact**

Our second strategic priority is designed to advance our current academic standing by leveraging preeminent and emerging preeminent programs that collaborate across disciplines to generate new knowledge and innovative solutions for the betterment of our environment, health, and society. This will drive our visibility to solidify FIU as a leading urban public research university. To achieve this, we will strive to attract and retain the best, most productive faculty, while cultivating leaders and nurturing all students, postdocs, researchers, and staff to excel. FIU will establish a knowledge ecosystem marked by research innovation unfettered by discipline or geography to craft grand solutions to the complexities of modern society. We will leverage our success as a global academic leader to drive knowledge production that informs public and academic conversations on societal and cultural issues. We will support our faculty, allowing them to achieve national recognition for their excellence in teaching, research, scholarship, and creative activities. Finally, FIU will be the catalyst to foster social innovation and entrepreneurship from conceptualization to commercialization.

- **Goal:** *Cultivate novel and interdisciplinary research, scholarship, and creative activities across all levels of the university*  
**Accountability Metrics:**
  - (1) \$300M in Annual Total Research Expenditures
  - (2) \$234M in Non-medical Science & Engineering Research Expenditures
  - (3) \$252M in Science & Engineering Research Expenditures
  - (4) Offer a Zero-credit Research Course (to capture all undergraduate student research engagement - benchmark of number and/or percentage to be determined by implementation committee)
  
- **Goal:** *Support and continue to grow our preeminent programs*  
**Accountability Metrics:**
  - (1) 315 Research Doctoral Degrees awarded per year
  - (2) 600 Total Doctoral Degrees awarded per year
  - (3) 300 Postdoctoral Appointees
  - (4) Double Financial Support for Doctoral Students from External Grants (from current 25% to 50%)
  
- **Goal:** *Amplify our culture of social innovation and entrepreneurship along with increased opportunities for technology transfer*  
**Accountability Metrics:**
  - (1) 55 Patents Filed per year
  - (2) 30 Licenses/Options Executed per year
  - (3) \$240M in Auxiliary Revenue per year
  - (4) \$50M in Auxiliary Income
  - (5) 5 FIU Tech Startups
  - (6) \$20M in Research & Development Expenditures
  
- **Goal:** *Enhance FIU's national and global reputation among prioritized rankings, surveys, and metrics*  
**Accountability Metrics:**
  - (1) 7 Disciplines Ranked in Top 100 for Research Expenditures
  - (2) 3 Disciplines Ranked in Top 50 for Research Expenditures
  - (3) 20 Members of National Academies, including National Academy of Inventors (NAI)
  - (4) Hold 10 Top-50 Public University National Rankings

## Assure Responsible Stewardship

Our final strategic priority is driven by the recognition that FIU has a deep responsibility to be good stewards of our resources: human, economic, and environmental. We will continue to strengthen our commitment to ensuring a sustainable future for our institution and the South Florida community. In addition, we will refine our institutional practices to more efficiently and effectively administer resources to optimize cost savings and revenues while maintaining the highest quality of service. We will consistently practice sound financial management while aligning resources with academic priorities that sustain knowledge production, optimize learning, discovery and creativity, and promote a positive working environment. And, we will implement sound strategies such as green building, water conservation, and waste minimization to reduce our ecological footprint.

- **Goal:** *Establish a flexible workforce structure in support of efficiency, productivity, and retention*

### **Accountability Metrics:**

- (1) 27% increase in productivity on telecommuting workdays (value of employee time = \$32,136 per man-year)
- (2) 18% reduction in office costs (cost savings of \$16,422 per year; electricity savings of 4,400kWh per person per year)
- (3) Average reduction in absenteeism to 3.7 days a year (annual per person cost of unscheduled absences = \$1,800)
- (4) 25% reduction in employee attrition (cost of turnover = 138% of wages)

- **Goal:** *Ensure that all investments are in support of the university and its mission*

### **Accountability Metrics:**

- (1) Quarterly review of strategic investments, efficiencies, and return-on-investment performance measures by the 2025 Commission on Strategic Investments
- (2) Revise current, and establish new, industry partnerships to support the university and its mission (e.g., internal student employment, internships, and post-graduate employment opportunities)

- **Goal:** *Optimize operations and sustainability performance*

### **Accountability Metrics:**

- (1) Error reduction\* – resolve payroll event mistakes, improve tax withholding accuracy, reduce late vendor payments
- (2) Risk mitigation\* – reduce EEOC complaints, prevent research grant administration errors, reduce IT security breaches

- (3) Process efficiency\* – find best practices across institution, process employee reimbursements faster, identify process bottleneck through standardized data
- (4) Data integrity\* – common data definitions, more accurate cost accounting, data backup redundancy
- (5) Easier reporting\* – less time spent reconciling data differences, faster generation of reports to key external audiences, greater trust in individual campus reports
- (6) Earn Gold STARS (sustainability tracking, assessment, and rating system) Rating for Sustainability Achievements from the Association for the Advancement of Sustainability in Higher Education

\*Assessment of baseline data and establishment of improvement benchmarks to be determined by implementation committee

### Implementation:

The FIU *Next Horizon* 2025 strategic plan proposes great advancements and innovations for FIU in the coming years. The plan establishes high expectations and offers a framework to guide FIU in fulfilling these aspirations of excellence. While the plan includes concrete goals and strategies, it does not include implementation details. These details will be developed, and refined using an iterative process, in the following manner:

- A standing Strategic Plan Steering Committee will meet on at least a quarterly basis with the task of assessing and reviewing status reports and implementation budget plans from each of the implementation committees. The steering committee will recommend implementation modifications as needed based on progress toward goal attainment or other changes in circumstance.
- Multiple implementation committees will be formed, co-chaired by academic and administrative leads. The steering committee and implementation committees will work collaboratively to prioritize implementation strategies and to develop associated implementation budget plans.
- Funding needed to implement FIU *Next Horizon* 2025 will be identified through various incremental revenue options, including but not limited to, new state funding, new FIU funding, and reallocation of FIU funds. This is an ongoing process and the budget will be updated regularly (Exhibit 7).
- Unit strategic plans will align with FIU *Next Horizon* 2025.

- Each FIU *Next Horizon* 2025 strategic initiative will align with one or more of the accountability metrics (e.g., Board of Governor’s performance and preeminence metrics, national rankings metrics).
- Specific annual targets will be set to ensure progress toward meeting the established accountability metrics by 2025.
- Updates on the progress toward achieving the strategic plan’s goals will be communicated with the university community through the Communication Protocol for Accountability and Strategic Support (ComPASS) process with university-wide meetings held once each semester.
- As we begin the implementation phase of FIU *Next Horizon* 2025, we call upon all of the university’s stakeholders, including faculty, staff, students, alumni, our political leaders, the Board of Governors, the business and philanthropic communities, and others to join us in creating a future worthy of our great university – a future that will assure we meaningfully and successfully embark on the FIU *Next Horizon* 2025.

**FIU *Next Horizon* 2025**  
**Strategic Plan**  
**Exhibits**

# **Exhibit 1**

## **2025 System Strategic Plan**



STATE UNIVERSITY SYSTEM *of* FLORIDA  
BOARD *of* GOVERNORS

2025 SYSTEM STRATEGIC PLAN

Amended March 2016





## 2025 System Strategic Plan

The System at a Glance .....	4
Introduction.....	5
The Planning Context.....	6
Mission of the State University System in the 21st Century .....	9
2025 Vision for the State University System .....	11
2025 Goals for the State University System.....	12
2025 State University System Performance Indicators .....	17



## At a glance

To be truly great, Florida must have well-educated citizens who are working in diverse fields, from science and engineering to medicine and bioscience to computer science, the arts and so much more. The State University System of Florida provides access to the teaching, research and service that is transforming this growing, dynamic state. It is important to remember that university faculty not only share knowledge through world-class teaching, they actually create the knowledge that is shaping society – locally, nationally and globally.

The Florida Board of Governors – the constitutional body created by voters in 2002 to oversee the State’s 12 public universities – is working to build on these institutions’ individual strengths and unique missions as each one claims its rightful place on the national and international stage.





## Introduction

The Board of Governors is authorized in Article IX, Section 7(d), Florida Constitution, to *"operate, regulate, control, and be fully responsible for the management of the whole university system."* The Board, as the governing body for the State University System of Florida, strongly believes that the future of Florida is dependent upon a high quality, comprehensive, and efficient system of public universities.

The 12 institutions within the System enhance the state and its many valuable assets by providing high quality academic degree programs to meet state economic and workforce needs, cutting edge research to address global problems, and community outreach to improve the quality of life for Floridians. The System now enrolls over 337,000 students. State universities collectively offer nearly 1,800 degree programs at the baccalaureate, graduate, and professional levels and annually award over 81,000 degrees at all levels.





## The Planning Context

The State University System has experienced extraordinary changes and shifts in recent years, as significant economic challenges in Florida have compelled state universities to implement innovative strategies and efficiencies in order to respond to both increased demands and budget constraints. These changes are reflected by the need to revise the State University System Strategic Plan that was originally approved on November 10, 2011.

Among the most notable changes, the System's 12<sup>th</sup> university—Florida Polytechnic University—was created to focus on the production of graduates in science, technology, engineering, and mathematics. The Board's Access and Attainment Commission conducted a supply-demand study of the State's projected occupations and current degree production, and was rewarded with a legislative appropriation to close the gaps in degree production that were identified. In a related effort, the Board's list of Programs of Strategic Emphasis was revised in November 2013 to reflect changes in workforce demands. An Innovation and Online Committee and a Health Initiatives Committee were created to assist in System strategic planning. The University of Florida and Florida State University were designated as Preeminent Universities and rewarded with additional funding to raise their national rankings. And perhaps most importantly, the Board of Governors worked with the Florida Legislature and the Governor to implement a Performance-Based Funding Model that is a dramatic change to how the System will receive funding. The Performance-Based Funding Model incentivizes universities to meet the Board's benchmarks – which are largely based on the 2025 goals in this Strategic Plan.

Demand for access to Florida public higher education will continue to increase due to the growing number of interested and qualified students, the exponential expansion of knowledge, and the greater sophistication of employer demands and resulting specialization needed in the workplace. In light of the increased demand, as well as the need for greater baccalaureate degree production, it is prudent to evaluate Florida's existing postsecondary delivery system to ensure that an optimal structure exists to meet the projected needs. To this end, the Board of Governors will continue to engage with the Higher Education Coordinating Council as it reviews the organization of the state delivery system to determine the most efficient way to provide Floridians with expanded access to quality baccalaureate degree programs.



State universities have prioritized the coordination of academic program delivery in order to optimize resources, to expand efficiencies, and to respond to workforce demands for graduates with specific knowledge and skills. Specifically, university goals are being set to increase the number of graduates with degrees in the STEM (science, technology, engineering, and math) fields. While some unproductive academic programs are being re-tooled or terminated, targeted programs are being expanded or established to provide the knowledge, innovation, and commercialization ventures needed to boost production and growth in Florida's businesses and industries.

As the System takes on an expanded role in responding to Florida's critical needs, the Board will continue to actively monitor university academic planning and progress on accountability measures and performance outcomes in order to assess the System's efficiency and effectiveness. Utilizing the annual university work plans and the System's Annual Report, specific, data-driven indices have been identified that focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

Looking ahead, the coming years will present significant economic and societal challenges to the state universities that may impact access, quality, and productivity. The Board of Governors believes, however, that the challenges facing the State University System are not barriers; they offer opportunities for clearer focus and greater efficiency. The Board is committed to providing the bold leadership necessary to enable the State University System to strategically address Florida's educational, economic, and societal needs.

Through its standing committee structure, the Board has begun to identify strategies and initiatives needing immediate action in order to address these needs. As examples, the Budget and Finance Committee, working with the Florida Legislature, has put in place a powerful Performance-based Funding model based on goals and metrics that will change how funding allocations are made to the System. The Facilities Committee is currently focused on how best to address funding for the renovation of existing facilities and the construction of new, high-priority facilities. The Academic and Student Affairs Committee is now focusing on greater System efficiencies in academic program delivery and has initiated a System-wide, adult degree completion project that will enable Floridians with some postsecondary education to complete a degree, particularly in high demand areas of the workforce. The Legislative Affairs Committee is considering strategies that will demonstrate the Board's commitment to STEM education and the commercialization of university research discoveries. A newly created Innovation and Online Committee is working to develop a strategic plan for online education





that will support the overall goals of the System's Strategic Plan. Similarly, a newly created Health Initiatives Committee will create a plan to better coordinate health education, health care delivery, and health-related research in the System.

The Board of Governors will actively engage with university boards of trustees, legislative and governmental constituents, and other community and global partners, and will lead the State University System by utilizing the following guiding principles:

- Focus on students and enhancing their learning, development, and success.
- Recognize and value the roles and contributions of faculty/staff.
- Partner with university boards of trustees to provide support and oversight for the institutions.
- The Board of Governors recognizes the importance of coordinating and collaborating with the Florida College System with respect to the production of baccalaureate degrees. To that end, the Board of Governors and the Florida College System will continue to engage in meaningful discussions to ensure that resources and efforts are not duplicated on a statewide basis.
- Coordinate with other education sectors and seek the optimal State University System structure to help address the state's higher education needs.
- Advocate for the System's unique role in advancing the State educationally, economically, socially, and culturally.
- Identify and affirm the distinctive mission and contributions of each institution.
- Work with institutions to align undergraduate and graduate programmatic offerings, as well as research efforts, based on each institution's unique strengths and missions.
- Promote an optimal balance between institutional aspirations and the System's public mission.
- Support institutions in their efforts to achieve state, national, and/or international preeminence in key academic, research, and public service programs.
- Seek ways to organize and collaborate for increased efficiencies and a stronger System and state.
- Advocate for appropriate and predictable funding to achieve System goals that are tracked using a robust accountability system in a Performance-Based Funding Model.
- Maintain a commitment to excellence and continuous improvement.





## Mission of the State University System for the 21<sup>st</sup> Century

Article IX, Section 7(a), Florida Constitution, establishes a system of governance for the State University System of Florida *“in order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida’s citizens, their communities and economies.”* The Board of Governors, as the governing body, is given responsibilities in Section 7(d) including *“defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs.”*

In light of this constitutional framework for the State University System, the Board of Governors approves the following mission for the System as it advances toward 2025:

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**The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.**

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The State University System has a critical, broad-based role in moving Florida forward, yet it also is uniquely poised to respond to targeted, specific challenges that arise. Whether in responding to the 2010 oil spill and its impact on Northwest Florida and the Southern U.S., providing expertise in the aftermath of the earthquake in Haiti, creating economic development such as the Florida I-4 High Tech Corridor, or enabling medical breakthroughs that improve the longevity and quality of life, Florida’s state universities transform knowledge into action every day in meaningful ways.



To provide leadership that will find solutions to the educational, economic, and societal challenges of the coming decades, the state universities will continue to:

- Support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.
- Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.
- Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.



## 2025 Vision

The Board of Governors continues to be committed to achieving excellence in the tripartite mission of its state universities - teaching, research, and public service - for the benefit of Florida's citizens, their communities, and the state economy. In light of the velocity with which the 21<sup>st</sup> century is moving ahead, however, the Board of Governors recognizes the need to view this public mission through a clearer lens and with a sharper focus on teaching *and* student learning, research *and* commercialization, and community *and* business engagement.

As Florida and the nation face economic competition on an unprecedented scale, the State University System must prepare graduates to excel in the global society and marketplace. Individually and collectively, state universities must advance innovation — new technologies, new processes, new products, new ideas— in their local and state economies; help Florida's employers prosper and grow through knowledge transfer and a steady stream of qualified graduates; and make community and business engagement an integral part of their institutional culture.

The Board of Governors presents the following vision for the State University System to guide the programs, activities, and plans of the state universities during these years.

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**By 2025, the State University System of Florida will be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions.**

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## 2025 Goals

To realize its mission and its 2025 vision for the State University System, the Board of Governors will focus on three critical points of emphasis that will provide a framework for the targeted 2025 Goals and recognize the university's teaching, research, and public service priorities: *Excellence*, *Productivity*, and *Strategic Priorities for a Knowledge Economy*.

### *Excellence*

The Board of Governors continues to expect the state universities to provide academic programs of the highest quality, to produce world class, consequential research, and to reach out and engage Florida's communities and businesses in a meaningful and measurable way.

### *Productivity*

Florida must increase the educational attainment levels of its citizens and increase the entrepreneurial spirit of its workforce. To accomplish this, the state universities must respond by becoming more efficient in awarding degrees and focus on improving its portfolio of research and intellectual property to outside investors.

### *Strategic Priorities for a Knowledge Economy*

The Board of Governors acknowledges that simply producing more with greater efficiencies is not inherently strategic, so this plan also has a focus on Strategic Priorities within each of the tri-partite missions that need to be prioritized to better align university outputs with state economic and workforce needs.

The chart below displays nine general goals for the state universities. The 2025 Goals will strengthen quality and reputation and maximize resource utilization to increase productivity in each of the priority areas.

STATE UNIVERSITY SYSTEM GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES
TEACHING & LEARNING	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded within Programs of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research Activity and Attract More External Funding	Increase Commercialization Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Community and Business Engagement	Increase Community and Business Workforce



## Teaching and Learning

The Board of Governors believes that high quality teaching and academic programming distinguish the State University System and provide the firm foundation for Florida to build and maintain a nationally preeminent system of public universities. This System Strategic Plan serves as the Board's commitment to enhancing the quality and reputation of the State University System and to focus its academic resources to lead Florida's efforts to expand the state's knowledge and innovation economy.

The Board expects the state universities to increase efficiencies and broaden their use of innovative methods of delivering educational programs, including distance/online learning, inter-disciplinary collaboration, and academic resource sharing. The Board of Governors and universities are committed to a deliberate strategy to increase the number of undergraduate and graduate degrees in STEM and Health disciplines. A general overview of the Board of Governors goals for Teaching and Learning are highlighted below.

### Excellence

#### **GOAL: Strengthen Quality and Reputation of the Universities**

- Improve the quality and relevance of the System's institutions with regard to state, national, and international preeminence.

### Productivity

#### **GOAL: Increase Degree Productivity and Program Efficiency**

- Increase access and efficient degree completion for students.

### Strategic Priorities for a Knowledge Economy

#### **GOAL: Increase the Number of Degrees Awarded in STEM/Health and Other Programs of Strategic Emphasis**

- Increase student access and success in degree programs in the STEM/Health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities. *Note: the list of programs included within the Programs of Strategic Emphasis is not static and will be updated by the Board periodically to reflect the changing needs of Florida's and the Board's priorities. The list was last updated on November 20, 2013.*



## Scholarship, Research, Innovation

The component of the State University System's tripartite mission that is unique to universities is the ability of its scholarship, research, and innovation to transform economies and societies.

Through its research programs, the State University System is now playing a critical role in expanding and diversifying Florida's economy. Moving forward, the Board of Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives, and will promote greater opportunities for entrepreneurship and the commercialization of research discoveries to boost production and growth in Florida's businesses and industries.

Specifically, the Board of Governors will more sharply focus the research agenda for the State University System by identifying the research strengths and priorities of each university and by strengthening research collaboration among the universities. The Board expects state university research endeavors to be directly applicable to Florida's most critical challenges and to more directly lead to commercialization, jobs, and new businesses, with a stronger linkage to local, regional, and state economic development entities.

### Excellence

#### **GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation**

- Improve the quality and impact of scholarship, research, and commercialization activities.
- Increase undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.

### Productivity

#### **GOAL: Increase Research Activity and Attract More External Funding**

- Increase research activities to help foster entrepreneurial campus cultures.
- Attract more research funding from external (includes federal and private) sources.

### Strategic Priorities for a Knowledge Economy

#### **GOAL: Increase Research Commercialization Activities**

- Increase the number of patents, licenses and start-up companies created as a result of university research.



## Community and Business Engagement

A critical component of the State University System's tripartite mission is public service and the commitment of state universities to reach out and engage with Florida's communities and businesses. Community engagement focuses on the collaboration between universities and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The Carnegie Foundation for the Advancement of Teaching encourages colleges and universities that have made community engagement an integral part of their institutional culture to pursue a national "community engagement" classification. In the State University System, seven campuses have achieved this classification and the Board of Governors expects that all state universities will achieve the Carnegie Foundation national "community engagement" classification by 2025.

State university outreach, extension, and engagement, particularly in the areas of government, culture, health care, and public schools, often serve to attract business and industry and spark economic development. The Board of Governors strongly encourages state university students, faculty, and staff to engage in well-planned, mutually beneficial and sustainable community and business partnerships as an integral part of the institutional culture and as a specific component of each university's strategic plan.

### Excellence

#### **GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement**

- Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.

### Productivity

#### **GOAL: Increase Levels of Community and Business Engagement**

- Increase faculty and student involvement in community and business engagement activities.

### Strategic Priorities for a Knowledge Economy

#### **GOAL: Increase Community and Business Workforce**

- Increase the percentage of graduates who continue their education or are employed full-time.





## 2025 Goals: Performance Indicators

The Board of Governors' 2025 Goals for the State University System express the Board's priorities for the planning period and are framed by the Board's three critical points of emphasis: *Excellence*, *Productivity*, and *Strategic Priorities for a Knowledge Economy*. The primary components of the state university's tripartite mission: Teaching and Learning, Scholarship, Research, and Innovation, and Community and Business Engagement are emphasized to provide direction to the state universities. The charts that follow display outcome targets for 2025 across a series of metrics on which the Board can monitor the System's progress in addressing the 2025 Goals.


The Board's 2025 System Strategic Plan is not a static document, but will be a living and evolving plan. The Board's goals and performance indicators will continue to be refined during the period of the Strategic Plan, in consultation with the state universities and other stakeholders. To that end, the Board of Governors spent over a year examining its strategic metrics and goals with a view toward adding metrics, eliminating others, and adjusting goals either upward or downward based on the best available trend data. The result of that examination is the revision of this Strategic Plan in 2014.

Each state university's progress toward the attainment of the Board's 2025 Goals will be determined by its unique and distinctive mission, as expressed in its institutional strategic plan and its multi-year work plan. During this period, the Board will work with the universities to establish parallel goals that will align institutional strategic plans with the Board's Strategic Plan and will recognize and reflect each institution's commitment to and participation in the Board's 2025 System Strategic Plan.



**PERFORMANCE INDICATORS AND 2025 GOALS**

## Teaching and Learning

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
<b>EXCELLENCE</b>		
1) National Rankings for Universities PBF: NCF	Five universities ranked Top 50 for public undergraduate	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation
2) Freshman in Top 10% of Graduating High School Class PBF: NCF	50%	50%
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exams Above Benchmarks	All Exam Pass Rates Above Benchmarks
 4) Percent of SUS courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog	n/a	90%

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM of FLORIDA  
**PERFORMANCE INDICATORS AND 2025 GOALS**

## Teaching and Learning (continued)


PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
<b>PRODUCTIVITY</b>		
5) Average Time To Degree (for FTIC in 120hr programs)	4.0	4.0
6) Four-Year Graduation Rates (for Full- and Part-time FTIC)	50%	50%
7) Six-Year Graduation Rates (for Full- and Part-time FTIC) PBF: ALL	70%	70%
8) Percent of Bachelor's Degrees Without Excess Hours PBF: ALL (except FSU,UF)	80%	80%
9) Bachelor's Degrees Awarded Annually PBF: UCF	90,000	90,000
10) Graduate Degrees Awarded Annually	40,000	35,000 <sup>1</sup>

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

Note 1: The goal for graduate degrees has been lowered in recognition of the recent declining enrollments at the graduate level – especially in Education programs.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM of FLORIDA  
**PERFORMANCE INDICATORS AND 2025 GOALS**

## Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
<b>PRODUCTIVITY (continued)</b>		
11) Bachelor's Degrees Awarded to African-American & Hispanic Students <small>PBF: FAU, FGCU, FIU</small>	<b>31,500</b> (35%)	<b>36,000</b> (40%)
12) Number of Adult <i>(Aged 25+)</i> Undergraduates Enrolled <small>PBF: UWF</small>	<b>75,000</b> (21%)	<b>75,000</b> (21%)
 13) Percent of Undergraduate FTE in Online Courses	<b>n/a</b>	<b>40%</b>
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate) <small>PBF: ALL</small>	<b>n/a</b>	<b>All Institutions Above 30%</b>
15) Academic Progress Rate (2nd Fall Retention with GPA>=2) <small>PBF: ALL</small>	<b>n/a</b>	<b>90%</b>

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM *of* FLORIDA  
**PERFORMANCE INDICATORS AND 2025 GOALS**

## Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
<b>STRATEGIC PRIORITIES</b>		
16) Bachelor's Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL	<b>45,000</b> (50%) (before 2012-13 revision)	<b>45,000</b> (50%) (after 2012-13 revision)
17) Bachelor's Degrees in STEM & Health (Percent of Bachelor's Total)	<b>n/a</b>	<b>30,000</b> (35%) (after 2012-13 revision)
18) Graduate Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL (except NCF)	<b>20,000</b> (50%) (before 2012-13 revision)	<b>18,200</b> (60%) (after 2012-13 revision)
19) Graduate Degrees in STEM & Health (Percent of Graduate Total)	<b>n/a</b>	<b>15,200</b> (50%) (after 2012-13 revision)

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM *of* FLORIDA  
**PERFORMANCE INDICATORS AND 2025 GOALS**

## Scholarship, Research and Innovation

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
<b>EXCELLENCE</b>		
20) Faculty Membership in National Academies	<b>75</b> (based on 2009)	<b>75</b> (based on 2011)
21) Faculty Awards PBF: FSU, UF	<b>n/a</b>	<b>75</b> (based on 2011 data)
22) Percent of Undergraduate Seniors Assisting in Faculty Research --- or --- Percent of Undergraduates Engaged in Research PBF: NCF	<b>50%</b>	<b>TO BE DETERMINED</b>  Board staff will work to develop a standard definition for this metric across the System.

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM *of* FLORIDA  
**PERFORMANCE INDICATORS AND 2025 GOALS**

## Scholarship, Research and Innovation (continued)

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
<b>PRODUCTIVITY</b>		
23) Total R&D Expenditures PBF: UF	<b>\$3.25B</b> (based on 2009-10)	<b>\$2.29B</b> (based on 2012-13)
24) Percent of R&D Expenditures funded from External Sources PBF: FAMU	<b>67%</b> (based on 2008-09)	<b>71%</b> (based on 2011-12)
<b>STRATEGIC PRIORITIES</b>		
25) Number of Patents Awarded Annually	<b>n/a</b>	<b>410</b> (based on 2013)
26) Number of Licenses and Options Executed Annually	<b>250</b> (based on 2008-09)	<b>270</b> (based on 2011-12)
27) Number of Start-Up Companies Created	<b>40</b>	<b>40</b>

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

## Community and Business Engagement

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
<b>EXCELLENCE</b>		
28) Number of Universities with the Carnegie Foundation's Community Engagement Classification	All	All
<b>STRATEGIC PRIORITIES</b>		
29) Percentage of Baccalaureate Graduates Continuing Education or Employed PBF: ALL	90%	90%

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

## Teaching and Learning

### EXCELLENCE

#### 1.National Rankings for Universities

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**RATIONALE:** Excellence is a difficult thing to quantify and measure which is why university rankings are controversial. Institutions that do well try to benefit from the enhanced prestige with better student recruitment, increased alumni donations and government support. Others challenge the methodology by arguing the complex business of educating students, enabling cutting-edge research, and the many community and business engagement efforts cannot be boiled down into a single number -- Einstein's dictum that not everything that counts can be measured. Despite the arguments against any one ranking publication, the purpose of the Board's decision to consider multiple ranking publications was to better understand the national landscape that the System's universities live within, and to have an external evaluation of how well the universities have carried out their academic responsibilities.

**SOURCE:** Board staff analysis of various publications.

#### 2.Freshman in Top 10% of Graduating High School Class

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**RATIONALE:** The Top 10% of the high school graduating class provides an indicator of the quality of the incoming First-Time-in-College class. This metric enables universities to consider applications from a wide range of schools so they can have a diverse, yet excellent, student body. It is important to note that not every high school in Florida provides a class rank, so this data is missing for about one-quarter of the System's incoming class. The goal (of 50%) was based on the average of the top tier institutions (n=108) listed in the 2011 US News and World Reports National University rankings that cited 2009-10 Common Data Set data.

Is the 50% goal attainable? Yes. The SUS admits about 35,000 FTICs every Fall, so about 17,500 would need to have graduated in the top 10% of their high school class. Florida's public schools produced 154,000 standard diplomas in 2012-13. So, there were roughly 15,000 students in the top 10% from Florida public high schools alone. This does not even consider the students from Florida's private schools or the out of state students.

**SOURCE:** University submissions to the Common Data Set.



## Teaching and Learning (continued)

### 3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

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**RATIONALE:** Licensure & certification exam pass rates are one of the few indicators the measure how well universities are preparing students to enter professional occupations relative. This metric is based on the first-time pass rate, rather than the ultimate pass rate, to get a better sense of how well the program prepared students for their profession. For better context, the university pass rates are compared to the state and national averages for first-time pass rates.

**SOURCE:** Annual Accountability Reports.

### 4. Percent of SUS courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog

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**RATIONALE:** As stated in the *2025 Strategic Plan for Online Education*, “quality” has been one of the barriers to the adoption and growth of online education. Strategic goals in the Plan focus on quality practices and encourage universities to adopt these practices. This performance indicator, which is also found in the Plan, will require institutions in the SUS and Florida College System to jointly determine the standards a course must meet to be considered “high-quality,” making those courses easily recognized by the designation in the Florida Virtual Campus online catalog.

**SOURCE:** Florida Virtual Campus online catalog.

## PRODUCTIVITY

### 5. Average Time To Degree

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**RATIONALE:** Traditionally, a bachelor’s program required 120 credit hours and was expected to be completed in four calendar years for students enrolled full-time. This metric is similar to graduation rate because both are measuring completion based on time; however time-to-degree is a complement to graduation rates because it approaches the issue from the other-side. Time-to-degree looks backwards from the graduating class to see when the FTIC students first entered the university.

It is important to note that this methodology for this metric has changed since the original goal was set. In 2011, the data and goal were based on the mean average with a start date of the most recent admission. In 2014, this was changed to the median average (to reduce the effect of outliers) with a start date based on the date of first entry. This methodology change lowered the System’s time to 4.0 years – or, 48 months. Historical data was re-calculated using the new method, and the System median average has been 48 months for the last six years.

**SOURCE:** Board of Governors staff analysis of the State University Database System (SUDS).

## Teaching and Learning (continued)

### **6 & 7. Four- and Six- Year Graduation Rates** (for Full- and Part-time FTIC)

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**RATIONALE:** Graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its First-Time-in-College students. Cohorts are based on undergraduate FTIC students who enter the institution in the Fall term (or Summer term and continue into the Fall term) with fewer than 12 hours earned since high school graduation. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

For purposes of making national comparisons, this metric is based only on the FTICs who graduate from the same institution where they started. For the 2008-12 FTIC cohort, the State University System of Florida was ranked 14<sup>th</sup> among states' public four-year universities with 41 % graduating from the same institution that they started.

For the 2006-12 FTIC cohort, the State University System of Florida was ranked 10<sup>th</sup> among states' public four-year universities with 63% graduating from the same institution that they started. *It is important to note that this metric is based on graduation rates from the same university – another 5% transfer to another SUS institution and graduate from within the System.*

The goals (of 50% and 70% respectively) are based on reaching the highest rates among the states based on the most recently available cohorts.

**SOURCE:** Board of Governors staff analysis of the State University Database System (SUDS).

## Teaching and Learning (continued)

### 8. Percent of Bachelor's Degrees Without Excess Hours

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**RATIONALE:** In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. It is important to note that the statutory provisions of the "Excess Hour Surcharge" have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. This Strategic Plan metric is based on the latest statutory requirement that mandates 110% of required hours as the threshold. This metric does not attempt to report how many students have actually paid the actual surcharge during the phase-in years, but over time this metric will come to reflect these students more closely.

Due to recent changes in how the excess hour data has been collected, trend data is not available for this metric. The 2025 goal (of 80%) was set to reflect considerable growth from the current level. In 2012-13, 65% of bachelor's recipients did not earn excess hours.

**SOURCE:** Board of Governors staff analysis of the State University Database System (SUDS).

## Teaching and Learning (continued)

### 9. Bachelor's Degrees Awarded Annually

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**RATIONALE:** In Fall 2012, the State University System had the second largest undergraduate enrollment in the country, and it also remains one of the fastest growing over the last five years. Based on continued enrollment growth (for both FTICs and AA Transfers) and improvements in university graduation rates, the number of bachelor's degrees awarded annually was projected to increase to 90,000. It should be noted that the System is still on pace to reach 90,000 degrees awarded (based on 2012-13 data); however, the degree projections in 2014-15 University Work Plans projected a 2016-17 degree total that was behind the 90,000 goal pace.

**SOURCE:** Board of Governors staff analysis of the State University Database System (SUDS).

### 10. Graduate Degrees Awarded Annually

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**RATIONALE:** In 2012-13, the Florida ranked 3<sup>rd</sup> in the number of graduate degrees awarded by public four-year universities. The 2025 goal (of 30,500) has been lowered from an aspirational goal (of 40,000) to reflect changes in five-year historical growth rates due to declining enrollments at the graduate level.

**SOURCE:** Board of Governors staff analysis of the State University Database System (SUDS).

### 11. Bachelor's Degrees Awarded to African-Americans and Hispanic Students

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**RATIONALE:** This metric provides a sense of student diversity based on the race/ethnicity of the students. This metric is important to the State University System because increasing the educational attainment across all of Florida's demographics is a key to the State's future workforce. This metric is based on the number of bachelor's degrees awarded annually to African-American and Hispanic/Latino students. The 2010 Census for 18-24 year olds shows that Florida's African-American and Hispanic/Latino populations comprise 46% of the State's population. Because of the uncertainties regarding projected enrollments so far into the future, this metric has a dual goal for the overall number of degrees awarded to minorities (20,500 to 35,000) as well as increasing the proportion of degrees awarded to minorities (from 34% to 40%).

**SOURCE:** Board of Governors staff analysis of the State University Database System (SUDS).

## Teaching and Learning (continued)

### 12. Number of Adult (Aged 25+) Undergraduates Enrolled

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**RATIONALE:** This metric provides a sense of student diversity based on the age of the student at the time of enrollment (not upon entry). This metric is important to the State University System because Florida's adult educational attainment level is lower than many of the other ten most populous states, which has a negative impact on the economy. Including this metric within the System Strategic Plan recognizes the important role that non-traditional students play in the current and future landscape of postsecondary education.

In Fall 2012, Florida was ranked 4th in the country among public four-year institutions in the number of adult undergraduates enrolled. However, Florida was only 14th in terms of the percentage of adult undergraduates (at 19%). In addition, the SUS has many adults who never completed the bachelor's degree that they attempted - despite many folks who dropped out yet were near completion. The 2025 goal (of 75,000) was based on a trend line that projects 69,000 adult undergraduates enrolled in Fall 2025. Because of the uncertainties regarding projected enrollments so far into the future, this metric has a dual goal of also increasing the proportion of adult undergraduates from 19% to 21%.

**SOURCE:** Board of Governors staff analysis of the State University Database System (SUDS).

### 13. Distance-Learning/Online Metric(s)

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**RATIONALE:** Through the *2025 Strategic Plan for Online Education*, the Board of Governors assumed that the system will continue its rapid growth in online education and established aggressive enrollment targets for 2025, along with strategies for reaching those targets. The Plan is expected to result in improved instruction and increased educational opportunities, leading to a greater number of Florida citizens holding valuable academic credentials and more efficient use of existing campuses.

**SOURCE:** Board of Governors staff analysis of the State University Database System (SUDS).

## Teaching and Learning (continued)

### 14. University Access Rate (Percent of Pell Students Enrolled in Fall)

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**RATIONALE:** The Federal Pell grant program provides financial aid to students from poor and working-class families who want to better themselves by earning a college degree. This metric is based on the percent of undergraduates enrolled in the Fall term who received a Pell grant (excludes unclassified and post-baccalaureate undergraduate students not coded as unclassified). The purpose for this metric within the System Strategic Plan is to serve as an 'access' measure - to ensure that the State University System continues to provide opportunities to all levels of the socio-economic strata. The goal is to have every university have at least 30% of their undergraduate students receiving a Pell grant. This goal serves as an 'access' baseline for the State University System in this new era of Performance-Based Funding.

**SOURCE:** Board of Governors staff analysis of the State University Database System (SUDS).

### 15. Academic Progress Rate (2nd Fall Retention with GPA $\geq$ 2)

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**RATIONALE:** This metric is based on the percent of FTICs who started their first Fall semester with a full load (12+ credit hours) and who were found retained in the same university the following Fall term with at least a 2.0 Grade Point Average (at the end of their first year) .

This is an alternative metric, to the standard second-year retention rate, and is a much better 'leading indicator' of student success – in fact, FTICs who return for their 2<sup>nd</sup> fall with a GPA above 2.0 are *eight times more likely to graduate* within six years than students who begin their second Fall with a GPA less than 2. This is one reason why the Board of Governors decided to include this metric into the new Performance Funding Model. The trend line for this metric fairly flat, so the Board has set a goal (of 90%) based on expected improvements resulting from university efforts to respond to the Board's Performance-Based Funding model.

**SOURCE:** Board of Governors staff analysis of the State University Database System (SUDS).

## Teaching and Learning (continued)

### STRATEGIC PRIORITIES

#### 16 & 18. Bachelor's and Graduate Degrees in Programs of Strategic Emphasis

**RATIONALE:** This metric is designed to promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State. The Board of Governors maintains a list of Programs of Strategic Emphasis that were revised in November 2013. This list is comprised of the following four areas: STEM, Health, Education, Global and Gap Analysis. The list of Programs of Strategic Emphasis applies to both bachelor's and graduate degrees.

Because of the uncertainties regarding projections so far into the future, these metrics have a dual goal for both the overall number of degrees awarded as well as the proportion of degrees awarded. The table below provides the 2025 values for both the trend and the goal, the amount of 'stretch' is apparent.

**SOURCE:** Board of Governors staff analysis of the State University Database System (SUDS).

LEVEL	2025 BASED ON HISTORICAL TREND (2007-08 to 2012-13)		2025 GOAL	
	NUMBER	PERCENT	NUMBER	PERCENT
BACHELOR'S	41,700	48%	45,000	50%
GRADUATE	18,200	60%	18,200	60%

## Teaching and Learning (continued)

### 17 & 19. Bachelor's and Graduate Degrees in STEM and Health

(a subset of the larger Programs of Strategic Emphasis)

**RATIONALE:** This metric is a subset of the larger Programs of Strategic Emphasis, and was included in the 2011 System Strategic Plan as a separate breakout because it is widely believed that education in Science, Technology, Engineering and Mathematics (STEM) are vital to future of both the nation and the planet. In this 2014 revision of the plan, Health has been added in recognition that healthcare is an especially key component of Florida's current and future workforce. The Board of Governors has decided to combine these two programmatic areas in the revised System Strategic Plan, and have established an aspirational goal in an effort to ramp up the Florida's STEM- and Health-related workforce.

Because of the uncertainties regarding projections so far into the future, this metric has a dual goal for both the overall number of STEM & Health degrees awarded as well as the proportion of STEM & Health degrees awarded. The table below provides the 2025 values for both the trend and the goal, the amount of 'stretch' is apparent.

**SOURCE:** Board of Governors staff analysis of the State University Database System (SUDS).

	2025 BASED ON HISTORICAL TREND (2007-08 to 2012-13)		2025 GOALS	
LEVEL	NUMBER	PERCENT	NUMBER	PERCENT
BACHELOR'S	28,600	33%	30,000	35%
STEM	19,700	23%		
HEALTH	8,900	10%		
GRADUATE	14,500	48%	15,200	50%
STEM	7,900	26%		
HEALTH	6,600	22%		



## Scholarship, Research and Innovation

### EXCELLENCE

#### 20. Faculty Membership in National Academies

**RATIONALE:** One of the highest honors that academic faculty can receive is membership in the National Academy of Sciences (NAS), the National Academy of Engineering (NAE), or the Institute of Medicine (IOM). In 2011, the State University System was ranked 17<sup>th</sup> among states' public universities - with 38 faculty as members of the National Academies. Based on 10 year historical trends, the SUS is projected to have 49 members in 2023, which is projected to be ranked 15<sup>th</sup>. The goal (of 75) is to be ranked 5<sup>th</sup> in the country, which is a considerable improvement that is one of the prime objectives for the preeminent universities. *Note: there is a two-year reporting lag for this data, so 2023 data will be the latest available in 2025.*

**SOURCE:** Center for Measuring University Performance, Top American Research Universities report.

##### Number of National Academy Members (Publics only)

	YEAR	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
1	CALIFORNIA	501	517	533	554	587	619	629	629	651	660	688	697
2	TEXAS	107	111	115	121	128	141	143	145	147	148	153	152
3	WASHINGTON	78	84	85	85	86	93	95	98	110	110	111	113
4	MICHIGAN	70	73	83	88	91	86	89	89	89	94	95	100
5	WISCONSIN	68	69	69	70	71	71	71	73	74	72	72	68
6	ILLINOIS	58	60	57	60	58	59	60	62	62	59	64	63
7	PENN	43	44	46	51	52	54	55	53	51	52	53	54
8	COLORADO	41	43	46	47	50	49	52	49	50	51	53	50
9	N. CAROLINA	48	54	54	55	54	52	51	49	49	49	48	49
10	VIRGINIA	34	32	34	37	39	43	44	49	48	49	48	48
17	FLORIDA	28	29	29	26	25	32	32	35	36	38	38	38

SOURCE: Board of Governors staff analysis of Center for Measuring University Performance annual 'Top American Research Universities' report.

## Scholarship, Research and Innovation (continued)

### 21. Faculty Awards

**RATIONALE:** Faculty Awards in the Arts, Humanities, Science, Engineering, and Health provide a more dynamic and current look at faculty honors than the National Academy members that reflect senior faculty with distinguished careers. In 2011, the SUS was ranked 4th among states' public universities. Based on 10 year historical trends, SUS faculty are projected to receive 75 awards in 2023\*, which is projected to be ranked 3rd (assumes other state trends remain stable). The 2025 goal is to maintain the current trend. Note: there is a two-year reporting lag for this data, so 2023 data will be the latest available in 2025.

**SOURCE:** Center for Measuring University Performance, Top American Research Universities report.

#### Number of Faculty Awards (Publics only)

	YEAR	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
1	CALIFORNIA	244	232	151	228	247	259	265	257	258	275	253	232
2	TEXAS	101	98	84	87	101	87	96	117	114	107	97	85
3	MICHIGAN	55	75	67	59	67	65	72	74	76	75	73	75
4	FLORIDA	47	40	38	44	44	43	55	49	62	53	58	56
5	PENN	38	56	54	55	53	61	59	52	63	65	50	55

SOURCE: Board of Governors staff analysis of Center for Measuring University Performance annual 'Top American Research Universities' report.

### 22. Percent of Undergraduate Seniors Assisting in Faculty Research or Percent of Undergraduates Engaged in Research

**RATIONALE:** This is a new metric that addresses the emerging role that research plays in the undergraduate curriculum. This is aligned with the NSF's goal of integrating research and education. Many institutions use a variation of the broad definition provided by the Council on Undergraduate Research (CUR). The University of California System reports undergraduate research data based on their senior exit survey.

**SOURCE:** This data is not currently quantified at the System-level or nationally -- Board of Governors staff are investigating what data is available that can address this goal.

## Scholarship, Research and Innovation (continued)

### PRODUCTIVITY

#### 23. Total Research & Development (R&D) Expenditures

**RATIONALE:** R&D expenditures are the primary source of information on academic research and development (R&D) expenditures in the United States. In FY2011-12, the SUS was ranked 5<sup>th</sup> among states' public universities. The global economic downturn has slowed the historical trends that were previously used to set the initial 2025 goal. However, Florida's recent annual growth rate (of \$31M) is much lower than the top ten state average annual growth (of \$98M). Therefore, the 2025 goal intends to reverse the State University System recent decline and project an annual growth rate of \$40M. The 2014-15 University Work Plans projected a \$24M annual growth rate for the next five years (or, \$2.07B in 2024-25).

	NATIONAL TRENDS (2009-12)			STATE UNIVERSITY SYSTEM TRENDS			
	TOP 5 STATES	TOP 10 STATES	50 STATES	ORIGINAL GOAL 2001-09 TREND	RECENT TREND 2009-13	2014-15 WORK PLANS PROJECTIONS	REVISED GOAL
ANNUAL GROWTH	\$115M	\$98.5M	\$32.5M	\$100M	\$31M	\$24M	\$40M
2025 GOAL	\$3.26B	\$3.05B	\$2.17B	\$3.25B	\$2.16B	\$2.07B	\$2.29B

The Board's goal is slightly higher than the System's recent annual growth rate (of \$31M) in recognition of the following issues: (1) new joint effort among SUS Vice Presidents of Research to engage in collaborative research that should be more competitive for Federal grants; (2) the tragic 2010 oil spill in the Gulf of Mexico has caused an increase in the funds available to universities to research impacts on the Gulf and its restoration; (3) the on-going maturation of three new medical schools.

**SOURCE:** National Science Foundation, Annual Higher Education Research and Development Survey.

## Scholarship, Research and Innovation (continued)

### 24. Percent of R&D Expenditures funded from External Sources

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**RATIONALE:** This metric reflects the ability of SUS institutions to win competitive grant funding from external sources (defined by NSF as from Federal, Private Industry and Other). The Board of Governors included this metric in the System Strategic Plan, because in FY2008-09, Florida was last among the Top 10 states (for public universities) in the percentage of R&D expenditures that were funded externally (with 59%). In FY2012-13, Florida still only received 59% of funding from external sources, while the top 10 average was 71% (up from the 67% in FY2008-09). The Board has decided to revise the 2025 goal so that it equals the top 10 average of 71% in FY2011-12.

**SOURCE:** National Science Foundation, Annual Higher Education Research and Development Survey.

## STRATEGIC PRIORITIES

### 25. Number of Patents Awarded Annually *(in a Calendar Year)*

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**RATIONALE:** An important aspect of university research is protecting any new Intellectual Property (IP) that results from the research. The overall number of patents awarded in a Calendar year is a general, but valuable, measure of the amount of IP that a university produces and chooses to protect. It is worth noting that when the Florida Legislature created the Preeminence metrics, they only included utility patents in their patent metric definition. The SUS has annually increased the number of patents awarded annually by 35 for the past five years; however, Board staff have used a more conservative growth factor (of 10) based on the 2012 to 2017 projections made in the 2014-15 Work Plans. The System goal is to produce 410 patents during the 2024 calendar year.

**SOURCE:** Board of Governors staff analysis of US Patent Office data.

## Scholarship, Research and Innovation (continued)

### 26. Number of Licenses and Options Executed

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**RATIONALE:** Another important measure of university research tracks the movement of IP from the lab to the marketplace. Universities make money from patents primarily by licensing them to outside companies, which turn them into commercial products. The overall number of licenses (and options) that have been executed annually provides a measure of the entrepreneurial nature of the university. Based on the historical trend (from 2004 to 2012), the SUS has annually increased the number of new licenses executed by 20 every year; however, given the annual volatility in this metric, Board staff have used a more conservative growth factor (of 5) and project that the System will produce 270 licenses during the 2024-25 year.

**SOURCE:** Annual Accountability reports.

### 27. Number of Start-Up Companies Created

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**RATIONALE:** In addition to licensing Intellectual Property, sometimes it is more effective to commercialize research via a small, start-up company that is founded by, or has a close relationship, with university faculty. Many universities foster this entrepreneurial path of research commercialization with the creation of business incubators. In 2011-12, the State University System created a record 30 new start-up companies, which is 12 more than created in 2008-09. There is really no trend line that can support a reasonable prediction for this metric, so Board staff have set the goal to essentially grow one additional startup per year - this would result in about 40 by 2024-25.

**SOURCE:** Annual Accountability Reports

## Community and Business Engagement

### EXCELLENCE

#### 28. Number of Universities with the Carnegie Foundation's Community Engagement Classification

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**RATIONALE:** Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

The classification for Community Engagement is an elective classification, meaning that it is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort invested by participating institutions. It is an institutional classification; it is not for systems of multiple campuses or for part of an individual campus. The classification is not an award. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. The documentation is reviewed to determine whether the institution qualifies for recognition as a community engaged institution.

The Community Engagement Classification takes place on a five-year cycle. The last time institutions received the classification was in 2010. 2015 is the next opportunity for classification. Because the classification requires gathering and providing evidence of community engagement by a campus through an application, the process begins two years prior to the classification date. For example, for the 2020 classification cycle (classified campuses announced in January of 2020) the applications will be available in the spring of 2018.

**SOURCE:** Annual Accountability Reports and the Carnegie Foundation for the Advancement of Teaching.

## Community and Business Engagement (continued)

### STRATEGIC PRIORITIES

#### 29. Percentage of Baccalaureate Graduates Continuing their Education or Employed

**RATIONALE:** It has always been difficult to quantify the journey of higher education graduates as they transition into the workforce. The Board of Governors included this metric in this 2011-2025 Strategic Plan to focus the System's efforts in better understanding this period of transition. Specifically, the intent of including this metric was to increase the percentage of graduates who continue their education or are found employed. In addition, it was expected that this effort would serve to better inform students about how previous graduating classes fared when they entered the workforce. In 2013 and 2014, this metric gained further importance to policymakers due to its inclusion in the new Performance Funding Models that were created by the Legislature, Governor's Office and the Board of Governors.

The metric used in Performance Based Funding in 2014 was defined as the percentage of recent baccalaureate graduates who are either employed full-time in Florida (based on the Florida Education and Training Placement Information Program [FETPIP] data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). Board staff are working with FETPIP to also include non-Florida employment data for this metric in future years.

The goal (of 90%) reflects the Board's dedication to improving the employment and educational outcomes for the State University System students.

Note: The apparent drop in actual data is due to a correction in the methodology. The original data incorrectly double-counted graduates who were found both employed and enrolled.

**SOURCE:** Board of Governors staff analyses of data from: Florida Education and Training Placement Information Program (FETPIP), National Student Clearinghouse (NSC), the Wage Record Interchange System (WRIS2), and the Federal Employment Data Exchange System (FEDES) - which includes the US Office of Personnel Management (OPM); the Department of Defense, Defense Manpower Data Center (DMDC).



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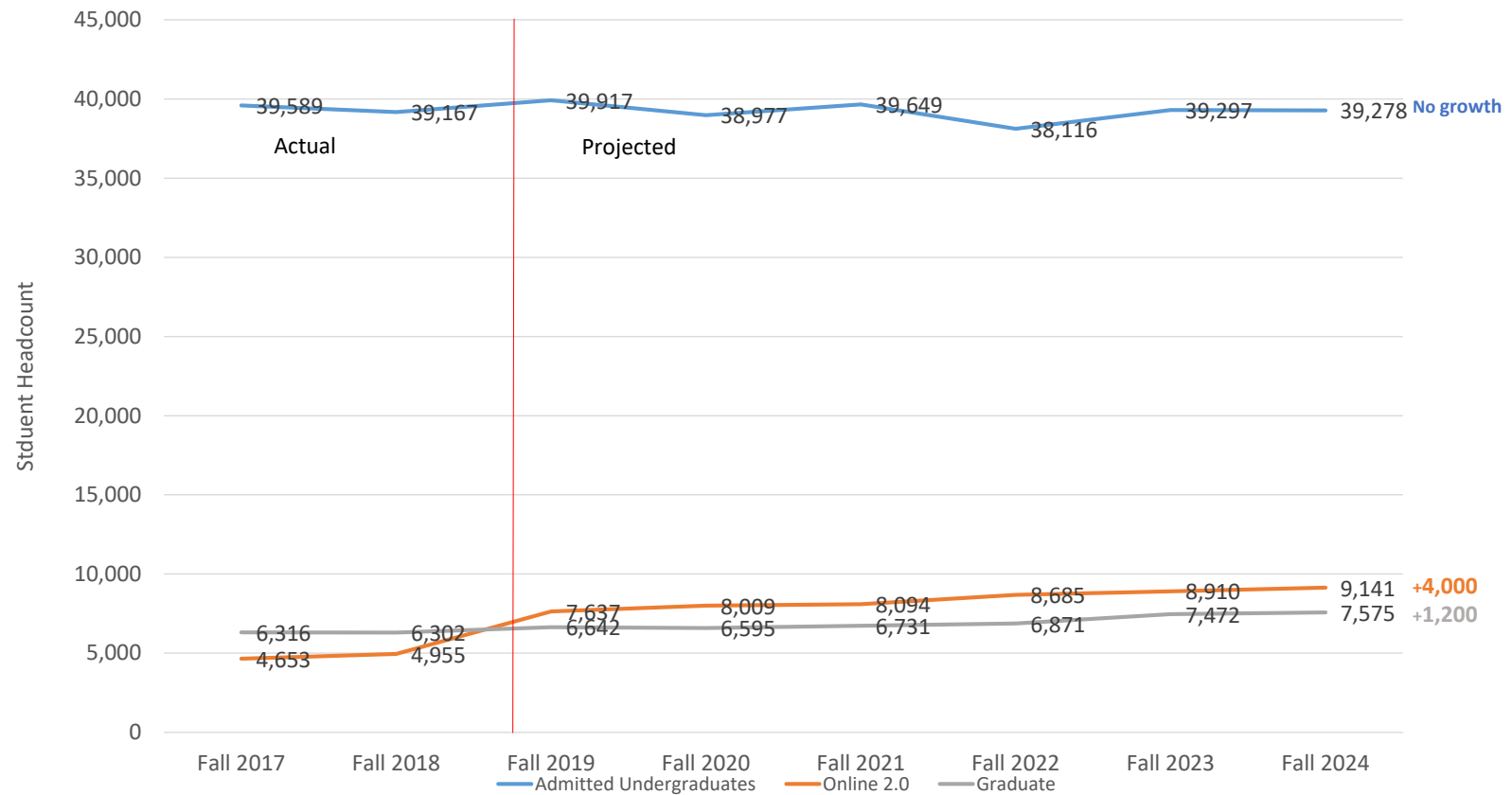


## Exhibit 2

	2020 and 2025 METRICS	2018 Actuals	2025 Plan	SUS PBF	SUS PRUF	National Rankings
1	FTIC 2-yr Retention Rate (GPA > 2.0) (2017-18)	88%	90	90	90	US News, Kiplinger
2	FTIC 6-yr Graduation Rate (2012-18)	57%	70	-	70	US News, TARU, Washington M., Forbes, Kiplinger
	FTIC 4-yr Graduation Rate (2014-18)	38.9%	60	50	60	US News, TARU, Washington M., Forbes, Kiplinger
3	AA Transfer 4-Yr Graduation Rate (2014-18)	67%	70	-	-	BOG Dashboard
4	% Bachelor's Degrees w/o Excess Hours (2017-18)	74.7%	80	80	-	US News, TARU, Washington M., Forbes, Kiplinger
5	% Bachelor's Grads Employed (\$25,000)/Enrolled (2016-17)	68%	73	72.8	-	TARU, Washington M., Forbes
6	Bachelor's Degrees in Strategic Emphasis (2017-18)	46%	50	50	-	Times Higher Ed.
7	Graduate Degrees in Strategic Emphasis (2017-18)	56%	60	60	-	Times Higher Ed.
8	Average Cost to Student/Net Tuition (2017-18)	\$ 11,930	9,000	9,000	-	US News, TARU, Washington M., Kiplinger
9	Median Wages of Bachelor's Employed (16-17 Grads)	\$ 38,800	41,000	40,700	-	TARU, Washington M., Forbes
10	Number of postdoctoral appointees (Fall 2017)	222	300	300	-	TARU
11	Research/ Total Doctoral Degrees Per Yr (2017-18)	200/404	315/600	-	-/400	TARU, Washington M., Times Higher Ed.
12	FIU Tech Startup (AUTM) (FY 2016-17)	1	5	-	-	BOG Research Dashboard
13	# patents/# of licenses/options executed annually	66/4	55/30	-	34	BOG Research Dashboard
14	Philanthropy - Overall Endowment (FY 2017-18)	\$209M	\$300M	-	500M	US News, TARU
	Philanthropy- Annual Dollars Raised (FY 2016-17)	\$60M	\$80M	-	-	US News, TARU
15	Auxiliary Revenue per Year (FY 2016-17)	\$220M	\$240M	-	-	Times Higher Ed., ARWU
	Auxiliary Income (FY 2016-17)	\$33M	\$50M	-	-	Times Higher Ed., ARWU
16	Total Research Expenditures (2017-18)	\$196M	\$300M	-		TARU, Washington M., Times Higher Ed., ARWU
	Non-medical S&E research expenditures (2017-18)	\$153M	\$234M	-	150M	TARU, Washington M., Times Higher Ed., ARWU
	Science & engineering research expenditures (2017-18)	\$166M	\$252M	-	200M	TARU, Washington M., Times Higher Ed., ARWU
	Industry related R&D expenditure	\$9.3M	\$20M			Times Higher Ed., ARWU
17	Disciplines top 100/50 in research expenditures	5/1	7/3	-	5/-	TARU, Washington M., Times Higher Ed., ARWU
18	FIU Members of National Academies (including NAI)	11	20	-	6	TARU, Washington M.
19	Percentage of alumni giving annually to FIU	4	18	-	-	US News, Washington M.
20	Top 50 Public University National Ranking	3	10	-	2	ARWU, Fiske, Forbes, Kiplinger, TARU, Times Higher Ed., Washington M., QS World Univ., US News

## Exhibit 3

### FIU Projected Enrollment Growth 2019 to 2024



## Exhibit 4

### US NEWS & WORLD REPORT METRICS – Threshold to Top 50 Public

Metric	25.0 Weighting	Median*	FIU Value	Diff.
6-year graduation rate (three cohort average)	17.6%	71.88%	56.00%	-15.88%
Peer assessment score	15.0%	2.95	2.40	-0.55
Educational expenditures per student	10.0%	\$31,666	\$18,618	-\$13,048
Percentage of classes with 20-49 students	8.0%	46.11%	53.13%	+7.03%
Percentage of classes with 50 or more students	8.0%	10.95%	26.40%	+15.45%
Percentage of classes with fewer than 20 students	8.0%	40.30%	20.50%	-19.80%
Graduation rate performance (Over/Under)	8.0%	7	8	+1
ACT composite average score	7.8%	26.5	25.0	-1.5
SAT evidence based reading, writing average score	7.8%	618	603	-15
SAT Math average score	7.8%	611	584	-27
Average faculty compensation (CY)	7.0%	\$140,206	\$133,296	-\$6,910
Average alumni giving rate	5.0%	8.00%	3.70%	-4.30%
High school counselor score	5.0%	3.60	3.00	-0.60
Average freshman retention rate	4.4%	86.38%	87.00%	+0.63%
Percentage of full-time faculty with PhD or terminal degree	3.0%	89.35%	86.80%	-2.55%
6-year graduation rate of students who received a Pell Grant	2.5%	67.50%	57.00%	-10.50%
Difference between 6-year graduation rates of Pell and non-Pell Grant recipients	2.5%	-5.00%	1.00%	+6.00%
Percentage of freshman in top 10% of high school class	2.3%	30.50%	25.00%	-5.50%
Percentage of faculty who are full-time	1.0%	85.00%	76.70%	-8.30%
Student/Faculty ratio	1.0%	16	25	+9

# Exhibit 5

## 2018 FIU Rankings among Public Carnegie R1 Universities

Category	FIU Rank & Value		#50 University	
	Rank	Value	Name	Value
Total Research	#71	\$177M*	Oregon State	\$267M
S&E Research	#70	\$146M**	Temple	\$249M
Non S&E Research	#63	\$31M	U of Maryland	\$16M
Research Doctoral Degrees Conferred	#74	199	Washington State	315
Professional Doctoral Degrees Conferred	#40	328	UNLV	205
STEM Doctoral Degrees Conferred	#72	94	Florida State	155
Social Science Doctoral Degrees Conferred	#41	43	NA	NA
Humanities Doctoral Degrees Conferred	#80	7	U of Tennessee	30
Total Doctoral Degrees	#60	726	LSU A&M	899
Master's Degrees Conferred	#11	3,185	West Virginia U	1,615
Bachelor's Degrees Conferred	#5	10,116	VCU	5,312
Total Degrees Conferred	#6	13,885	U of Illinois, Chicago	7,553
# Tenured & Tenure Track Faculty	#71	875	U of Tennessee	1,232
Postdocs & Research Staff with Doctorates	#59	220	U of Connecticut	304
Total Graduate Enrollment (Fall 17)	#33	9,089	Georgia State	7,046
Graduate Full Time Enrollment (Fall 17)	#34	6,412	U of Tennessee	3,764
Combined SAT-Math & SAT-Verbal 25 <sup>th</sup> Percentile Scores	#60	1080	U of Houston	1110
Undergraduate Total Enrollment (Fall 17)	#3	47,629	U of Missouri	23,799
Full Time Equivalent Enrollment (Fall 17)	#15	40,951	U of Utah	27,117
Undergraduate New Transfers Part-Time	#3	2,193		

\* For 2017-18 data FIU is at \$196M; \*\* For 2017-18 data FIU is at \$153M

## Exhibit 6

### *(C<sup>3</sup>) Critical Competencies Certified for FIU Learners\**

#### *Analytical Skills*

- Creative, Strategic and Design thinking
- Critical thinking, problem solving, ethical decision making

#### *Personal/Interpersonal Skills*

- Communicating effectively and confidently written and orally
- Collaboration, negotiation and teamwork
- Compassion, Empathy, Emotional Intelligence
- Self-Awareness, self-direction and initiative

#### *Global Skills*

- Civic engagement
- Global and cross-cultural agility
- Gender and Diversity Studies

#### *Mindsets*

- Growth versus Fixed mindsets
- Experimentation and interactive prototyping
- Social Innovation and Entrepreneurship

#### *Professional Skills*

- Productivity and Accountability
- Leadership, responsibility and professionalism
- Resilience, Persistence, Flexibility, Adaptability

#### *Technical/Data Literacies*

- Data collection, analysis and synthesis
- Cybersecurity essentials
- Fundamentals of Artificial intelligence
- Blockchain frontiers

*\*Certified through Courses, Experiences and Digital Badges*

# Exhibit 7

FIU *Next Horizon* 2025 Strategic Plan  
Budget White Paper  
(DRAFT)

DRAFT

## FIU Next Horizon 2025 Strategic Plan Budget White Paper (DRAFT)

Florida International University (FIU) aspires to be ranked as a top 50 public university by U.S. News and World Report. The FIU Next Horizon 2025 strategic plan establishes high expectations with a framework to guide FIU in attaining excellence in learner success, and preeminent research and innovation. On the way to U.S. News and World Report top 50, FIU will hit top 50 in other rankings such as Kiplinger, the World University Rankings, and Carnegie. To achieve the goals laid out in the Next Horizon 2025 strategic plan, FIU will need to invest in ongoing and new initiatives. Creating efficiencies, redirecting existing resources, implementing cost savings strategies, and exploring incremental revenue options will help make strategic investments possible. FIU must ensure that investments are aligned with the identified strategic priorities - to Amplify Learner Success and Institutional Affinity; to Accelerate Preeminence and Research and Innovation Impact; and to Assure Responsible Stewardship. FIU's 2025 Commission on Strategic Investments, whose membership reflects broad-based university representation, will establish an integrative approach that encompasses streamlining current internal processes, reviewing legislative appropriations, stress testing relative to targeted metrics (e.g., BOG performance and preeminence metrics, national ranking metrics), and refining accountability protocols to ensure funds are distributed in direct alignment with strategic priorities along with an examination of the return on investment (e.g., financial, strategic, or both).

### Budget Overview for Strategic Plan Implementation

Full implementation of the FIU Next Horizon 2025 strategic plan will cost an incremental \$50M of recurring funds, annually. Table 1 summarizes the incremental cost estimates to fully implement all initiatives to achieve the goals outlined in the strategic plan. The costs are substantial and indicate the need to adopt a phased implementation plan. The appendix includes more detailed tables showing the incremental cost estimates for each strategic initiative. Table 2 summarizes the incremental funding options to support the strategic initiatives. There are multiple opportunities to increase revenues, such as student credit hour growth, state investments, operating efficiencies, research overhead, and philanthropy. Some revenues will require some investments to generate. The new funding options are subject to continued state investment, market performance, and other external risks.

Table 1. Five Year Incremental Budget Overview (2020-2025)

\$ thousands							
	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	5-Yr Total	Position FTE
⊕ Amplify Learner Success & Institutional Affinity	\$ 11,772	\$ 14,090	\$ 16,945	\$ 19,844	\$ 23,923	\$ 86,574	87
⊕ Accelerate Preeminence & Research and Innovation Impact	\$ 9,239	\$ 11,535	\$ 15,361	\$ 19,239	\$ 26,085	\$ 81,458	95
⊕ Assure Responsible Stewardship	\$ 197	\$ 36	\$ 49	\$ 63	\$ 54	\$ 398	-
<b>Grand Total</b>	<b>\$ 21,208</b>	<b>\$ 25,660</b>	<b>\$ 32,354</b>	<b>\$ 39,145</b>	<b>\$ 50,061</b>	<b>\$ 168,430</b>	<b>182</b>

See appendix A, B, C, and E for additional details.

Table 2. Five Year Incremental Funding Options Overview (2020-2025)

\$ thousands						
Incremental Revenue Options	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	5-Year Total
<b>New State Funding</b>	<b>28,400</b>	<b>44,400</b>	<b>44,400</b>	<b>44,400</b>	<b>44,400</b>	<b>206,000</b>
FIU Next 50 Legislative Budget Request	16,000	32,000	32,000	32,000	32,000	144,000
BOG Performance	3,400	3,400	3,400	3,400	3,400	17,000
BOG Emerging Preeminence	5,000	5,000	5,000	5,000	5,000	25,000
Professional & Graduate Excellence	1,900	1,900	1,900	1,900	1,900	9,500
World Class Faculty Program	2,100	2,100	2,100	2,100	2,100	10,500
<b>New FIU Funding</b>	<b>10,053</b>	<b>15,012</b>	<b>19,787</b>	<b>24,061</b>	<b>28,317</b>	<b>97,231</b>
Endowment Returns	1,000	2,000	3,000	4,000	5,000	15,000
Incremental Auxiliary Revenues	500	500	1,000	1,000	1,000	4,000
Out-of-State Tuition	4,391	5,609	5,609	5,609	5,609	26,826
Research In-Direct (Facilities & Administration)	1,474	2,161	3,144	4,126	5,600	16,505
Research Faculty New Salary Savings from Grants	1,188	1,742	2,534	3,326	5,108	13,900
Student Credit Hour Growth	1,500	3,000	4,500	6,000	6,000	21,000
<b>Reallocation FIU Funding</b>	<b>1,250</b>	<b>1,500</b>	<b>2,000</b>	<b>2,500</b>	<b>3,000</b>	<b>10,250</b>
New Shared Services	250	500	1,000	1,500	2,000	5,250
Student Technology Fee	1,000	1,000	1,000	1,000	1,000	5,000
<b>Grand Total</b>	<b>39,703</b>	<b>60,912</b>	<b>66,187</b>	<b>70,961</b>	<b>75,717</b>	<b>313,481</b>

See appendix D for additional details.



## Methods to Support the Strategic Plan

The third strategic priority – *Assure Responsible Stewardship* – acknowledges FIU’s duty to be responsible and efficient. Seeking greater operational efficiency and effectiveness with the implementation of shared services will allow FIU to achieve both quality and financial improvements. Three areas will be targeted for shared services: finance, information technology, and human resources. These areas have large components that are considered “back office” in that they rarely interact in person with students or external constituents. Human resources is the most difficult to implement due to the number of staff and duties involved. Information technology spans such a large portion of system and campus operations that it may take longer than any other functional area. However, information technology offers many opportunities for savings in staffing levels. Finally, finance may not yield significant savings, but the transactional nature of the tasks makes them suitable for a shared services model. Potential annual cost savings for FIU range from \$2.2M (10% centralization) to \$5.5M (25% centralization). Table 3 provides a range of estimates and benefits realized by universities that have implemented a shared services model in the areas of human resources, information technology, and finance.

FIU will leverage an agile remote workforce in support of efficiency and productivity. By establishing a remote workforce, particularly “back office” staff, FIU may benefit from lower costs, improved productivity, less overhead, and reduced workforce space needs (Table 4). By transitioning 1,000 staff to the remote workforce, approximately 50,000ft<sup>2</sup> of space may be reallocated to support student success, research and innovation initiatives (cost estimates for renovation of space, if needed, to be determined). Creating efficiencies, implementing cost savings strategies, and ensuring all investments align with strategic priorities will be monitored by the 2025 Commission on Strategic Investments. The Commission will regularly assess return-on-investment by examining monies invested in strategic initiatives relative to measurable performance outcomes. This assessment will drive decision-making and resource allocation.

Table 3. Range of estimates and benefits realized by universities that have implemented a shared services model<sup>1</sup>

Higher Education Estimates and Results				
	Private Sector Estimates	Public Sector Estimates	Consultant Estimates	Realized Results
<i>Human Resources</i>	20% - 40%	20% - 30%	20% - 30%	15% - 30%
<i>Information Technology</i>	20% - 30%	10% - 20%	10% - 20%	1% - 15%
<i>Finance</i>	20% - 50%	10% - 40%	10% - 20%	10% - 15%

Table 4. Estimated benefits and value of a remote workforce

<i>Benefit</i>	<i>Value</i>
<i>27% increase in productivity on telecommuting</i>	value of employee time = \$32,136 per man-year
<i>18% reduction in office costs</i>	cost savings = \$16,422 per year; electricity savings = 4,400kWh per person per year
<i>Average reduction in absenteeism to 3.7 days a year</i>	annual per person cost of unscheduled absences = \$1,800
<i>25% reduction in employee attrition</i>	cost of turnover = 138% of wages

<sup>1</sup>EAB. Maximizing the Benefits of System Shared Services: overcoming barriers to implementation and execution. 2016.

**Next Horizon Strategic Plan 5-Year Incremental Budget Overview (DRAFT)***\$ thousands*

	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	5-Yr Total	Position FTE
Amplify Learner Success & Institutional Affinity	\$ 11,772	\$ 14,090	\$ 16,945	\$ 19,844	\$ 23,923	\$ 86,574	87
Accelerate Preeminence & Research and Innovation Impact	\$ 9,239	\$ 11,535	\$ 15,361	\$ 19,239	\$ 26,085	\$ 81,458	95
Assure Responsible Stewardship	\$ 197	\$ 36	\$ 49	\$ 63	\$ 54	\$ 398	-
<b>Grand Total</b>	<b>\$ 21,208</b>	<b>\$ 25,660</b>	<b>\$ 32,354</b>	<b>\$ 39,145</b>	<b>\$ 50,061</b>	<b>\$ 168,430</b>	<b>182</b>

Next Horizon Strategic Plan 5-Year Incremental Budget Overview **(DRAFT)**

\$ thousands

Row Labels	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	5-Yr Total	Position FTE
<b>Amplify Learner Success &amp; Institutional Affinity</b>	<b>\$ 11,772</b>	<b>\$ 14,090</b>	<b>\$ 16,945</b>	<b>\$ 19,844</b>	<b>\$ 23,923</b>	<b>\$ 86,574</b>	<b>87</b>
Equity Collaborative + Bridge Program	1,236	1,581	1,926	2,271	2,961	9,973	3
Evidence Based Teaching Excellence	270	270	270	270	270	1,351	1
Faculty Recruitment	1,505	2,528	3,933	5,337	7,444	20,746	43
High Touch Student Support	468	555	705	751	751	3,230	10
Increase FIU Brand Recognition	480	480	480	480	480	2,398	-
Industry Competency Recognition	983	988	1,100	1,100	1,100	5,273	10
Learning Assistants	334	469	664	874	1,279	3,620	2
Mental Health and Well-Being	293	471	649	942	1,120	3,474	12
Predictive Data Analytics	243	243	243	243	243	1,216	2
Recruitment Scholarships and Retention/Completion Grants	3,280	3,780	4,280	4,880	5,580	21,800	-
Reward and Recognizing Faculty	99	99	99	99	99	494	-
Student Recruiting + Admissions Pathways	797	857	857	857	857	4,223	4
Year-Round University	1,785	1,770	1,740	1,740	1,740	8,776	-
<b>Accelerate Preeminence &amp; Research and Innovation Impact</b>	<b>\$ 9,239</b>	<b>\$ 11,535</b>	<b>\$ 15,361</b>	<b>\$ 19,239</b>	<b>\$ 26,085</b>	<b>\$ 81,458</b>	<b>95</b>
Amplify Culture of Innovation & Entrepreneurship	249	399	482	512	542	2,186	6
Doctoral Student Support	453	836	927	1,018	1,108	4,341	1
Faculty Recruitment	6,005	6,849	9,255	11,861	16,819	50,789	57
Grant/Technical Writing Support	94	187	281	375	375	1,311	4
Information Technology Support	342	342	342	125	125	1,276	1
Research Administration Support	294	368	490	736	1,471	3,360	20
Research Infrastructure	1,442	2,060	3,090	4,120	5,150	15,861	-
Undergraduate Research Office	360	494	494	494	494	2,334	6
<b>Assure Responsible Stewardship</b>	<b>\$ 197</b>	<b>\$ 36</b>	<b>\$ 49</b>	<b>\$ 63</b>	<b>\$ 54</b>	<b>\$ 398</b>	<b>-</b>
Agile Workforce	197	36	49	63	54	398	-
<b>Grand Total</b>	<b>\$ 21,208</b>	<b>\$ 25,660</b>	<b>\$ 32,354</b>	<b>\$ 39,145</b>	<b>\$ 50,061</b>	<b>\$ 168,430</b>	<b>182</b>

## Next Horizon Strategic Plan 5-Year Incremental Budget Overview (DRAFT)

\$ thousands

Row Labels	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	5-Yr Total	Position FTE
<b>Amplify Learner Success &amp; Institutional Affinity</b>	<b>\$ 11,772</b>	<b>\$ 14,090</b>	<b>\$ 16,945</b>	<b>\$ 19,844</b>	<b>\$ 23,923</b>	<b>\$ 86,574</b>	<b>87</b>
<b>Equity Collaborative + Bridge Program</b>	<b>1,236</b>	<b>1,581</b>	<b>1,926</b>	<b>2,271</b>	<b>2,961</b>	<b>9,973</b>	<b>3</b>
Coordinator, Dual Enrollment Support	60	60	60	60	60	301	1
Coordinator, Program	60	60	60	60	60	301	1
Manager, Equity Collaborative (ACCESS Liaison)	80	80	80	80	80	401	1
Student Funding Support (Housing & Meals)	1,035	1,380	1,725	2,070	2,760	8,970	-
<b>Evidence Based Teaching Excellence</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>1,351</b>	<b>1</b>
Assistant Director, Evidence Based Teaching	80	80	80	80	80	401	1
Coordinator, Administrative (Part-Time)	27	27	27	27	27	134	-
Course Overloads	20	20	20	20	20	100	-
Faculty Participation Stipends	20	20	20	20	20	100	-
Student Researcher (part-time)	13	13	13	13	13	65	-
Summer Salaries for Course Transformations	110	110	110	110	110	550	-
<b>Faculty Recruitment</b>	<b>1,505</b>	<b>2,528</b>	<b>3,933</b>	<b>5,337</b>	<b>7,444</b>	<b>20,746</b>	<b>43</b>
Junior Faculty Hires	-	321	722	1,124	1,726	3,892	14
Senior Faculty Hires	1,505	2,207	3,210	4,213	5,718	16,854	29
<b>High Touch Student Support</b>	<b>468</b>	<b>555</b>	<b>705</b>	<b>751</b>	<b>751</b>	<b>3,230</b>	<b>10</b>
Peer Success Mentors	23	46	70	116	116	371	-
Success/College Life Coaches	445	508	635	635	635	2,859	10
<b>Increase FIU Brand Recognition</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>2,398</b>	<b>-</b>
Marketing Consultant Contract	480	480	480	480	480	2,398	-
<b>Industry Competency Recognition</b>	<b>983</b>	<b>988</b>	<b>1,100</b>	<b>1,100</b>	<b>1,100</b>	<b>5,273</b>	<b>10</b>
Assistant Director, Microcredentials	-	87	87	87	87	348	1
Badge Reviewer Stipends	24	24	24	24	24	120	-
Coordinator, Assessment	-	92	124	124	124	465	2
Coordinator, Enrollment Management	67	67	67	67	67	334	1
Coordinator, Microcredentials	-	60	60	60	60	241	1
Faculty/Staff Stipends	21	21	21	21	21	104	-
Graduate Assistants, Microcredentials	21	43	43	43	43	192	-
Industry Meetings	3	3	3	3	3	15	-
Instructional Designers	80	80	161	161	161	642	2
Manager, Microcredentials	80	80	80	80	80	401	1
Panthersoft Developers	93	187	187	187	187	842	2
Portfolium Software	90	90	90	90	90	450	-
Renovation of Existing Space/Furniture, Fixtures & Equipment	100	-	-	-	-	100	-
Startup Development Costs	250	-	-	-	-	250	-
Strategic Leads	54	54	54	54	54	268	-
Technology Cost	100	100	100	100	100	500	-

## Next Horizon Strategic Plan 5-Year Incremental Budget Overview (DRAFT)

\$ thousands

Row Labels	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	5-Yr Total	Position FTE
<b>Learning Assistants</b>	<b>334</b>	<b>469</b>	<b>664</b>	<b>874</b>	<b>1,279</b>	<b>3,620</b>	<b>2</b>
Assistant Director, Learning Assistant Program	80	80	80	80	80	401	1
Coordinator, Learning Assistant Program	54	54	54	54	54	268	1
Learning Assistant Alliance Campus Program	15	15	15	15	15	75	-
Learning/Writing Assistant Stipends	105	240	435	645	1,050	2,475	-
Postbaccalaureate Fellowships	80	80	80	80	80	401	-
<b>Mental Health and Well-Being</b>	<b>293</b>	<b>471</b>	<b>649</b>	<b>942</b>	<b>1,120</b>	<b>3,474</b>	<b>12</b>
Case Managers	63	126	189	251	314	943	5
Mental Health Therapists	230	345	460	690	805	2,531	7
<b>Predictive Data Analytics</b>	<b>243</b>	<b>243</b>	<b>243</b>	<b>243</b>	<b>243</b>	<b>1,216</b>	<b>2</b>
Data Analyst, Student Engagement	74	74	74	74	74	368	1
Involvio Software (Attendance)	60	60	60	60	60	300	-
IT Generalist, Required Attendance Initiative	74	74	74	74	74	368	1
Student Technicians (Attendance)	36	36	36	36	36	180	-
<b>Recruitment Scholarships and Retention/Completion Grants</b>	<b>3,280</b>	<b>3,780</b>	<b>4,280</b>	<b>4,880</b>	<b>5,580</b>	<b>21,800</b>	<b>-</b>
Recruitment Scholarships	3,000	3,500	4,000	4,600	5,300	20,400	-
Retention/Completion Grants	280	280	280	280	280	1,400	-
<b>Reward and Recognizing Faculty</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>494</b>	<b>-</b>
Faculty Awards	20	20	20	20	20	98	-
Faculty Honoraria	4	4	4	4	4	20	-
Summer Teaching Grants	75	75	75	75	75	377	-
<b>Student Recruiting + Admissions Pathways</b>	<b>797</b>	<b>857</b>	<b>857</b>	<b>857</b>	<b>857</b>	<b>4,223</b>	<b>4</b>
Associate Director, Pathways	114	114	114	114	114	568	1
Associate Director, Recruitment	107	107	107	107	107	535	1
Consulting Costs & Feasibility Study	40	-	-	-	-	40	-
International Marketing	48	48	48	48	48	240	-
International Transfer Specialist	59	59	59	59	59	294	1
Manager, Pathways	80	80	80	80	80	401	1
Recruitment Marketing	200	300	300	300	300	1,400	-
Recruitment Materials	70	70	70	70	70	350	-
Student Assistant	43	43	43	43	43	214	-
Travel	36	36	36	36	36	180	-
<b>Year-Round University</b>	<b>1,785</b>	<b>1,770</b>	<b>1,740</b>	<b>1,740</b>	<b>1,740</b>	<b>8,776</b>	<b>-</b>
Faculty Fellows	35	20	20	20	20	115	-
Faculty Honoraria	50	50	20	20	20	161	-
Increase Summer Teaching	1,700	1,700	1,700	1,700	1,700	8,500	-
<b>Accelerate Preeminence &amp; Research and Innovation Impact</b>	<b>\$ 9,239</b>	<b>\$ 11,535</b>	<b>\$ 15,361</b>	<b>\$ 19,239</b>	<b>\$ 26,085</b>	<b>\$ 81,458</b>	<b>95</b>
<b>Amplify Culture of Innovation &amp; Entrepreneurship</b>	<b>249</b>	<b>399</b>	<b>482</b>	<b>512</b>	<b>542</b>	<b>2,186</b>	<b>6</b>

## Next Horizon Strategic Plan 5-Year Incremental Budget Overview (DRAFT)

\$ thousands

Row Labels	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	5-Yr Total	Position FTE
Coordinator, Patent Support	53	106	160	160	160	638	3
Director, Patent Support	100	100	100	100	100	499	1
Industry Collaboration Fund	30	60	90	120	150	450	-
Licensing Associate	67	133	133	133	133	599	2
<b>Doctoral Student Support</b>	<b>453</b>	<b>836</b>	<b>927</b>	<b>1,018</b>	<b>1,108</b>	<b>4,341</b>	<b>1</b>
Coordinator, Doctoral Programs	70	70	70	70	70	350	1
Incremental Research Assistant Stipends	292	584	584	584	584	2,628	-
Stipends for Preeminent Programs	73	146	219	293	366	1,097	-
Summer support for Graduate Program Directors	18	35	53	71	89	266	-
<b>Faculty Recruitment</b>	<b>6,005</b>	<b>6,849</b>	<b>9,255</b>	<b>11,861</b>	<b>16,819</b>	<b>50,789</b>	<b>57</b>
Junior Faculty Hires	-	642	1,445	2,247	3,451	7,785	29
Junior Faculty Startup	-	400	900	1,400	2,150	4,850	-
Senior Faculty Hires	1,505	2,207	3,210	4,213	5,718	16,854	29
Senior Faculty Startup	4,500	3,600	3,700	4,000	5,500	21,300	-
<b>Grant/Technical Writing Support</b>	<b>94</b>	<b>187</b>	<b>281</b>	<b>375</b>	<b>375</b>	<b>1,311</b>	<b>4</b>
Grant Writers	94	187	281	375	375	1,311	4
<b>Information Technology Support</b>	<b>342</b>	<b>342</b>	<b>342</b>	<b>125</b>	<b>125</b>	<b>1,276</b>	<b>1</b>
High Performance Computing / Network Security	217	217	217	-	-	650	-
IT Generalist, High Performance Computing	53	53	53	53	53	266	1
Maintenance	72	72	72	72	72	360	-
<b>Research Administration Support</b>	<b>294</b>	<b>368</b>	<b>490</b>	<b>736</b>	<b>1,471</b>	<b>3,360</b>	<b>20</b>
Research Administrators	294	368	490	736	1,471	3,360	20
<b>Research Infrastructure</b>	<b>1,442</b>	<b>2,060</b>	<b>3,090</b>	<b>4,120</b>	<b>5,150</b>	<b>15,861</b>	<b>-</b>
Research Space Renovations	1,442	2,060	3,090	4,120	5,150	15,861	-
<b>Undergraduate Research Office</b>	<b>360</b>	<b>494</b>	<b>494</b>	<b>494</b>	<b>494</b>	<b>2,334</b>	<b>6</b>
Assistant Director, Undergraduate Research	93	93	93	93	93	466	1
Director, Undergraduate Research	133	133	133	133	133	665	1
Peer Mentors	134	268	268	268	268	1,204	4
<b>Assure Responsible Stewardship</b>	<b>\$ 197</b>	<b>\$ 36</b>	<b>\$ 49</b>	<b>\$ 63</b>	<b>\$ 54</b>	<b>\$ 398</b>	<b>-</b>
<b>Agile Workforce</b>	<b>197</b>	<b>36</b>	<b>49</b>	<b>63</b>	<b>54</b>	<b>398</b>	<b>-</b>
Building Renovations (TBD)	-	-	-	-	-	-	-
Hardware (Laptops)	175	-	-	-	-	175	-
Remote Technology Support	22	36	49	63	54	223	-
<b>Grand Total</b>	<b>\$ 21,208</b>	<b>\$ 25,660</b>	<b>\$ 32,354</b>	<b>\$ 39,145</b>	<b>\$ 50,061</b>	<b>\$ 168,430</b>	<b>182</b>

Appendix D - Revenue Options

*\$ thousands*

<b>Incremental Revenue Options</b>	<b>FY 2020-21</b>	<b>FY 2021-22</b>	<b>FY 2022-23</b>	<b>FY 2023-24</b>	<b>FY 2024-25</b>	<b>5-Yr Total</b>
<b>New State Funding</b>	<b>\$ 28,400</b>	<b>\$ 44,400</b>	<b>\$ 44,400</b>	<b>\$ 44,400</b>	<b>\$ 44,400</b>	<b>\$ 206,000</b>
FIU Next 50 Legislative Budget Request	16,000	32,000	32,000	32,000	32,000	144,000
BOG Performance	3,400	3,400	3,400	3,400	3,400	17,000
BOG Emerging Preeminence	5,000	5,000	5,000	5,000	5,000	25,000
Professional & Graduate Excellence	1,900	1,900	1,900	1,900	1,900	9,500
World Class Faculty Program	2,100	2,100	2,100	2,100	2,100	10,500
<b>New FIU Funding</b>	<b>\$ 10,053</b>	<b>\$ 15,012</b>	<b>\$ 19,787</b>	<b>\$ 24,061</b>	<b>\$ 28,317</b>	<b>\$ 97,231</b>
Endowment Returns	1,000	2,000	3,000	4,000	5,000	15,000
Incremental Auxiliary Revenues	500	500	1,000	1,000	1,000	4,000
Out-of-State Tuition	4,391	5,609	5,609	5,609	5,609	26,826
Research In-Direct (Facilities & Administration)	1,474	2,161	3,144	4,126	5,600	16,505
Research Faculty New Salary Savings from Grants	1,188	1,742	2,534	3,326	5,108	13,900
Student Credit Hour Growth	1,500	3,000	4,500	6,000	6,000	21,000
<b>Reallocation FIU Funding</b>	<b>\$ 1,250</b>	<b>\$ 1,500</b>	<b>\$ 2,000</b>	<b>\$ 2,500</b>	<b>\$ 3,000</b>	<b>\$ 10,250</b>
New Shared Services	250	500	1,000	1,500	2,000	5,250
Student Technology Fee	1,000	1,000	1,000	1,000	1,000	5,000
<b>Grand Total</b>	<b>\$ 39,703</b>	<b>\$ 60,912</b>	<b>\$ 66,187</b>	<b>\$ 70,961</b>	<b>\$ 75,717</b>	<b>\$ 313,481</b>



Initiative Title (in alpha order)	Budget Category	Budget Type	Recurring Cost	Position Title (if applicable)	Position FTE	Expense Description	Expense Description (Short)	Include?	FY2021	FY2022	FY2023	FY2024	FY2025	Sum
Agile Workforce	Other Expenses	New Funding	No		-	Building Renovation	Building Renovations (TBC)		-	-	-	-	-	-
Agile Workforce	Other Expenses	New Funding	Yes		-	Zoom License for Remote Support @\$10 each	Remote Technology Support		2,500	5,000	7,500	10,000	10,000	35,000
Agile Workforce	Other Expenses	New Funding	No		-	Headset (\$35)	Remote Technology Support		8,750	8,750	8,750	8,750	-	35,000
Agile Workforce	Other Expenses	New Funding	Yes		-	Cisco Client (\$35) + Maintenance (\$8.75)	Remote Technology Support		10,938	21,875	32,813	43,750	43,750	153,125
Agile Workforce	Other Expenses	New Funding	No		-	Laptops @ \$700 each	Hardware (Laptops)		175,000	-	-	-	-	175,000
Amplify Culture of Innovation & Entrepreneurial	Other Expenses	New Funding	Yes		-	Industry Collaboration Fun	Industry Collaboration Fun		30,000	60,000	90,000	120,000	150,000	450,000
Amplify Culture of Innovation & Entrepreneurial	Permanent Salaries	New Funding	Yes	Coordinator	3		Coordinator, Patent Support		53,200	106,400	159,600	159,600	159,600	638,400
Amplify Culture of Innovation & Entrepreneurial	Permanent Salaries	New Funding	Yes	Licensing Associate	2		Licensing Associate		66,500	133,000	133,000	133,000	133,000	598,500
Amplify Culture of Innovation & Entrepreneurial	Permanent Salaries	New Funding	Yes	Director	1		Director, Patent Support		99,750	99,750	99,750	99,750	99,750	498,750
Doctoral Student Support	Temporary Salaries	New Funding	Yes		-	Summer support for 10 GPD	Summer support for Graduate Program Director		17,742	35,484	53,226	70,968	88,710	266,129
Doctoral Student Support	Permanent Salaries	New Funding	Yes	Coordinator	1	Student Application	Coordinator, Doctoral Program:		70,000	70,000	70,000	70,000	70,000	350,000
Doctoral Student Support	Temporary Salaries	New Funding	Yes		-	Stipends for Preeminent Program	Stipends for Preeminent Program		73,149	146,298	219,447	292,596	365,745	1,097,235
Doctoral Student Support	Temporary Salaries	New Funding	Yes		-	4% increase to RA stipend	Incremental Research Assistant Stipend		292,000	584,000	584,000	584,000	584,000	2,628,000
Equity Collaborative + Bridge Program	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	15,000	-	-	-	-	15,000
Equity Collaborative + Bridge Program	Permanent Salaries	New Funding	Yes	Coordinator	1	Dual Enrollment Support Coordinator	Coordinator, Dual Enrollment Support		60,192	60,192	60,192	60,192	60,192	300,960
Equity Collaborative + Bridge Program	Permanent Salaries	New Funding	Yes	Coordinator	1	Program Coordinator	Coordinator, Program		60,192	60,192	60,192	60,192	60,192	300,960
Equity Collaborative + Bridge Program	Permanent Salaries	New Funding	Yes	Manager	1	Equity Collaborative Manager (ACCESS Liaison to coordinate pre-collegiate to collegiate pipeline)	Manager, Equity Collaborative (ACCESS Liaison)		80,256	80,256	80,256	80,256	80,256	401,280
Equity Collaborative + Bridge Program	Other Expenses	New Funding	Yes		-	Student funding for meals plans and housing (75 students yr 1; 100 students yr 2; 125 students yr 3; 150 students yr 4; 200 students yr 5)	Student Funding Support (Housing & Meals)		1,035,000	1,380,000	1,725,000	2,070,000	2,760,000	8,970,000
Evidence Based Teaching Excellence	Temporary Salaries	New Funding	Yes	Student Employee	-	Part-time student data analyst (\$13,000 per year)	Student Researcher (part-time)		13,039	13,039	13,039	13,039	13,039	65,195
Evidence Based Teaching Excellence	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	15,000	-	-	-	-	15,000
Evidence Based Teaching Excellence	Temporary Salaries	New Funding	Yes	Faculty Course Overload	-	Course overload during implementation for 2 courses	Course Overloads		20,080	20,080	20,080	20,080	20,080	100,400
Evidence Based Teaching Excellence	Temporary Salaries	New Funding	Yes	Faculty Professional Development Stipends	-	Stipends for faculty participating in mentoring squares, summer professional development around LA/WA use, and other Professional Development*	Faculty Participation Stipends		20,080	20,080	20,080	20,080	20,080	100,400
Evidence Based Teaching Excellence	Temporary Salaries	New Funding	Yes	Coordinator	-	0.5 individual at administrative coordination	Coordinator, Administrative (Part-Time)		26,752	26,752	26,752	26,752	26,752	133,760
Evidence Based Teaching Excellence	Permanent Salaries	New Funding	Yes	Assistant Director	1	Assistant Director to support faculty (professional development and mentoring squares) and train SCOTs	Assistant Director, Evidence Based Teaching		80,256	80,256	80,256	80,256	80,256	401,280
Evidence Based Teaching Excellence	Temporary Salaries	New Funding	Yes	Faculty Summer Salary Overload	-	Summer salary for significant course transformation for 20 faculty per year	Summer Salaries for Course Transformations		110,000	110,000	110,000	110,000	110,000	550,000
Faculty Recruitment	Other Expenses	New Funding	No		-	Junior Faculty Startup (250k pp)	Junior Faculty Startup		-	400,000	900,000	1,400,000	2,150,000	4,850,000
Faculty Recruitment	Permanent Salaries	New Funding	Yes	Senior Faculty	28.5	Senior Faculty Hire	Senior Faculty Hire		1,504,800	2,207,040	3,210,240	4,213,440	5,718,240	#####
Faculty Recruitment	Permanent Salaries	New Funding	Yes	Senior Faculty	28.5	Senior Faculty Hire	Senior Faculty Hire		1,504,800	2,207,040	3,210,240	4,213,440	5,718,240	#####
Faculty Recruitment	Other Expenses	New Funding	No		-	Senior Faculty Startup (400k pp)	Senior Faculty Startup		4,500,000	3,600,000	3,700,000	4,000,000	5,500,000	#####
Faculty Recruitment	Permanent Salaries	New Funding	Yes	Junior Faculty	14.33333333	Junior Faculty Hire	Junior Faculty Hire		-	321,024	722,304	1,123,584	1,725,504	3,892,416
Faculty Recruitment	Permanent Salaries	New Funding	Yes	Junior Faculty	28.66666667	Junior Faculty Hire	Junior Faculty Hire		-	642,048	1,444,608	2,247,168	3,451,008	7,784,832
Grant/Technical Writing Support	Permanent Salaries	New Funding	Yes	Grant Writer	4	Grant Writer	Grant Writer		93,632	187,264	280,896	374,528	374,528	1,310,848
High Touch Student Support	Other Expenses	New Funding	Yes		-	Training	Training	no	4,000	4,000	4,000	4,000	4,000	20,000
High Touch Student Support	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	10,000	5,000	10,000	-	-	25,000
High Touch Student Support	Temporary Salaries	New Funding	Yes	Student Employee	-	Peer Success Mentor	Peer Success Mentor		23,175	46,350	69,525	115,875	115,875	370,800
High Touch Student Support	Permanent Salaries	New Funding	Yes	College Life Coach	5	Success/College Life Coach	Success/College Life Coach		127,072	190,608	317,680	317,680	317,680	1,270,720
High Touch Student Support	Permanent Salaries	Reallocation of Existing Resource	Yes	College Life Coach	5	Success/College Life Coach	Success/College Life Coach		317,680	317,680	317,680	317,680	317,680	1,588,400
Increase FIU Brand Recognition	Other Expenses	New Funding	Yes		-	Marketing Consultant	Marketing Consultant Contract		479,560	479,560	479,560	479,560	479,560	2,397,800
Industry Competency Recognition	Other Expenses	New Funding	Yes		-	Faculty/Staff/Student Trainings	Faculty/Staff/Student Trainings	no	3,000	3,000	3,000	3,000	3,000	15,000
Industry Competency Recognition	Other Expenses	New Funding	Yes		-	Industry meetings	Industry Meetings		3,000	3,000	3,000	3,000	3,000	15,000

Industry Competency Recognitic	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
Industry Competency Recognitic	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	5,000	-	-	-	10,000
Industry Competency Recognitic	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	5,000	-	-	10,000
Industry Competency Recognitic	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	5,000	-	-	-	10,000
Industry Competency Recognitic	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
Industry Competency Recognition	Other Expenses	Reallocation of Existing Resources	Yes		-	Website Cost = \$5,000 (startup + maintenance)	Website	no	5,000	-	-	-	-	5,000
Industry Competency Recognition	Temporary Salaries	New Funding	Yes	Badge Creation Stipends (overload)	-	Stipends for faculty/staff to design/align badges	Faculty/Staff Stipends		20,800	20,800	20,800	20,800	20,800	104,000
Industry Competency Recognitic	Temporary Salaries	New Funding	Yes	21st Century Skills Graduate Assistan	-	21st Century Skills Graduate Assistants	Graduate Assistants, Microcredentials		21,312	42,624	42,624	42,624	42,624	191,808
Industry Competency Recognitic	Temporary Salaries	New Funding	Yes	Badge Reviewer Stipends (overload)	-	Stipends for badge reviewers	Badge Reviewer Stipends		24,024	24,024	24,024	24,024	24,024	120,120
Industry Competency Recognition	Permanent Salaries	New Funding	Yes		-	Administrative Increments/Re-Allocation of duties for Strategic Leads (\$20,000 x 2)	Strategic Leads		53,504	53,504	53,504	53,504	53,504	267,520
Industry Competency Recognitic	Permanent Salaries	New Funding	Yes	EMS Coordinator	1	Enrollment Management Coordinator	Coordinator, Enrollment Management		66,880	66,880	66,880	66,880	66,880	334,400
Industry Competency Recognitic	Permanent Salaries	New Funding	Yes	21st Century Skills Manage	1	21st Century Skills Manager	Manager, Microcredentials		80,256	80,256	80,256	80,256	80,256	401,280
Industry Competency Recognitic	Permanent Salaries	New Funding	Yes	Instructional Designer	2	2 Instructional Designers	Instructional Designers		80,256	80,256	160,512	160,512	160,512	642,048
Industry Competency Recognitic	Other Expenses	Reallocation of Existing Resource	Yes		-	Software to support microcredentialing	Portfolium Software		90,000	90,000	90,000	90,000	90,000	450,000
Industry Competency Recognitic	Permanent Salaries	New Funding	Yes	Panthersoft Developer	2	2 Panthersoft Developers	Panthersoft Developers		93,362	187,264	187,264	187,264	187,264	842,418
Industry Competency Recognition	Other Expenses	New Funding	Yes		-	Renovation of Existing Space/FFE	Renovation of Existing Space/Furniture, Fixtures & Equipment		100,000	-	-	-	-	100,000
Industry Competency Recognition	Other Expenses	New Funding	Yes		-	Recurring possible technology cost (if Panthersoft does not work)	Technology Cost		100,000	100,000	100,000	100,000	100,000	500,000
Industry Competency Recognitic	Other Expenses	Reallocation of Existing Resource	No		-	Startup development costs	Startup Development Costs		250,000	-	-	-	-	250,000
Industry Competency Recognitic	Permanent Salaries	New Funding	Yes	Assistant Directo	1	Assistant Director	Assistant Director, Microcredentials		-	86,944	86,944	86,944	86,944	347,776
Industry Competency Recognitic	Permanent Salaries	New Funding	Yes	Assessment Coordinatc	1	Assessment Coordinator	Coordinator, Assessment		-	60,192	60,192	60,192	60,192	240,768
Industry Competency Recognitic	Permanent Salaries	New Funding	Yes	Coordinator	1	Coordinator	Coordinator, Assessment		-	32,102	64,205	64,205	64,205	224,717
Industry Competency Recognitic	Permanent Salaries	New Funding	Yes	21st Century Skills Coordinatc	1	21st Century Skills Coordinator	Coordinator, Microcredentials		-	60,192	60,192	60,192	60,192	240,768
Industry Competency Recognitic	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	-	5,000	-	-	-	5,000
Industry Competency Recognitic	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	-	5,000	-	-	-	5,000
Industry Competency Recognitic	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	-	5,000	-	-	-	5,000
Industry Competency Recognitic	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	-	5,000	-	-	-	5,000
Information Technology Suppo	Permanent Salaries	New Funding	Yes	Computer Technician	1		IT Generalist, High Performance Computing		53,200	53,200	53,200	53,200	53,200	266,000
Information Technology Suppo	Other Expenses	New Funding	Yes		-	Maintenance	Maintenance		72,000	72,000	72,000	72,000	72,000	360,000
Information Technology Suppo	Other Expenses	New Funding	No		-	HPC/DMZ Hardware	High Performance Computing / Network Security		216,667	216,667	216,667	-	-	650,000
Learning Assistant	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
Learning Assistant	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
Learning Assistant	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	10,000	10,000	-	-	-	20,000
Learning Assistants	Other Expenses	New Funding	Yes		-	\$15K a year for LA alliance campus program	Learning Assistant Alliance Campus Program		15,000	15,000	15,000	15,000	15,000	75,000
Learning Assistant	Permanent Salaries	New Funding	Yes	Coordinator	1		Coordinator, Learning Assistant Progra		53,504	53,504	53,504	53,504	53,504	267,520
Learning Assistant	Permanent Salaries	New Funding	Yes	Assistant Directo	1	Assistant Directo	Assistant Director, Learning Assistant Progra		80,256	80,256	80,256	80,256	80,256	401,280
Learning Assistants	Temporary Salaries	New Funding	Yes	Post Bacs	-	5-10 Full time Postbac Fellowships (1-2 years) to provide professional development for recently graduated LAs and support faculty as SCOTs, data analysts, and researchers	Postbaccualearate Fellowships		80,256	80,256	80,256	80,256	80,256	401,280
Learning Assistants	Temporary Salaries	New Funding	Yes		-	LA/WA stipends: Increase LAs use and WA use by double the amount in 5 years (to support additional humanities and STEM courses); from ~350 LAs/Was to 700 LAs/WAs per semester.	Learning/Writing Assistant Stipends		105,000	240,000	435,000	645,000	1,050,000	2,475,000
Mental Health and Well-Bei	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	5,000	5,000	5,000	5,000	25,000
Mental Health and Well-Bei	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	10,000	5,000	5,000	10,000	5,000	35,000
Mental Health and Well-Being	Permanent Salaries	New Funding	Yes	Case Workers	5	5 Case Managers for Dean of Students (1 year 1; 2 year 2; 3 year 3; 4 year 5; 5 year 5 recurring)	Case Managers		62,867	125,734	188,601	251,468	314,336	943,006

<b>Mental Health and Well-Being</b>	Permanent Salaries	New Funding	Yes	Mental Health Therapists	7	Mental Health Therapists (2 year 1; 3 year 2; year 3; 6 year 4; 7 year 5 recurring)	Mental Health Therapists		230,067	345,100	460,134	690,201	805,235	2,530,737
<b>Predictive Data Analyti</b>	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
<b>Predictive Data Analyti</b>	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
<b>Predictive Data Analytics</b>	Temporary Salaries	New Funding	Yes	Student Employee	-	3 Student Technicians to assist with attendance tracking technology	Student Technicians (Attendance)		36,011	36,011	36,011	36,011	36,011	180,054
<b>Predictive Data Analyti</b>	Other Expenses	New Funding	Yes		-	Involvio software for attendance tracking	Involvio Software (Attendance)		60,000	60,000	60,000	60,000	60,000	300,000
<b>Predictive Data Analyti</b>	Permanent Salaries	New Funding	Yes	Data Analyst	1	Engagement Data Analyst	Data Analyst, Student Engagement		73,568	73,568	73,568	73,568	73,568	367,840
<b>Predictive Data Analytics</b>	Permanent Salaries	New Funding	Yes	IT Generalist	1	1 IT Generalist to assist with attendance tracking implementation	IT Generalist, Required Attendance Initiative		73,568	73,568	73,568	73,568	73,568	367,840
<b>Recruitment Scholarships and Retention/Completion Gri</b>	Other Expenses	Reallocation of Existing Resource	Yes		-	Retention/Completion grant func	Retention/Completion Grant		130,000	130,000	130,000	130,000	130,000	650,000
<b>Recruitment Scholarships and Retention/Completion Gri</b>	Other Expenses	New Funding	Yes		-	Retention/Completion grant func	Retention/Completion Grant		150,000	150,000	150,000	150,000	150,000	750,000
<b>Recruitment Scholarships and Retention/Completion Gri</b>	Other Expenses	New Funding	Yes		-	Recruitment Scholarship:	Recruitment Scholarship:		3,000,000	3,500,000	4,000,000	4,600,000	5,300,000	#####
<b>Research Administration Suppc</b>	Permanent Salaries	New Funding	Yes	Research Administrator	20		Research Administrator		294,272	367,840	490,453	735,680	1,471,360	3,359,605
<b>Research Infrastructur</b>	Other Expenses	New Funding	No		-	Research Space Renovation:	Research Space Renovation:		1,441,932	2,059,904	3,089,856	4,119,808	5,149,760	#####
						Faculty honoraria for 2 faculty selected to present their scholarly efforts in modifying the teaching to improve learning experiences for students.	Faculty Honoraria		4,016	4,016	4,016	4,016	4,016	20,080
<b>Reward and Recognizing Faculty</b>	Temporary Salaries	New Funding	Yes	Faculty Awards	-	Additional faculty award	Faculty Awards		19,578	19,578	19,578	19,578	19,578	97,890
<b>Reward and Recognizing Facu</b>	Temporary Salaries	New Funding	Yes	Summer Teaching Overload	-	Summer teaching grants	Summer Teaching Grants		75,300	75,300	75,300	75,300	75,300	376,500
<b>Student Recruiting + Admissions Pathwa</b>	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
<b>Student Recruiting + Admissions Pathwa</b>	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
<b>Student Recruiting + Admissions Pathwa</b>	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
<b>Student Recruiting + Admissions Pathwa</b>	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
<b>Student Recruiting + Admissions Pathwa</b>	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
<b>Student Recruiting + Admissions Pathwa</b>	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
<b>Student Recruiting + Admissions Pathwa</b>	Other Expenses	New Funding	No		-	Employee Start Up Costs	Employee Start Up Costs	No	5,000	-	-	-	-	5,000
<b>Student Recruiting + Admissions Pathways</b>	Permanent Salaries	New Funding	Yes	Manager	1	Manager – Evaluation (promotion) - assumed \$10k promotion	Manager, Evaluation	no	13,376	13,376	13,376	13,376	13,376	66,880
<b>Student Recruiting + Admissions Pathwa</b>	Temporary Salaries	New Funding	Yes	Student Employee	-	OPS Student Assistan	Student Assistan		20,744	20,744	20,744	20,744	20,744	103,720
<b>Student Recruiting + Admissions Pathways</b>	Temporary Salaries	New Funding	Yes	Student Employee	-	Reoccurring funding for current Student Assistant staffing levels	Student Assistant		22,066	22,066	22,066	22,066	22,066	110,330
<b>Student Recruiting + Admissions Pathwa</b>	Other Expenses	New Funding	Yes		-	Travel for staff	Travel		36,000	36,000	36,000	36,000	36,000	180,000
<b>Student Recruiting + Admissions Pathwa</b>	Other Expenses	New Funding	Yes		-	Consulting costs + feasibility stu	Consulting Costs & Feasibility Stu		40,000	-	-	-	-	40,000
<b>Student Recruiting + Admissions Pathwa</b>	Other Expenses	New Funding	Yes		-	Marketing to Central & South Americ	International Marketing		48,000	48,000	48,000	48,000	48,000	240,000
<b>Student Recruiting + Admissions Pathways</b>	Permanent Salaries	New Funding	Yes	Transfer Specialist	1	An additional International Transfer Specialist	International Transfer Specialist		58,854	58,854	58,854	58,854	58,854	294,270
<b>Student Recruiting + Admissions Pathwa</b>	Other Expenses	New Funding	Yes		-	Additional \$70,000 for recruitmer	Recruitment Material		70,000	70,000	70,000	70,000	70,000	350,000
<b>Student Recruiting + Admissions Pathwa</b>	Permanent Salaries	New Funding	Yes	Manager	1	Manager	Manager, Pathways		80,256	80,256	80,256	80,256	80,256	401,280
<b>Student Recruiting + Admissions Pathwa</b>	Permanent Salaries	New Funding	Yes	Associate Directoi	1	Assoc. Direct Int'l Recruitment	Associate Director, Recruitmen		107,008	107,008	107,008	107,008	107,008	535,040
<b>Student Recruiting + Admissions Pathwa</b>	Permanent Salaries	New Funding	Yes	Associate Directoi	1	Associate Directoi	Associate Director, Pathway:		113,696	113,696	113,696	113,696	113,696	568,480
<b>Student Recruiting + Admissions Pathways</b>	Other Expenses	New Funding	Yes		-	Increased marketing budget (assumption of \$300,000 for years 4 & 5)	Recruitment Marketing		200,000	300,000	300,000	300,000	300,000	1,400,000
<b>Undergraduate Research Offi</b>	Permanent Salaries	New Funding	Yes	Assistant Directo	1		Assistant Director, Undergraduate Researc		93,100	93,100	93,100	93,100	93,100	465,500
<b>Undergraduate Research Offi</b>	Permanent Salaries	New Funding	Yes	Director	1		Director, Undergraduate Research		133,000	133,000	133,000	133,000	133,000	665,000
<b>Undergraduate Research Offi</b>	Permanent Salaries	New Funding	Yes	Peer Mentor:	4		Peer Mentor:		133,760	267,520	267,520	267,520	267,520	1,203,840
<b>Year-Round Universit</b>	Temporary Salaries	New Funding	Yes	Faculty Fellows	-	Faculty Fellows	Faculty Fellows		35,140	20,080	20,080	20,080	20,080	115,460
<b>Year-Round Universit</b>	Temporary Salaries	New Funding	Yes	Faculty Honoraria	-	Faculty Honoraria	Faculty Honoraria		50,200	50,200	20,080	20,080	20,080	160,640
<b>Year-Round Universit</b>	Temporary Salaries	New Funding	Yes	Overload for Summer Teaching	-	Increase Summer Teaching	Increase Summer Teaching		1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000

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