Beyond Conventional Excellence

Draft

Self-Study Report for Reaffirmation of Accreditation
The Commission on Colleges
Southern Association of Colleges and Schools
Florida International University

1990

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Self-Study Report
For Reaffirmation of Accreditation

Prepared by

The Division of Academic Affairs
Dr. Judith H. Stiehm,
Provost and Vice President

The Office of University Accreditation
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For Submission to

The Commission on Colleges
Southern Association of Colleges and Schools

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ACKNOWLEDGMENTS

We gratefully acknowledge the work of all faculty, students, alumni, staff, and administrators in the self-study process at Florida International University.

By definition, the self-study for reaffirmation of accreditation involves many hundreds of persons at all levels within the University. The response of participants has been enthusiastic, responsible, collaborative, and supportive, even in the face of repeated requests for more information.

Because there are so many persons involved, it is almost dangerous to single out special individuals for specific thanks, but there are a number of persons or groups who individually and collectively merit such attention. The members of four councils and boards, and the leaders and focus group members of our seventeen issue focus groups whose names are listed elsewhere, deserve special praise for the many extra hours given to the intensive examination of a wide variety of issues.

This self-study ultimately owes its strengths to a very special group of people: Dr. Judith H. Stiehm, Provost and Vice President for Academic Affairs, for her critical judgments, inspiration, ready availability, and untiring support regardless of the problem, and her support staff-- Joan Creelan, Lisa M. Ferguson, and Susana S. Penley--who have been effective, hospitable, and encouraging. The staff of the Office of Institutional Research, particularly Laura Melvin, whose commitment to this mission and unfailing good will, skill, and sensitivity supported so much of our work; Christine Isham, Todd Ellenberg, Pedro Botta, Howard Hirschhorn, and Mary Free for frequent editorial consultation; Jeanine Lussier, for illustrations; and Georgia Bazos, M. Deloris Bell, and Sandra Boudreaux, for their infinite patience and skills in word processing and typesetting.

The Accreditation Office team of Dan Godfrey, whose organizational skills served us well in the initial stages of the project; Barbara Narby, who with unflappable good will, skill, charm, sensibility, intelligence, and loyalty helped to maintain the momentum of the effort; and Rachel Whitebook, who joined the team late but brought her superb skills as copy editor to the task. Scott Kass, on loan from Library duties served as Senior Editor and was tireless and extraordinarily creative in attempting to reduce thousands of pages of reports into a readable and persuasive document.

Finally, I want to accord the highest of accolades and the warmest tribute to Dr. Dennis Wiedman, for his sensitivity, creativity, and single-minded attention to this mission. Without him this task could not have been accomplished.

Dr. Sanford L. Kravitz
Director
University Accreditation

SECTION I

Principles and Philosophy of Accreditation

PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

Florida International University (FIU) proudly presents this document to the Commission on Colleges of the Southern Association of Colleges and Schools. This report summarizes the results of an institutional self-study, the purpose of which has been to gain reaffirmation of accreditation by the Commission and to arrive at a better understanding of FIU's strengths and weaknesses. The University has undertaken this comprehensive, broadly participatory examination with a view toward formulating recommendations for future improvements. FIU is committed to participation in the activities and decisions of the Commission. The University willingly contributes to the decision-making processes of the Commission and adheres to the policies for reporting institutional changes and expansion.

All existing or planned activities are herein reported according to the policies, procedures, and guidelines of the Commission and are in compliance with the *Criteria*, and with the Conditions of Eligibility described below.

All substantive institutional changes will have been reported to the Commission prior to implementation, in compliance with the *Criteria*.

FIU is in compliance with the thirteen Conditions of Eligibility, understands and agrees to the right of the Commission to make known publicly any action regarding FIU's status, and agrees to provide the Commission with any requested information.

FIU is authorized by the State of Florida, the State Board of Education, and the Board of Regents to award degrees, certificates, and diplomas.

FIU's governing board, the Board of Regents, has no contractual, employment, familial, or personal interest in the University (please see "Administrative Processes: Governing Board," elsewhere in this report).

FIU has a chief executive officer, President Modesto A. Maidique, who received his Ph.D. from the Massachusetts Institute of Technology, and was associated with MIT, Harvard, and Stanford for twenty years.

FIU is in operation and had * head count students and * FTEs as of fall 1989.

FIU offers degree programs in accordance with the *Criteria*; they are described throughout the *Catalog* and summarized under "General Information: Academic Programs."

FIU has a clearly defined and published statement of purpose in its *Catalog* (see "General Information: Goals" and in the *State University System of Florida Master Plan 1988-89/1992-1993.*

FIU has published admissions policies compatible with its stated purpose; they are found in the *Catalog* under "General Information: Office of Admissions."

FIU's undergraduate degree programs include a substantial component of liberal arts or general education courses at the post secondary level, as detailed in the *Catalog*, under "General Information: General Education Requirements." The University is compliance with the *Criteria*.

In each curricular area in which FIU offers a major degree program, there is at least one full-time faculty member with responsibility for oversight and coordination (please see Appendix for list of Departments and Chairmen).

FIU has a plan and a planning and evaluation process which address educational, physical, and financial growth.

FIU owns sufficient learning resources and support services: its Libraries, Instructional Media Services, and Division of Student Affairs are described in this report.

FIU has established an adequate financial base and has available an audited financial statement made within the year prior to the Committee's visit (please refer to "Administrative Processes"). The audit is readily available upon request.

FIU agrees to the publication statement required by the Commission on Colleges.

REAFFIRMATION FOR ACCREDITATION COUNCILS AND BOARDS

By rights, the entire University community could be included here, since almost everyone has contributed indirectly, but instead we will list only those committee members directly involved in the self-study.

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SECTION II

Institutional Purpose

INSTITUTIONAL PURPOSE

Florida International University has a purpose, or mission, appropriate to collegiate education as well as to its own specific educational role. This mission is stated clearly and concisely in the *Catalog* and in the *State University System of Florida Master Plan 1988-89/1992-93*. It represents the official posture and practice of FIU and addresses all components of the University's mission, including teaching, research, and public service. The mission represents the collected effort of the faculty, the administration, and the Board of Regents. Many were the drafts written and circulated University-wide for thoughtful debate. That mission which won the approval of the Board of Regents appears below:

Mission Statement of Florida International University

Florida International University (FIU) is a comprehensive, urban and multi campus institution offering a broad array of undergraduate and graduate programs in the State's largest population center. A relatively young, vibrant university, dedicated to going beyond conventional excellence, FIU offers degree programs, conducts basic and applied research, and provides public service. Imparting acquired knowledge through excellent teaching, fostering creativity in all areas of academic life, and creating new knowledge through research are the primary functions and overall mission of the University. Teaching, nurturing creativity and its expression, and aggressively pursuing its research agenda are the most important ways for the University to serve the region, the State and the nation. Committed to both quality and access, FIU is resolved to meet the educational needs of the traditional student, the part-time student, and a popularly that will inevitably become lifelong learners.

Chartered in 1965, the university opened its doors in 1972 as an upper division and beginning graduate institution to the largest entering class in United States collegiate history. With the addition of lower-division courses, centered around a rigorous, liberal arts core curriculum, FIU has gone on to add master's, Ph.D and Ed.D degree pro-

grams. New colleges of Engineering and Health have been added to the Colleges of Business Administration and Education, and to the Schools of Public Affairs and Services and Hospitality Management to prepare professionals in these growing fields. Balancing the educational and research needs of a dynamic, growing population with the strengths and resources of the University is a fundamental principle governing the University's evolution and development.

The University's location in a growing cosmopolitan area enables it to provide educational services in the context of an urban environment, rich in its diversity of people, languages and cultures. Greater Miami's community allows the University faculty and students a special opportunity to study the ways to promote greater international understanding. Greater Miami is also a major center of commerce, communication and technology transfer. The twin themes of a major business center and an international community run strongly through the institution's curriculum and programs.

Preparing men and women for work in the professions--including business, education, engineering, computer science, hospitality management, public affairs and social service, health and communications-- while building upon a strong foundation in the arts and sciences--is a major goal of FIU. Aided by the University's increasingly prominent centers and institutes--for example, the Latin American and Caribbean Center, the Center for Labor Research and Studies, the Institute for Public Policy and Citizenship Studies, the Southeast Florida Center on Aging, the Multilingual and Multicultural Studies Center and the Women's Studies Center--FIU will seek to expand and develop in the social sciences. Further growth of the University's programs in the visual and performing arts, including the creation of the New World School for the Arts, will also be emphasized. Finally, the University will give priority to the development of the biological, physical and engineering sciences in the next decade.

The projected growth and diversity of the metropolitan area to be served require FIU to respond to the emerging needs in international business, high technology industry, health and social services, communications, and in our public schools. The University intends to continue its close association with the public schools and meet the educational needs of their administrators, teachers and students.

Along with its international commitment, FIU is resolved to meet the public's needs for higher education not only in Monroe and Dade counties but also in rapidly growing Broward County. Cooperative efforts involving the combined resources and faculties of the two state universities and faculties of the two state universities in the area are hastening the development of coordinated degree programs, research and service to the public and private sectors in Broward County.

The student body now numbers more than [17,000], with about half of the students attending part time, and about 10 percent from abroad. The University will continue to balance its programs for full and part-time degree seeking students and to address the special needs of mature students and lifelong learners so characteristic of South Florida. The University recognizes that the information explosion, and the increased rate of technological change in all professions will pass the traditional concept of education a "once-in-a-lifetime" experience and accepts the challenge of providing a 21st century education.

FIU periodically studies its mission, taking into account internal changes as well as changing responsibilities to its constituencies. In fact, even as this self-study report is being written, debate rages still; The University Reaccreditation Steering Committee, the Provost, and many other members of both faculty and administration are even now examining the University's stated purpose. Less cannot be expected of a university which claims youth, vibrancy and unconventionality as its mainstays; less cannot be expected of an area experiencing the country's most explosive growth as it careens into the next century.

University publications reflect this mission, starting with the Catalog, and ending with the statements of purpose and programs of every unit in the institution; this report should make that point quite evident. FIU's educational programs, support services, financial and physical resources, and administrative processes are geared exclusively to the achievement of this mission. We have included in this report the mission, goals, and objectives of every unit in the University, each attuned as one to the University's purpose. Note that every report begins with these words: our mission is to teach, conduct research, and serve the community; then proceeds to enumerate the goals of access, internationalism, service, teaching excellence, and the advancement of the frontiers of knowledge, to name but a few.

Periodic evaluation ensures that FIU's purpose is no mere paper mission, but a living document. Thus each department, school, college, and division of the University undergoes assessment through many means, both formal and informal. Student evaluations of teaching, alumni surveys, exit interviews, standardized test results, programmatic growth, space needs, and other measures serve as correctives and spurs to greater effort. The office of Academic Planning and Institutional Research monitors all of these processes and makes recommendations for course adjustment.

PROGRAM DESCRIPTION AND OVERVIEW

HISTORY

Florida International University (FIU), a member of the State University System of Florida, was established by the Legislature in 1965. Classes began at the University Park campus in 1972, with 6,000 upper-division undergraduate and graduate students. In 1981 lower-division classes were added. In 1984 FIU was authorized to offer doctorates; these programs received Level VI accreditation from the Southern Association of Colleges and Schools in 1986.

The Florida Board of Regents have appointed the following Presidents: Charles E. Perry (1969), Harold Brian Crosby (1976), Gregory Baker Wolfe (1979) and Modesto A. (Mitch) Maidique (1986).

FIU is a comprehensive, multi-campus, urban research institution committed to excellence in education, research, community service, and global understanding. FIU operates two campuses in Dade County and two instructional sites in Broward County. The main campus, University Park, occupies 344 acres 10 miles west of downtown Miami. It has eight buildings, apartments for 800 students, and a new athletic arena. A $10 million engineering building is under construction, with an $11 million physical science building to follow shortly.

The North Miami Campus occupies 195 acres on Biscayne Bay. It has six buildings, a new library, on Olympic-type aquatic center, apartments for 552 students, and is surrounded by a large mangrove preserve.

FIU is also working with Florida Atlantic University (FAU) and Broward Community College (BCC) to provide comprehensive university service in Broward County. The FAU/FIU Center, in western Fort Lauderdale, coordinates a 2+2 program with BCC, with FIU offering the bachelor's degree. The University Tower, in downtown Fort Lauderdale, serves as administrative headquarters for the instructional faculty, primarily for FIU Broward's graduate programs, research and services to the local community.

ACCREDITATION AND MEMBERSHIPS

FIUs' academic programs are approved by the State Board of Education and the Florida Board of Regents. FIU is accredited by the Southern Association of Colleges and Schools and its professional programs are accredited or approved by the appropriate professional associations, or are pursuing full professional accreditation or approval.

FIU is also an affiliate member of the Association of Upper Level Colleges and Universities, the American Association of State Colleges and Universities, the Florida Association of Colleges and Universities, the American Association of Community and Junior Colleges, a Charter Member of the Southeast Florida Educational Consortium, and numerous other educational and professional associations.

The following agencies have accredited professional programs at FIU:

Accreditation Board for Engineering and Technology

American Assembly of Collegiate Schools of Business

American Chemical Society

American Council of Construction Education

Council of Graduate Schools in the United States

Florida Consortium on Multilingual and Multicultural Education

National Accreditation Agency for Clinical Lab Sciences

National Association of Colleges of Nursing

National Association of Schools of Public Affairs

National League for Nursing

The Accreditation Board of Engineering and Technology

The American Dietetics Association

The American Medical Association

The American Medical Records Association

The American Occupational Therapy Association

The American Physical Therapy Association

The American Society of Clinical Pathologists

The Council on Social Work Education

ACADEMIC PROGRAM

The College of Arts and Sciences offers the traditional range of bachelor's degrees in arts, science, and fine arts. In addition, it offers master's degrees in biology, chemistry, computer science, economics, environmental and urban systems (jointly with the College of Engineering and Design), geology, Hispanic studies, history, international studies, linguistics, mass communication, mathematical sciences, psychology and physics. The Doctor of Philosophy degree is offered in computer science, economics, and psychology.

The College of Business Administration offers bachelor's degrees in accounting and business administration. In addition, it offers master's degrees in accounting, business administration, international business, finance, management information systems, and taxation. The Doctor of Philosophy degree is offered in business administration.

The College of Education offers bachelor's degrees in a wide variety of subject specialities. In addition, if offers master's degrees in art education, business education, counselor education (school and community), diagnostic teaching (majors in emotional disturbance, mental retardation, and specific learning disabilities), early childhood education, educational leadership, elementary education, English education, health occupation education, home economics education, industrial arts education, international development education, modern language education (majors in Spanish and French), mathematics education, music education, parks and recreation administration, physical education, reading, school psychology, science education, social studies education, teaching English to speakers of other languages (TESOL), and vocational education (majors in administration, supervision, and technical and vocational education). The degree of education specialist is offered in Curriculum and Instruction, and Adult Educational Leadership, and the Ed.D. is offered in Adult Education and Human Resource Development, Community College Teaching, Curriculum and Instruction, Early Childhood Education, Educational Leadership, Elementary Education, Exceptional Student Education, and Reading.

The College of Engineering and Design offers bachelor's degrees in a wide range of engineering, design, and technical fields. In addition, it offers master's degrees in civil engineering, construction management, electrical engineering, environmental engineering, environmental and urban systems, landscape architecture, and mechanical engineering.

The College of Health offers bachelor's degrees in several allied health fields. In addition, it offers the master's degree in dietetics and nutrition, medical laboratory sciences, occupational therapy, and public health (jointly with the University of Miami).

The School of Hospitality Management offers the bachelor's degree in general hospitality management and the master's degree in hotel and food service management.

The School of Nursing offers the bachelor's degree in nursing.

The School of Public Affairs offers bachelor's and master's degrees in criminal justice, social work, health services administration, and public administration. It offers the Doctor of Philosophy in Public Administration (jointly with Florida Atlantic University).

SECTION III

Institutional Effectiveness

3 INSTITUTIONAL EFFECTIVENESS

THE SELF-STUDY

This self-study was intended to assess the University's educational effectiveness--how well we teach, perform research, and serve the public. It asks: What goals have we set? Which have we attained? Our purposes, policies, and priorities; our strengths and weaknesses; our financial vigor; our values, and more--all were examined to assure the public and ourselves that FIU meets or surpasses established standards and to affirm that our students receive a sound education.

At the heart of the self-study is this document--both balance sheet and blueprint--serving the visiting committee of peer educators who will audit it and the University community who will build a future on it. It is thus part of an ongoing self-study that will help carry FIU into the next century.

The most comprehensive review the University has ever undertaken, it has necessarily been broadly participatory, involving faculty, administrators, staff, students, alumni, trustees, and community members.

Under the direction of Dr. Judith H. Stiehm, Provost and Vice President for Academic Affairs, this work was conducted by a Steering Council, and Policy and Planning, Research and Evaluation, and Communication Review boards. Under these were 175 Focus Groups, which studied the SACS criteria and a broad range of University concerns.

The Steering Council guided the self-study--establishing goals, time schedules, and organization--and supervised the compilation of this report.

The Director and Associate Director of the Accreditation Office implemented the guidelines and policies of the Steering Council, which was composed of twenty-four persons representing all University divisions, ethnic groups, and employment areas. A student, an alumnus, and a trustee also served.

The fifteen-member Policy and Planning Review Board guided University units in the development of mission statements and goals, in accordance with the University Mission Statement. The Board reviewed unit recommendations and worked with the Steering Council and University administration to facilitate the implementation of these recommendations.

The thirteen-member Research and Evaluation Board guided, reviewed, and approved procedures and survey instruments used to evaluate institutional effectiveness, thus assuring uniformity and quality.

The six-member Communication Review Board developed guidelines for producing the final report, reviewed the Office of Accreditation's communications with the University community, and made recommendations pertaining to a wide range of inter- and intra-University communications issues.

The 175 Focus Groups carried out a major part of the self-study. Of these, 157 Unit Focus Groups studied University administrative units and programs; the 18 Issue Focus Groups studied University-wide concerns derived from 205 topics suggested by the University community early in the self-study. The Focus Groups included faculty, staff, students, and community members.

Planning for the self-study began in March 1988; implementation in September 1988, when the Director and Associate Director of Accreditation met with every University division and outlined the self-study process; defined tasks and roles; selected, oriented, and trained people; established schedules; and created communications networks.

Between July 1988 and September 1989, the 157 Unit Focus Groups met periodically to analyze their units' missions, goals, objectives, and evaluative procedures. Each group formulated recommendations for improvement, along with steps for implementing those recommendations and assessing their impact. The Accreditation Office and the Policy and Planning Review Board reviewed the resulting reports and compiled them in a draft report. That draft underwent a University-wide review and revision between September and November of 1989. The final report was published in December 1989, in preparation for the site visit.

3.1 PLANNING AND EVALUATION

The self-study evaluation was conceived as a "bottom up" process with very broad representation. As described, each academic and support unit was asked to determine its mission, goals, and objectives, all of which were to be in keeping with the University Mission Statement. For many units, academic and administrative, the discipline of having to set measurable objectives was a new experience. Although participants were cooperative, their results were mixed. Responses from academic units ranged from sixty-page detailed statements--reflecting intensive faculty debate and soul-searching analysis--to the report of one department written by its chairman on the weekend before the press deadline and some seven months after the announced deadline. The process did produce a remarkable level of consensus, coherence, and integrated agreement about the University's overall direction and widespread commitment to the concerns embedded in the Mission Statement.

Some departments, which had undergone recent Board of Regents reviews or which participate in regular accreditation reviews by their professional associations, questioned the self-study's relevance.

But this effort has clearly demonstrated the widespread recognition and acceptance of the central role that effective planning and evaluation play in fulfilling the University Mission. Furthermore, there is a heightened awareness, at all levels, of the difficulties inherent in effective planning, along with the growing need for each academic unit--and the University as a whole--to demonstrate concretely that students have achieved an acceptable level of proficiency.

A Master Plan, developed by University officials and debated by its academic leadership, reflects the University's mission and goals and, in broad brush strokes, outlines the future. But no master plan is graven in stone: FIU is growing rapidly, facing new challenges in its multicultural, substantially bilingual, increasingly international environment. Its growth has been almost exponential. A major outcome of the self-study, therefore, has been the Steering Council's unanimous concern for developing a Strategic Planning Council formally charged with reviewing and communicating its ideas to the University's senior officials, as well as to the rest of the community.

EXISTING PLANNING PROCEDURES

Current planning is coordinative and operates in a three- to five-year mode. It is tied to the submission of the University budget to the Board of Regents and to implementation of Board of Regents requirements and other requirements imposed by State Legislative actions.

The direction of strategic planning efforts at FIU is described in several approved plans for higher education: the Master Plan, and the Southeast Florida Comprehensive University Presence (CUP), which guides graduate program development.

Planning is formal in some units, informal in others. Generally, the vice presidents direct, the Executive Council discusses, and the President approves unit plans.

A Budget Committee--consisting of members of the Executive Council, the Budget Director, the Provost, and the Vice President for Business and Finance--is responsible for recommending major budget decisions to the President. The chairmanship rotates.

The planning process is driven by three interacting plans: the Master Plan of academic programs approved for development, enrollments (which drive budget decisions), and the building program. This process is described in detail in Section VI.

ADDITIONAL PLANNING ACTIVITIES

The Council Of Deans

The Council of Deans meets monthly with the Provost to share information and views on the development and implementation of policy which impacts academic units' operation.

Academic Departments

Academic departments and programs plan at several levels. Approximately twenty percent of the University's programs are reviewed annually as part of a five-year cycle mandated by the Board of Regents. Peer reviewers from outside the University examine curricula, enrollment patterns, student body characteristics, faculty qualifications and productivity, program maintenance, external factors facing the program, and future directions. These reviews absorb large amounts of time, energy, and resources, but they are valuable because they focus attention on critical issues. Because such reviews can become mere "events" rather than part of an ongoing evaluation process, the spirit of the self-study effort has been to create in each unit the capacity for continual planning and evaluation. The process for sustaining this effort will be described in "Recommendations."

THE FACULTY SENATE AND ITS STANDING AND SPECIAL COMMITTEES

The Faculty Senate exerts its influence over the planning process through its several committees and the plenary body.

THE CURRICULUM COMMITTEE

The Curriculum Committee, a standing committee of the Faculty Senate, considers and recommends to the Provost actions on policies and procedures relative to curricula. The Curriculum Committee acts on course- and academic-program- proposals from the academic-unit curriculum committees of each college and school. The curriculum-planning process is orderly and effective, and permits faculty to manage the curriculum.

THE GRADUATE COUNCIL

The Graduate Council advises the Provost, through the Dean of Graduate Studies, by recommending rules and regulations governing graduate education.

The Graduate Policies and Procedures Manual, approved in the Spring of 1989, was the result of extensive examination and debate. The established processes will impose orderly planning and evaluation in graduate program development. Details of the recommendations in this area are in Section IV and in the Issue Focus Group on Graduate Programs report.

STUDENT SERVICES PLANNING

Through the Student Services staff councils, special committees, and the Vice President for Student Services' presence on the Executive Council, there is provision for planning and evaluating the wide variety of programs for and with students.

VICE PRESIDENT FOR BUSINESS AND FINANCE

Physical Planning

Physical Planning is responsible for overseeing campus growth and development, including new and renovated facilities, in accordance with the University's academic and support plans and needs. The Office maintains databases to assist decision-makers regarding programmatic interests affecting future facility requirements, and advises on the impact of these decisions, including potential problems, and needs for meeting established campus goals. This Office is responsible for the site and facility planning of both campuses; the management of the University's space resources and capital budgets; and the preparation of the Legislative capital-outlay budget.

Space Committee

The University Space Committee, appointed by the President and consisting of the five vice presidents, reviews and makes recommendations for reassignment of space, renovation of buildings, and installation of art.

VICE PRESIDENT FOR THE NORTH MIAMI CAMPUS AND COMPUTING

Budget Planning Office

This Office provides the President and other University executives with budget and financial data and analysis and is responsible for developing and coordinating all operating and biannual budgets, including the five-year plan, the Legislative budget, the *Operating Budget* request, and the internal-operations budget plan.

Information Resource Management

Information Resource Management (IRM) provides computer and telecommunications services to units throughout the University to ensure the accomplishment of unit and University goals. IRM provides access to computer facilities and public databases, maintains a technical support system, and trains faculty and staff in the independent and effective use of computer facilities. IRM maintains the University's mainframe, minicomputers, microcomputers, and workstations, as well as all academic and administrative computer activities.

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Office Of Institutional Research

Institutional Research provides decision-support services to the President, Provost, vice presidents, deans, and directors via analytical studies designed to support strategic planning, policy development, resource allocation, program evaluation, and public relations. The Office is the primary source of reports mandated by the Board of Regents and State Legislature. It has substantially supported alumni and student surveys, as well as other essential reports.

EXISTING MEASURES OF INSTITUTIONAL EFFECTIVENESS

For the past six years the University has used the CLAST (College Level Academic Skills Test) as a means of measuring all undergraduates' skill levels. A number of departments and schools, such as the School of Journalism and Mass Communication, require writing-skills tests. Students in the School of Nursing and the College of Education complete state examinations. The results of these examinations constitute a rich source of information for faculty directly involved in these programs and for those involved in Core Curriculum management and monitoring.

Faculty Evaluation

Any evaluation of institutional effectiveness must consider the faculty. Department heads and deans evaluate faculty performance. Issues concerning faculty evaluation are discussed in Section 4.4.8. Students routinely evaluate courses, although the format and utilization of results varies by college and school.

Student/Alumni/Employer Survey

Academic units regularly seek the opinions of students, alumni, and employers and use such information in planning and evaluating. As part of the self-study the Office of Institutional Research conducted a large-scale survey of current students and a survey of alumni. The results of these surveys and the instrument used are in the Appendix. The Office of Institutional Research intends to repeat such surveys, probably every two years.

ACTIONS TAKEN AS A RESULT OF THE SELF-STUDY

The major activity of the self-study's evaluation of FIU's educational effectiveness has been the unit-by-unit analysis. Each of 157 academic and support units was asked to review the criteria for accreditation and to formulate a mission statement, a set of goals reflecting its educational philosophy and practices, and near-term measurable objectives by which the attainment of its goals could be assessed. These responses are substantially condensed in this report; all units' complete self-study reports are on file in the Office of Accreditation. Following the development of the unit self-study reports, each dean and unit vice president drafted a consolidated report for the school, college, or support unit. These documents were all prepared within the context of SACS criteria. All departments and support units sustain FIU's Mission Statement through their own missions, goals, and objectives.

This has been a massive first-time effort for FIU. Because many units had never experienced the task of developing a consensus on their goals and objectives, the self-study reports' quality, content, and potential for measurability are uneven. This situation is reflected in "Recommendations."

ISSUE FOCUS GROUPS

The Office of Accreditation solicited from faculty, staff, administrators, and students some 215 problems for closer examination. These were collapsed into 18 special topics, and Issue Focus Groups were organized to examine them and make recommendations. This was the largest and most comprehensive self-examination of critical issues ever undertaken at one time by the University. Although the results are uneven, faculty and staff committees studied and discussed the most critical concerns facing the University and made recommendations. In several cases the concerns were deemed to be of such continuing importance that the groups have asked to continue their work.

The question now is how to maintain and strengthen this massive effort aimed at enhancing the University's institutional effectiveness.

THE EFFECTIVENESS OF THE UNIVERSITY'S PLANNING AND EVALUATION EFFORTS

The University's planning and evaluation processes are linked by the budget allocation process and informed by the committees and offices already described, as well as by such events as new directives from the Board of Regents, special Legislative initiatives, and unforeseen opportunities and problems.

The present process appears to follow a cycle commonly practiced by many universities.

By one set of standards of quality reported in this self-study, the process could be judged reasonably effective, especially considering that the University has experienced rapid growth in resources and stature.

Academic departmental reports and the collective reports of academic deans indicate that virtually all units engage in some form of planning and that annual performance evaluation by individual departments serves, in part, to enhance the University's effectiveness.

Planning and evaluation processes are limited, to some degree, by sudden shifts in policy due to new or changed Legislative mandates. Some budget problems are beyond University control.

In its review of the University's planning and evaluation mechanisms, and after evaluating the self-study process, the Self-Study Council nearly unanimously concluded that the University needs a broadly based Strategic Planning Council.

The self-study has demonstrated that the University is deeply concerned about its effectiveness and therefore has relies upon a strategic planning process. But this process has its limitations because it does not systematically involve the broader University community. The self-study has demonstrated the need for more comprehensively measuring institutional effectiveness. Although the role accorded to the Office of Institutional Research is already vital to planning, it is seriously limited. The potential for the University which would result from expanding its responsibilities and capacity is significant. The Office should be charged with integrating the various planning processes.

The Steering Council, in its review of the planning process and the institution's efforts at achieving effectiveness, recognizes that the Executive Council uses objectives, plans, and results in making policy recommendations to the President. The self-study process has heightened the awareness, particularly in the academic units, for greater institution-wide involvement in the planning process. Improved communication among academic units, and between academic units and their support services, will enhance unit planning and evaluative procedures. An improved planning process has been under way for several years. The accreditation process has given it added momentum and heightened sensitivity to its importance.

The most effective planning and evaluation procedures at FIU appear to be more often tied to the demands of several external, political, legal, and educational agencies.

RECOMMENDATIONS

The Steering Council recommends that the University establish a Strategic Planning Council (SPC) whose membership would be broadly representative of the University community. The Steering Council agrees that the academic section must play the dominant role in the SPC's deliberations, but fully understands that effective strategic planning involves all elements of the community, including faculty, staff, administrators, students, alumni, and trustees. The SPC would be neutral rather than reflect special interests.

The SPC, acting in an advisory capacity, would be charged with periodically assessing the University Master Plan, which provides for the institution's future orderly development. The Master Plan incorporates the facilities and education master plans and the long-range financial plan. The SPC would analyze issues, evaluate resources available to meet future needs, and make recommendations regarding future plans and resource use. The SPC would analyze variables used in evaluating program effectiveness, develop recommendations and alternative courses of action, and consider the consequences of particular actions. It would consult in budgeting and planning.

The SPC's deliberations would be public, and criticism and suggestions from the University community would be solicited and incorporated.

The SPC would receive staff support from the Office of Institutional Research and the Budget Planning Office, and provide advice through the Provost to the Executive Council and the President.

The results of these unit reports would form an important part of the database for the planning that would be expected of each academic unit's dean, and for the vice presidents who manage the support units. The data would also contribute significantly to the Strategic Planning Council's work.

The Office of Institutional Research is accorded a limited role and staff to meet the responsibilities inherent in the SACS effectiveness criteria; therefore, the Steering Council recommends that the Office's functions be reviewed and that it be assured sufficient resources to undertake its responsibilities.

The Steering Council recommends that, as a logical follow-up to the unit self-study process, a regular periodic unit evaluation be incorporated into the strategic planning effort. With vice-presidential guidance, support, and technical assistance, each academic unit would be expected to continue to monitor its stated achievement of goals and objectives annually. The self-study's Research and Evaluation Review Board recommends that the following variables be considered by each academic unit and incorporated into a simple index that measures both qualitative and quantitative results. The following topics are considered important:

1. Access

2. Student Life

3. Community Responsiveness

4. Lifelong Learning

5. Program and Curriculum Development

6. Facilities and Equipment

7. Faculty/Staff Recruitment and Development

8. Graduate Education

9. Undergraduate Education

10. Funding

11.   Research

12.   Student Advisement and Career Counseling

13.   Teaching Effectiveness

14.   Program Evaluation

15.   Governance and Faculty Service

16.   Administration and Management

17.   Alumni

18.   Ethics

Each academic unit would report annually on its progress on each of these items. Deans would incorporate the academic unit reports into overall college and school reports. The goal would be to establish a measurable analysis of the quality of effectiveness.

The results of these reports would form part of the database for the work of the Strategic Planning Council.

This recommendation focuses on academic programs, but it does not suggest that other areas would be excluded from the evaluation process. The Research and Evaluation Review Board seeks only to emphasize that evaluation of the education program should be FIU's initial concern.

STATE UNIVERSITY SYSTEM

Mission

The mission of the State University System is to instill values; resolve problems through graduate instruction, research and public service; enhance economic development and industrial growth; preserve the natural and human environment; support professional development; provide equal educational and employment opportunity; provide cultural enhancement; meet educational needs of military personnel; meet regional needs; and promote international education.

Goals

The State University System's goals are to

1. improve the quality of undergraduate education,

2. solve critical state problems by enhancing teacher education, increasing teacher supply, developing graduate programs in Southeast Florida, and forming public/private partnerships in allied health education,

3. forge public/private partnerships that will facilitate university research in seven high technology areas and thus support Florida's economic development, and

4. increase efficiency by cutting costs without sacrificing quality.

Objectives

The State University System's objectives are to

1. continue strong support for high standards in the public schools,

2. pursue smaller class sizes in core undergraduate curricula,

3. improve academic advisement,

4. install honors programs with low student/faculty ratios at each state university,

5. insist on tougher academic standards in major academic subjects,

6. provide opportunities for every student to acquire fundamental computer skills,

7. meet full accreditation standards in programs for which accreditation is appropriate,

8. increase access to scholarly library material,

9. continue financial support and enhancement of libraries,

10. continue support for full library automation,

11. enhance interlibrary loan circulation,

12. ensure honesty and integrity in intercollegiate athletics and support organizations,

13. ensure compliance with NCAA, NAIA, conference, and BOR regulations in athletics,

14. insist on fiscal soundness in athletic programs,

15. uphold a policy of academics first for student athletes,

16. seek adequate graduation rates for athletes,

17. pursue equity between men's and women's programs,

18. increase support of teacher education,

19. produce more teachers,

20. supply 60% of Florida's teachers annually,

21. support alternative teacher preparation programs,

22. support in-service teacher certification in critical subjects,

23. assess teacher education programs by national standards,

24. increase minority interest in teaching careers,

25, build stronger ties with the public schools,

26. provide closer coordination between university and community college teacher education programs,

27. better coordinate professional, general, and subject matter components of teacher education,

28. pursue a policy of equal opportunity/affirmative action,

29. develop graduate programs in Southeast Florida,

30. support the development of public/private partnerships between universities and health care providers,

31. encourage health care providers to supply more allied health education through joint use of clinical facilities and scholarship support,

32. increase allied health enrollments by 50%,

33. expand allied health master's degree programs,

34. maintain and develop the BOR's five-year plan for university research in seven high technology areas, thereby supporting Florida's economic development: biomedical devices, biotechnology, computer software and computer science, microelectronics and related materials science, light wave technology, computer integrated manufacturing and robotics, and simulation and training,

35. seek combined state, federal, and private funding for the high technology plan,

36. avoid duplication of facilities for the high technology plan,

37. promote involvement of geographically dispersed industry in the high technology plan,

38. increase private giving by 10% per year (constant dollars),

39. implement programs to match private gifts with public funds,

40. endow Eminent Scholars chairs through private/public programs,

41. build needed facilities through private/public programs,

42. upgrade or expand the Florida Engineering Education System (FEEDS), the source of off-campus master's degree engineering programs,

43. secure enhanced funding and spend it more efficiently,

44. increase SUS degree productivity in all graduate programs by 27%, and

45. focus resources on critical space needs of existing locations rather than establish branch campuses or centers.

FLORIDA INTERNATIONAL UNIVERSITY

Goals

FIU will strive to attain the highest levels of quality and creativity in teaching, research, service, student life, technology and facilities, and commitment to lifelong learners.

To move toward these goals, the following activities need to be enhanced, undertaken, planned, or studied.

Academic Excellence

FIU will

> move with maximum energy to achieve all the planned graduate programs and maintain adequate support for those already in place;
>
> support as fully as possible enhanced opportunities for research and other creative activity;
>
> obtain and maintain accreditation at all levels;
>
> enhance the general climate of culture and scholarship characteristic of top academic institutions;
>
> involve students in all aspects of departmental, campus, and University life;
>
> substantially expand opportunities for out-of-classroom experiences such as student activities, cultural events, symposia, and community service;
>
> encourage more integration of experiences from the classroom with experiences outside of the classroom;
>
> substantially expand the use of information-technology resources and telecommunications for instruction and research;
>
> creatively enhance the University's capacity to serve the part-time student and the population that will be lifelong learners, and provide high-quality credit and non-credit learning opportunities;

design innovative time schedules and course-delivery frameworks to address problems inherent in offering day and evening programs in multiple locations;

maximize opportunities for teaching and research through building closer relationships between academic programs and the Centers and Institutes.

University Responsiveness To Community Needs

FIU will

respond to its surrounding community--South Florida--and through teaching, research, and service help to solve its social, political, economic, educational, and environmental problems;

strive to serve all of its diverse constituencies with high-quality teaching, research, and services;

carry its threefold mission beyond its immediate neighborhood to the rest of the state, the region, the nation, the Americas, and the world;

establish strong, mutually beneficial bonds with local business and industry, public and private agencies, cultural groups, public schools, and other local organizations;

take the initiative in forging strong links with area universities and community colleges;

reply to the needs of the underserved--namely, women and minorities;

vigorously advocate lifelong learning for credit and non-credit instruction.

University And Campus Life Environment

FIU will

make substantially improved communications one of its priorities, assuring that all members of the University and South Florida communities are apprised in timely fashion of all news and information via printed and electronic media;

promote an invigorating campus life of the mind and spirit, one befitting a great comprehensive urban university;

provide a broad spectrum of campus events outside the classroom (lectures, concerts, student services, and other activities) and assure access for all--day and evening students, faculty, staff, and community representatives;

encourage the pursuit of interdisciplinary teaching, research and service;

uphold the principles of equal opportunity/affirmative action, and will welcome minorities and women throughout the University;

enhance student programs and activities that provide opportunities for leadership training, awareness of cultural diversity, and a sensitivity to social issues and concerns;

celebrate and take every opportunity to learn about its diverse community that is so rich in its multiplicity of cultures and languages;

enrich campus life by encouraging creativity in the expressive arts, community service in the social sciences and professional schools, and expansion of knowledge in the sciences;

ensure total service for all students, including effective orientation, the provision of financial assistance, and effective advisement for career placement upon graduation;

encourage full participatory democracy through student and faculty governance;

strengthen undergraduate studies as a critical part of a fulfilling undergraduate experience;

attempt to ensure that students, alumni, and lifelong learners become active participants in, and beneficiaries of, an enhanced campus environment.

University Resource Acquisition And Effective Management

FIU will

recruit more excellent students, paying special attention to underrepresented groups, such as women and minorities, and provide adequate financial aid;

administer the University, and manage the multicampus locations, by using the latest principles of management and state-of-the-art technology;

encourage collegial decision-making and foster faculty, staff, student, and alumni participation in governance;

plan strategically, program efficiently, and evaluate thoroughly;

support faculty development, reward achievement, assure a fair tenure/promotion process, grant more sabbaticals, and provide adequate support services;

develop partnerships with public and private groups;

raise funds from private sources; seek matching grants and endowed chairs;

encourage interdisciplinary scholarship;

instill ethical values throughout the University community;

encourage sensitivity to the values of others in a multicultural, multilingual, and multiethnic environment;

provide facilities which serve FIU's mission;

assure that women and minorities are fully represented throughout the University;

maintain a clearly defined image of the University;

hasten the development of educational programs, research, and service in Broward County;

publish a newspaper of distinction several times a week and develop state-of-the-art technology to overcome the barrier of distance between campuses;

strengthen ties with the community colleges;

stimulate regular, responsive communication with FIU alumni which will lead to more alumni participation in, and support of, University activities, programs, and governance;

maintain state-of-the-art computer and telecommunications facilities;

build libraries which can fully support University instruction and research;

hire adequate support staff and train them well;

assure a thorough orientation for students and employees;

implement decisions with humanity, humility, and collegiality;

orient, train, and continually develop the skills of administrative personnel, faculty, and staff;

construct buildings and other structures with public spaces designed for informal faculty/student interaction;

base its budgeting cycle on a review of every unit's self-evaluation of goals, plans, timetables, and costs;

form a strategic planning council composed of a broad representation of faculty, staff, students, alumni, and administrators who develop and monitor the University Master Plan for academics, enrollments, and facilities based on effective evaluations of units throughout the University.

DIVISION OF ACADEMIC AFFAIRS

Mission

The primary mission of Academic Affairs is to work with University faculty to provide a superb educational experience for undergraduates, excellent training for graduate students, and distinguished research for the community--both the community of scholars and the state we serve. The University has the additional responsibility of providing non-credit courses to South Florida residents and resources (such as access to a research library) and to non-degree seeking citizens.

Academic Affairs meets these goals by carefully recruiting and evaluating faculty, support personnel, and deans, and by rewarding and retaining those doing excellent work. In addition, it continually seeks ways to improve faculty teaching, research and service through an energetic program of faculty development.

New program and degree proposals are evaluated within the context of the University's distinct, overall mission. Programs are planned so that enrollments, facilities, and Board of Regents' approval are synchronized. Established programs are regularly reviewed, and some require regular reaccreditation.

To support faculty in their work, Academic Affairs provides a supportive infrastructure, marshals resources behind priority programs, and develops and communicates a perspective which is long-range and institution-wide.

Academic Affairs is also responsible for non-course related activities, which include: lecture series, honorary societies, academic integrity, and academic support services for students.

Operation

Academic Affairs plans and administers the instructional programs of the Colleges and Schools of the University on three campuses: University Park, the North Miami Campus and the two sites in Broward County. Matters affecting faculty, curriculum and the development of undergraduate and graduate degree programs as well as the non-credit curriculum fall within its purview. This office also supervises academic support programs, such as Continuing Education, the Libraries, Instructional Media Services, Sponsored Research and Training, Institutional Research, FAU/FIU Joint Center for Environmental and Urban Problems, Latin American and Caribbean Center, Center for Economic Education, Institute for Judaic Studies, Institute for

Public Policy and Citizenship Studies, Multilingual-Multicultural Studies Center, Southeast Florida Center on Aging, Center for Educational Development, Center for Labor Research and Studies, International Institute for Creative Communication, Women's Studies Center, and The Art Museum. Providing direct service to students outside the classroom, and influencing the instructional programs, the following units also report to the Office of Academic Affairs: the Office of Undergraduate Studies and the Division of Graduate Studies. As a Division, the Faculty Senate is also located within Academic Affairs.

Responsible for all the academic units, the chief academic officer is the Vice President for Academic Affairs. The Vice President also serves as liaison to the Florida Board of Regents for academic matters, and as a member of the University Executive Staff, the Vice President leads in the overall planning and direction of the University. More specifically, the major functions of the Provost and Vice President for Academic Affairs are

1. recruiting, developing, evaluating and promoting faculty and deans,

2. working with the Faculty Senate and the Union,

3. proposing and reviewing undergraduate and graduate degree programs,

4. overseeing the Colleges, Schools and University's accreditation and reaccreditation,

5. planning and allocating the academic budget,

6. working with the New World School of the Arts,

7. overseeing contracts, grants and legal issues pertaining to academic matters,

8. planning and implementing graduate programs, including: recruitment, financial aid and assistantships and graduate student organizations,

9. supervising Undergraduate Studies, including: the Faculty Scholars Program, the Honors Program, the Learning Center, academic advisement and the Admissions Committee,

10. supporting and reviewing the Division of Continuing Education,

11. supporting and evaluating the operation of the twelve Centers and Institutes that report directly to Academic Affairs,

12. coordinating the allocation of resources for academic computing, and

13.   monitoring various recurring events, including: affirmative action reporting, new faculty orientation and reception, graduate student reception, honors convocation, commencement, retirement luncheon, department chairs reception.

Assisting and reporting to the Vice President for Academic Affairs and Provost are the following: Vice Provost, Broward; Vice Provost and Director of Sponsored Research; Vice Provost, Faculty and Curriculum; Vice Provost, Institutional Research, Enrollment Management, Space Planning and Allocation; Director of the Academic Budget and President's Representative to the Union; Dean, Graduate Studies; Dean, Undergraduate Studies, and the Dean of Continuing Education.

Goals

Academic Affairs' goals are

1.   attending to the recruitment of: (a) Dean of Business, (b) Dean of Undergraduate Studies, (c) Eminent Scholars and Distinguished Professors and (d) Black faculty,

2.   planning a major international conference (possibly with the Latin American and Caribbean Center and/or the Multilingual and Multicultural Studies Center),

3.   integrating the New World School of the Arts into the University,

4.   cataloging and displaying the Metropolitan Art Collection,

5.   codifying tenure and promotion policies and procedures,

6.   refining and developing faculty development programs,

7.   developing a detailed research agenda,

8.   completing the Ten-Year Reaccreditation and maintaining the Institutional Effectiveness Program,

9.   reviewing and evaluating work of units reporting to the Provost, and

10.   participating more actively in the University Presses of Florida.

Objectives

Academic Affairs' objectives are

1. retaining undergraduate students (65%),

2. placing graduating seniors (need to develop baseline for graduate school admission and employment),

3. increasing GRE scores of entering graduate students (1100),

4. increasing funding for faculty research (50%),

5. increasing income from Contracts and Grants ($16 million),

6. filling endowed professorships (12),

7. competing successfully for Distinguished Awards: (a) Rockefeller, Guggenheim, and Sloan (6 per year) and (b) Fulbright (5 per year),

8. diversifying students and faculty (meet EEO goals), and

9. *developing Libraries (1,000,000 volumes; 8,000 serials; 500 data bases).

Particular attention AY 1989-90 will be placed on items 1,4,5,6 and 8.

*Library development depends upon funding of $2,000,000 from other sources by 1990-91 beyond SUS formula allocations.

ACADEMIC AFFAIRS UNITS

The missions, goals, and objectives of several units in Academic Affairs are described below:

The Art Museum

Broward Programs

Continuing Education

Institutional Research

Instructional Media Services

Sponsored Research and Training

Undergraduate Studies

The following Academic Affairs units are described in depth elsewhere in this report (Section numbers are indicated):

Centers and Institutes (Section 7)

Continuing Education (Section 4.3)

Faculty Senate (Section 4.4.6 and throughout)

Graduate Studies (Section 4.2)

Instructional Media Services (Section 5.3)

The Libraries (Section 5.2)

Sponsored Research and Training (Section 6.5)

Undergraduate Programs (Section 4.1)

THE ART MUSEUM

Mission

The Museum's mission is to exhibit art of local and national importance, obtained from a variety of sources for the benefit of the University and the South Florida community, and to enhance its exhibitions with a highly acclaimed lecture series.

Goals

The Museum's goals are to

1. further diversify its exhibition program,

2. spread the Museum's reputation,

3. increase funding,

4. expand the collection,

5. develop staff,

6. increase outreach, and

7. improve facilities.

Objectives

The Museum's objectives are to

1. include Latin American, European, and Oriental shows,

2. send some exhibitions on traveling tours,

3. increase the quality and quantity of holdings in permanent collection,

4. stabilize the funding base,

5. train docents to give tours to the South Florida community,

6. serve the local community who may never have visited an art museum, and

7. establish a larger, self-contained structure with multiple exhibition spaces, multi-purpose rooms, and increased office and support space.

BROWARD PROGRAM

Mission

The Broward Program's mission is to teach, conduct research, and serve the community. It seeks to collaborate with Florida Atlantic University (FAU) and Broward Community College (BCC) in providing a comprehensive university presence in Broward County; offer full-degree programs and a variety of supplementary courses; serve undergraduates through a 2+2 program with BCC, Davie; and serve graduate students and provide research and services in Ft. Lauderdale.

Goals

The Broward Program's goals are to

1.   provide high-quality library services and collections,

2.   provide sufficient resources to serve academic programs for the next five years,

3.   provide students with high-quality services,

4.   increase FIU's visibility,

5.   improve coordination with FAU and BCC,

6.   improve the quality and quantity of courses and programs,

7.   enhance opportunities for faculty development, and

8.   solve problems of transient faculty.

Objectives

The Broward Program's objectives are to

1.   access library holdings (1992),

2.   spend $ 10,000 per year over five years to bolster the BCC undergraduate library holdings,

3.   assign a librarian the task of assuring high-quality services,

4.   improve access to the FIU collections through LUIS, the online catalog,

5.   establish a faculty-library committee at the BCC, Davie, campus like the one in Ft. Lauderdale,

6.   urge that no new Broward programs be approved without adequate library resources,

7.   hire a librarian to provide reference service and develop the collection,

8.   improve duplication, mail, equipment, and media distribution systems,

9.   construct a building on the Davie site and a second tower in Ft. Lauderdale,

10.   improve telecommunications and computer services,

11.   plan for a bookstore,

12.   hire a budget coordinator,

13.   improve personnel functions (1995),

14.   make financial-aid services available (1990),

15.   develop a student database for planning,

16.   provide career development services,

17.   provide personal and academic counseling,

18.   hire a University Relations and Development specialist,

19.   hire a Continuing Education coordinator,

20.   collaborate with the Broward County Public Schools on festivals and conferences,

21   publish an FIU/FAU/BCC joint Catalog (1989),

22.   develop procedures for FIU and FAU students to transfer credits from one university to the other (1990),

23.   hold meetings for administrators from FIU and FAU to discuss issues of mutual concern (1990),

24.   maintain the liaison with BCC administrators, faculty, and staff,

25.   suggest that the Dean of the College of Education meet with the Superintendent of Broward County Public Schools to explore ways to serve the needs of teachers (1989),

26.   enhance course offerings (1989),

27.   give seed grants to FIU and FAU faculty for joint projects through the FAU/FIU Joint Center,

28.   compensate faculty for travel costs, both in time and money,

29.   explore interactive teaching through telecommunications as an alternative to faculty travel, and

30.   encourage North Miami and University Park faculty to serve as mentors to Broward faculty.

CONTINUING EDUCATION

Mission

The Division's mission is to provide a broad range of academic credit and non-credit courses, degree and certificate programs, training, consultancy, workshops, seminars, institutes, and conferences serving business, industry, public agencies, the professions, and cultural interests. The Division designs activities to promote and facilitate international clients' lifelong learning needs and interests.

Goals

The Division's goals are to

1. provide lifelong learning activities,

2. strengthen ties with the academic community,

3. strengthen ties with the community-at-large, and

4. develop and evaluate programming and operations through strategic planning.

Objectives

The Division's objectives are to

1. assess needs through surveys,

2. establish a process for extramural funding,

3. provide regular workshops, institutes, and seminars for the professions,

4. develop a marketing plan,

5. continuously train all professional and support staff,

6. increase employment of, collaboration with, and service to the University faculty,

7. intensify its public-relations effort, and

8. enhance these functions: evaluation, budgeting, personnel development, productivity, decision-making, and planning.

RECOMMENDATIONS

The Division should

1. use telemarketing to assess needs. This should include target mailings to minorities, working women, and non-traditional students; refined data collection; and systematic market analysis,

2. expand its services to professionals by extending networks, and developing the resources and professional affiliations necessary to attract programs of national and international merit,

3. develop a marketing plan to include coordinated multimedia advertising, a 24-hour information line, extended office hours, and an orientation brochure,

4. develop staff skills by providing policy-and-procedures manuals, computer training, and cross-job training,

5. stimulate dialogue by establishing a faculty advisory committee similar to the SACS Focus Group on Lifelong Learning (the focus group is discussed elsewhere in this report),

6. establish advisory committees including members of the community, especially professionals,

7. create an identity by developing a logo, advertisements, brochures, stationery, and multimedia productions,

8. develop optional delivery systems,

9. study the feasibility of establishing learning centers where there is great need,

10. develop a course/instructor evaluation system, and

11. make decisions based on analyzed data.

OFFICE OF INSTITUTIONAL RESEARCH

Mission

The Office's mission is to support the University's teaching, research, and service. It is the official source of statistical information regarding FIU. The Office provides analytical studies that aid the President, vice presidents, deans, and directors in strategic planning, policy development, resource allocation, program evaluation, and public relations; and produces reports mandated by the BOR and Legislature. Its staff is expert in research design, data analysis and presentation, systems design, and data management; and is knowledgeable about University and relevant external databases.

Goals

The Office's goals are to

1.   be known as the source of official University statistics,

2.   provide decision-makers with data needed for planning,

3.   submit reports to the BOR, and

4.   maintain the staff and technology necessary to deliver timely, professional, accurate service.

Objectives

The Office's objectives are to

1.   determine whether users' needs are being met by soliciting users' evaluations (periodic),

2.   publicize the Office's activities through *Inside*,

3.   project enrollment for the next five years,

4.   develop a model which will provide data on student-retention (ongoing),

5.   develop a masterplan for space use (ongoing),

6.   conduct research on topics of interest to user groups (ongoing),

7.   improve classroom and space use (ongoing),

8.   submit BOR reports prior to their due dates, (ongoing),

9.   monitor the production of other BOR reports and data files to ensure their timely delivery (ongoing),

10.   develop a file for reporting faculty assignments to the SUS (ongoing),

11.   improve the quality of work space,

12.   update technology for data retrieval, analysis, and presentation,

13.   maintain the latest versions of necessary software, and

14.   encourage staff involvement in local, regional, and national professional organizations.

DIVISION OF INSTRUCTIONAL MEDIA SERVICES

Mission

The Division's mission is to support and improve instruction and learning through educational media production, service, and distribution. It assists faculty with classroom and individualized instruction, research, publications, and presentations; students, with course projects, presentations, reports, and research; and staff, with audiovisual presentations on and off campus, reports, public service announcements and community information, recruitment, and employee training; and the University, with information on the latest technologies and their use in teaching, research, and service.

The Division has four units: Educational Equipment Distribution and Engineering and Technical Support Services; Television and Multi-Media Production Services; Instructional Graphics and Photography Services; and North Miami Operations.

Goals

The Division's goals are to

1.   improve the quality of services,

2.   complete its reorganization,

3.   increase its staff,

4.   implement office automation,

5.   improve service at the North Miami Campus,

6.   develop University telecommunications, and

7.   encourage the use of the latest technology.

Objectives

The Division's objectives are to

1.   establish a faculty advisory committee (1991),

2.   provide online equipment orders at University Park (1990),

3.   provide online equipment orders for faculty (5 years),

4.   upgrade classroom media equipment (5 years),

5.   improve equipment delivery by adding storage space to transportation vehicles (5 years),

6.   increase equipment inventory 40% (5 years),

7.   provide classroom taping services (5 years),

8.   upgrade TV editing equipment (3 years),

9.   add computerized graphics capability (5 years),

10.   upgrade the North Miami Coordinator to an Assistant Director (1991),

11.   plan for University Park expansion,

12.   increase staff by eight (5 years),

13.   upgrade eight members of the support staff (5 years),

14.   add telefacsimile computer communications equipment and a laser printer (5 years),

15.   link North Miami media facilities and services by telefacsimile and computer communications equipment (3 years),

16.   improve North Miami training in media service (1990),

17.   increase North Miami staff for evening and weekend service (1990),

18.   seek a classroom for special media use: satellite downlink, closed circuit, inter-active media system, etc.,

19.   develop a downlink for the University House multipurpose room,

20.   produce telecourses for Continuing Education,

21.   develop a downlink for Continuing Education (5 years),

22.   complete a pilot study for Core Course interactive videodisc instruction, in conjunction with the College of Engineering and Design (3 years),

23.   increase the number of classrooms and services for FEEDS,

24.   train faculty to use new equipment and services,

25.   orient faculty to services (1990),

26.   encourage faculty to include instructional media needs in grant proposals, and

27.   develop engineering and technical support services for new equipment.

DIVISION OF SPONSORED RESEARCH AND TRAINING

Mission

The Division's mission is to support the University's education and training programs and activities by acquiring and managing external contract and grant monies.

Goals

The Division's goals are to

1. formulate academic development objectives in collaboration with Academic Affairs,

2. establish and support linkages with external agencies,

3. help academic units identify, pursue, and acquire external support,

4. establish and support collaboration among academic units in pursuit of external funds, and

5. help individual faculty and staff obtain external funds.

Objectives

The Division's objectives are to

1. review external funding needs and capacities with deans and directors (annually or more often),

2. provide the Vice President for Academic Affairs with estimates of current and potential contract and grant support (annually or more often),

3. establish a priority list for externally funded projects, in conjunction with deans, directors, and the Provost (annually),

4. meet with Washington, DC, lobbyists for BOR to further the University's federal funding agenda (annually),

5. review all University regulations for conformity with federal regulations and requirements affecting contractors and grantees (quarterly),

6.   update University policies, procedures, and regulations, as mandated by the federal government (as necessary),

7.   review the University's contract and grant management (quarterly),

8.   install an electronic contract and grant opportunity database accessible to all faculty and staff,

9.   publish a monthly bulletin of contract and grant news for faculty and staff,

10.   provide faculty and staff with news of contract and grant opportunities daily, and

11.   put faculty and staff in contact with their counterparts at funding agencies.

OFFICE OF UNDERGRADUATE STUDIES

Mission

The Office's mission is to support teaching, research, and service. It encourages creative, innovative undergraduate teaching and seeks to enhance the quality of teaching generally; serves students of varying ability and preparation, testing them for basic skills through its academic support programs; ensures that all students receive adequate academic advisement; administers the Honors Program; ensures that undergraduate coursework reflects the University mission; performs applied research in undergraduate education; and collaborates with other academic units in monitoring Core and General Education requirements. The Office consists of several divisions: The Academic Advising Center provides academic advising by professional, peer, and faculty advisers; the University Learning Center/Testing Office administers placement tests, the College Level Academic Skills Test, institutional scholastic testing, and many national tests. The University Learning Center/Academic Assistance Labs help students improve their reading and writing skills. The Faculty Scholars Program provides scholarship aid, a rigorous academic curriculum, and honors seminars and courses for outstanding freshmen.

Goals

The Office's goals are to

1. encourage creativity and innovation in undergraduate teaching,

2. ensure that the Core Curriculum and General Education requirements of the University appropriately reflect the University mission; include work in oral and written communication, computation, humanities and fine arts, social and behavioral sciences, and natural sciences; and are reviewed and evaluated,

3. monitor and assist students admitted under the University's exception policy,

4. readmit students dismissed for academic reasons in a manner consonant with University policy,

5. verify competence in reading, writing, oral communications, and fundamental mathematical skills,

6. ensure that curricula and academic support activities allow for the variety of levels of ability and preparation of the students admitted,

7. enhance the quality of undergraduate teaching,

8.   develop the University Learning Center to support academic programs in reading, writing, and mathematics instruction, and

9.   ensure that all students in the University receive effective and efficient academic advising.

Objectives

The Office's objectives are to

1.   guarantee continuation of an Undergraduate Education Advisory Group to review and discuss new ideas and trends in undergraduate education (1989),

2.   support faculty members interested in creative undergraduate teaching (1990),

3.   ensure that all members of the Undergraduate Council have lists of Core, General Education, and SACS accreditation requirements, and are cognizant of the responsibilities of council membership (in effect),

4.   ensure that all requirements are regularly reviewed and any need for change brought to the attention of the Undergraduate Council (in effect),

5.   ensure that all freshmen admitted by exception receive a reading placement test in addition to writing and math (1989),

6.   ensure that tested students receive lab assistance as required (1989),

7.   compare lists of students admitted by exception, to their placement test results to ensure compliance with recommendations (1989),

8.   ensure that all students admitted by exception are informed of the reading placement test requirement (1989),

9.   verify that all dismissed students are prevented from enrolling for one calendar year, unless special circumstances apply (1989),

10.   ensure that all applicants for bachelor's and associate's degrees present satisfactory CLAST scores or are exempt (1989),

11.   review placement exams in math and English to ensure that students are being placed appropriately (1989),

12. review entry-level math and English courses to ensure that material covered is appropriate for students' ability and preparation (1989),

13. provide appropriate skills through the Learning Center, thereby insuring success in entry-level math and English courses (1989),

14. implement freshmen seminars for all Honors Program students (1989),

15. implement sophomore interdisciplinary courses for all Honors Program students (1989),

16. implement upper-division Honors Programs for all Honors Program students (1990),

17. ensure that the Learning Center provides faculty with assistance in test development and analysis (1990),

18. ensure that the Learning Center provides faculty with assistance in improving teaching effectiveness,

19. ensure that the Learning Center provides faculty with assistance in teaching basic skills across the curriculum,

20. improve passing rates on the CLAST for first-time test takers by 10% (1990),

21. hire a director for the Learning Center (in place),

22. hire a math coordinator for the Learning Center (in place),

23. design, staff, and open a Learning Center that is easily accessible and provides math, reading, and writing instruction (in effect),

24. offer all students instruction in reading, writing, and math skills required for satisfactory performance on the CLAST and in entry-level courses (1989),

25. investigate outside funding sources for the Learning Center (1989),

26. extend the range of services in the Learning Center to include professional/graduate school test preparation and support for basic skills assistance beyond CLAST and entry-level courses (1990),

27. ensure that the academic advising council meets at least twice each semester,

28. offer faculty and staff advising training in academic advising,

29.   ensure that all academic advisers have direct access to the student data base and SASS (1990),

30.   ensure that all freshmen receive their SASS reports each semester (1989),

31.   provide an additional student database screen containing all advising information (1989),

32.   provide a current guide for choosing majors (1989),

33.   ensure that every student with fewer than 24 semester hours of credit meets with an adviser prior to registration (1989),

34.   ensure that every student with fewer than 33 semester hours meets with an adviser (1989),

35.   offer special assistance to students on warning or probation (1989), and

36.   refer students to faculty and other resources to explore majors (1989).

RECOMMENDATIONS

We recommend

that permanent, rotating appointments be made to the Undergraduate Education Advisory Group, thereby insuring continued discussion.

implementation of a Title III grant proposal for a Center for Teaching Improvement, which would encourage teaching excellence.

developing a library and bibliography pertaining to undergraduate education.

ensuring that all interested parties be invited to discussions of the Undergraduate Council.

implementing a reading placement testing as soon as possible to avoid poor student performance.

discussing with Enrollment Support Services a method for readmitting dismissed students.

the immediate analysis of writing placement exams to ensure appropriate placement.

discussing with appropriate departments the content of entry-level English and math courses.

investigating new methods of skills instruction and developing a math component.

appointing a committee to create an upper-division honors program.

developing instructional material to improve CLAST passing rates.

improving campus transportation to facilitate students' access to the University Learning Center.

developing math materials to teach CLAST skills.

investigating funding sources with the assistance of the Development Office and others.

ensuring that faculty and advisers have access to SASS.

ensuring that every student with fewer than 24 semester hours meet with an adviser prior to registration.

that this Office meet with departments to decide whether they want to advise students with fewer than 33 hours.

meeting with all concerned to discuss assistance to students on warning or probation.

making students aware of faculty advisement in majors.

NORTH MIAMI CAMPUS

Overview

The North Miami Campus (NMC), on a 195-acre tract adjacent to Biscayne Bay, was designed to serve the needs of Dade and Broward counties. The first building was opened in 1976; today there are 7 academic and support buildings, with a total value of over $40 million. There is a dormitory for 552 students, and a three-story library, which houses 232,000 books, journals, microfilms, and other resources and can accommodate as many as 500 students. In the Fall of 1989 the NMC had approximately 5,000 students, more than 200 faculty, and 34 programs at the bachelor's, master's, and doctoral levels.

History

The Florida Legislature appropriated planning funds for NMC in Fiscal Year 1973-74. In 1973 the Interama Authority deeded a 40-acre tract to the State Internal Improvement Fund for use by FIU. Later that year the Authority recorded its intent to make available 100 additional acres for eventual expansion. In the mid-1970s the campus acquired the additional acreage to reach the current 195 acres. NMC planning gained momentum in September 1973, when the University President appointed campus development task forces. The target date for enrolling students at NMC was set for 1976, with a long-range enrollment goal of 10,000 students.

The Academic Program Planning Task Force viewed NMC as a means of furthering the University's educational objectives. Adopting new and substantially different directions for the campus was regarded as premature and inappropriate. During NMC's first year of operation, most academic programs provided students with curricula similar to those offered at the University Park Campus (UPC). Each campus offered special programs that met particular local needs and were suited to their respective facilities. Implicit in the planning of both campuses were these assumptions: the same level of quality of services would pertain; courses would be offered for which there was high-demand and for which the cost of delivery was low; complete offerings in low-demand and/or high-cost programs would be offered only on one campus or the other; and enrollment would be limited to prevent overcrowding.

NMC early enrollment was limited by the few academic majors offered. The addition of each new major produced more required courses and most popular electives, thus enabling students in certain fields to earn their degrees by attending primarily NMC. It also ensured that new facilities kept pace with the addition of major fields of study.

Limiting enrollments by restricting the number of majors produced a headcount enrollment substantially below the projected demand for higher education in North Dade. NMC had been expected to open with approximately 1,600 headcount students and to grow to 5,800 by its fifth year. Enrollment grew much more slowly and more systematically, however, and in 1989-90 approximately 5,000 students were enrolled.

NMC anticipated offering graduate and undergraduate majors in Business Administration, Education, and Health Services Administration, ultimately. During the second year of operation, plans were made to add several arts and sciences majors, as well as Hospitality Management; technology programs were to be added in the next phase. Actually, Business Administration, Education, and Public Affairs and Social Services programs were offered when the campus opened; arts and sciences majors came soon after. The School of Public Affairs and Services moved from UPC in 1979, followed by the schools of Nursing (1985) and Hospitality Management (Fall 1989).

At the northern tip of Biscayne Bay and near the center of 1,700 acres of land, NMC is an important facet in the Interama Tract's development. Approximately 600 acres have been filled and are suitable for construction; coexisting with NMC are the Oleta River State Recreational Area, the Dade County (North District) Wastewater Treatment Plant, and the City of North Miami Athletic Stadium.

More than 1.5 million people live within approximately thirty minutes' automobile commuting time of the site. The Miami-Dade Community College North Dade campus, with approximately 15,000 students, is 8 miles away. Broward Community College, with more than 20,000 students in several locations, is within 15 miles. The Miami Beach tourism industry and downtown Miami's business and government centers are within a half-hour's drive.

Organization

Despite the geographical separation of NMC and UPC, FIU is one university, functioning as does any other institution with several facilities. Such personal student services as academic counseling are provided primarily on the campus designated by the student as his "home campus," thus obviating the necessity of maintaining complete student records in both locations. One set of administrative procedures, policies, and processes pertains to both campuses. FIU is committed to providing the same level and quality of education at both campuses.

A structure of shared authority simultaneously serves to retain the unity and integrity of the University's programs and give personnel at NMC flexibility in responding to local needs and resolving day-to-day problems. Executive officers, deans, and directors formulate NMC policy and implement programs. A staff appropriate to NMC's size handles academic administration, finance and business management, facilities maintenance, student and community affairs, and public relations and development.

The Vice President administers NMC according to policy determined by the University's executive officers. He reports directly to the President and performs such duties as are delegated by the President or agreed upon with the other Vice Presidents.

Goals

FIU's initial long-range plan--*The Birth of a University and Plans for Its Development*--details the goals and objectives pertinent to NMC: education, service to the community, and increased international understanding. The revised Master Plan includes an emphasis on research as a fourth major goal.

1.   Education

The University's first major goal, education, prepares students for productive careers in business, teaching, social services, and the professions; provides the opportunity for them to become effective members of society; and makes them aware of their cultural, aesthetic, and technological environments.

2.   Service to the Community

FIU strives to serve South Florida by enhancing the region's ability to meet ecological, cultural, social, and urban challenges. Various programs and activities are designed to provide leadership, information, research, and other activities for South Florida.

3.   Increased International Understanding

FIU seeks to become a major international education center by increasing mutual understanding with the Americas and the rest of the world.

4.   Research

FIU is committed to basic and applied research, and the dissemination of findings.

Over the years other goals, as described below, have been added.

5.   Intercampus Support

Between its two campuses FIU maintains a division of human and physical resources. An equitable distribution of resources permits the development of the University's greatest strength and service potential. For example, NMC increases the depth and breadth of faculty in fields of study offered at the University Park campus as well as its own. Its existence promotes and encourages instructional, public service, research, administrative, and professional growth.

6.   Academic Programs

NMC strives to provide high-quality undergraduate and graduate academic programs for students from North Dade, South Broward, Florida, the U.S., the Americas, and other nations. It is a site for innovative undergraduate excellence in the social sciences and humanities, management, public service/government, nursing, journalism and mass communication, and education. It encourages interdisciplinary research, training, technical assistance, and continuing education through its academic units, Centers and Institutes, and Division of Continuing Education.

7.   The Undergraduate Liberal Arts Tradition

Particular attention is paid to innovative undergraduate liberal arts education, with an emphasis on the social sciences and humanities. Interdisciplinary courses are intended to foster intellectual curiosity.

8.   The College of Arts and Sciences

The delivery of high-quality undergraduate education is NMC's major academic priority.

9.   Undergraduate and Advanced Professional Degree Programs

NMC offers undergraduate and advanced degrees (including doctorates) in several professional programs enriched by strong undergraduate degree programs in the social sciences and humanities. These include: Business Administration, Education, Hospitality Management, Journalism and Mass Communication, Nursing, Public Affairs and Services, and Public Health.

10. Interdisciplinary Research, Training, and Technical Assistance

NMC is the locale for Centers and Institutes that conduct interdisciplinary research, provide academic program support, and offer training and professional technical assistance to the public and private sectors.

11. Student Services

NMC is committed to delivering a full array of student services, including Admissions, Registration and Records, Financial Aid, Career Planning and Placement, International Student Advisement, and Health Services. The administration has worked closely with the students in the development of student organizations that support campus intellectual and cultural life.

12. Housing

Excellent housing is provided for NMC students. Available is a 552-bed dormitory containing mini-apartments with kitchen facilities; the apartments range from studios to two-bedroom units.

13. Recreation

The campus site lends itself to such splendid outdoor recreational facilities as tennis and basketball courts, an Olympic-sized swimming pool, a large athletic field, and bicycle and jogging paths that circle the campus; a multipurpose activity room includes a Nautilus Center. Frontage on Biscayne Bay provides easy access to sailing and other water sports.

14. Campus Planning and Design

NMC's physical plan takes cognizance of the relatively small parcel of land that must ultimately accommodate 10,000 students, and notes the need for environmental protection and energy conservation. It seeks to emphasize the virtues of South Florida's subtropical climate and uniquely attractive features. The planning analysis has examined the complexities that determine the nature of a university campus, including academic requirements, growth projections, economic constraints, site conditions, and the development of adjacent facilities.

15. Planning

NMC's physical plan is designed so that growth can be phased in as funding becomes available.

Objectives

NMC's objectives are to

1. offer all required courses for majors in demand. NMC will also make available selected fields of study that can be justified on only one campus--e.g., Nursing, Hospitality Management, and Journalism and Mass Communication;

2. take active leadership in promoting development of programs and facilities for Arts and Sciences, Business Administration, Hospitality Management, Nursing, Public Affairs and Services, Journalism and Mass Communication, and other curricula;

3. make possible, through a division of labor between the two campuses, a greater concentration of resources in many instructional programs, a greater depth and breadth of faculty talent, and physical facilities to accommodate specialized academic programs;

4. carefully structure academic offerings and personnel selection so that the campuses reinforce each other and provide optimum educational service to South Florida;

5. encourage faculty to engage in major Federally funded research and training projects in Latin America;

6. stay involved in local and State research projects through the schools of Public Affairs and Services, and Journalism and Mass Communication;

7. enter into a significant sponsored research project to deal with families and children at risk;

8. make continuing education and special programs more accessible to area residents--for example, adults and other special groups outside the traditional student age range; if feasible, establish such programs as the Elders Institute to meet those needs;

9. bring faculty research and public service expertise within easier reach of local government, industry, and other organizations;

10. develop conferences and other public service programs, and acquire a conference center to serve the area's, region's, nation's and world's needs for thoughtful communication and deliberation on pressing issues;

11. bring faculty and students into closer contact with the personnel and activities of South Florida's internationally oriented commercial and industrial firms and non-profit agencies;

12. perform research in Latin America through externally funded resource projects;

13. employ visiting and adjunct personnel with international knowledge and experience that supplements faculty expertise;

14. provide housing for international students, as well as visiting international faculty and dignitaries;

15. develop students' love of knowledge and motivate them to broaden their intellectual horizons;

16. develop students' acceptance of social and civic responsibilities;

17. develop students' potential for making moral judgments;

18. develop students' awareness of the history and diversity of philosophy and achievements as demonstrated in Western, Eastern, and African cultures;

19. develop students' appreciation for art and the creative process;

20. develop students' ability to analyze critically and think precisely;

21. develop students' ability to write competently and precisely;

22. develop students' computer literacy, thus ensuring their ability to work effectively in the increasingly sophisticated world of technology;

23. offer full programs in the social sciences and humanities;

24. offer a complete Core Curriculum that continuously provides the intellectual and cultural experience of the liberal arts tradition;

25. offer foundation courses for all majors;

26. offer minors in computer science and modern languages;

27. support Centers and Institutes activities;

28. set a target enrollment of 10,000 students;

29. gradually increase the first-time-in-college freshman population to 450-600 students;

30. increase the number of full-time students to at least 50 percent of total NMC enrollment;

31. encourage growth and development of graduate professional and creative-writing programs;

32. offer complete NMC-based degree programs;

33. separate pedestrian and vehicular movement on campus;

34. create concourses, plazas, and other meeting places to encourage informal communication between students, faculty, and staff;

35. more clearly define campus entry points so that people can more easily find their way to their destination;

36. take advantage of the functional and aesthetic amenities provided by the nearby waterways, spaces, and vistas;

37. develop a strong relationship between the natural and man-made environments, achieving physical and visual integration of interior and exterior spaces;

38. preserve natural vegetation where practical; develop landscaping with native plants or those adaptable to the site, and respond to critical environmental and energy conservation principles;

39. preserve shoreline vegetation and attempt to reestablish mangroves; where water sports and boat docking are required, improve shorelines and minimize the deleterious effect on existing mangroves and adjacent aquatic communities;

40. integrate existing campus nature trails and bicycle paths with similar facilities planned for the surrounding area;

41. design study, recreation, and service facilities that respond to commuter students' special needs;

42. respond to incremental funding by phasing the development of facilities and

43. accommodate growth and expansion of facilities with minimal disturbance to campus operations; establish a sense of permanence amid growth and change.

COLLEGE OF ARTS AND SCIENCES

Mission

The College's mission is to teach, conduct research, and serve the community. This mission derives from the premise that a coherent and intellectually rigorous curriculum of the humanities, arts, mathematics, and the social and natural sciences is the foundation for excellence in any undergraduate education. The College provides such a program for students enrolled as freshmen and offers elective courses for transfer students who seek degrees from the University's professional schools. Many professional degree programs require courses in specific Arts and Sciences disciplines; these needs are carefully addressed. In addition, the College services the broader community's needs by offering a variety of courses to non-degree-seeking students.

The College's mission goes beyond introductory and service courses by exploring the full implications of the Arts and Sciences disciplines in historical and contemporary society. High-quality undergraduate degree programs educate students in the fundamentals of each discipline. Graduate programs provide in-depth training for the best students and allow faculty members the opportunity to teach at the frontiers of their fields. Rigorous academic research, scholarship, and creative activity are integral components of faculty activities in all disciplines and are the heart of graduate education.

Although the mission of the College derives from its traditional focus on the fundamental intellectual disciplines, it also embraces the special geographic, demographic, and cultural features of South Florida. For example, aspects of our urban, multicultural, international, and subtropical surroundings are emphasized in course offerings, new program planning, and faculty recruitment. International studies, particularly Caribbean and Latin American Studies, provide one focus for the social science disciplines. The multiethnic, aging population of the region provides another. Also, the physical, biological, and computer sciences vigorously support both the growth of the University's engineering programs and the technologically based economic development of the region. Finally, the vibrant artistic environment of South Florida gives special opportunities for, and lends significance to, our programs in theatre, dance, music, the visual arts, and creative writing.

Characteristically, the liberal arts endeavor to synthesize. Thus, in addition to traditional degree programs, the College coordinates special areas and interests through a number of certificate and interdisciplinary degree programs.

Goals

The College's five-year goals are to

1.   achieve academic excellence,

2.   acquire more resources, both financial and other support,

3.   strengthen programs in teaching, research, and service, and

4.   manage resources more effectively.

Objectives

The College's five-year objectives are to

1.   maintain and improve the quality of instructional programs,

2.   improve teaching by reducing the number of sections taught by part-time, adjunct faculty (curriculum and budget committees will be asked to examine this question periodically),

3.   enhance overall program quality by establishing clearer and stronger relationships between the College and the professional school, particularly in the following areas: (a) Music/Music Education, (b) Science/Science Education, (c) English/English Education, (d) Modern Languages/Foreign Language Education, and (e) Economics/College of Business Administration,

4.   work with the Office of Undergraduate Studies to develop honors programs and courses beyond the present Faculty Scholars Program (the precise form of these honors programs and courses is yet to be determined, and is awaiting the appointment of the Dean of Undergraduate Studies),

5.   improve advising and thereby ensure that all students receive accurate, current information about courses, Departmental and University requirements for degrees, and the SUS requirement that they pass the College Level Academic Skills Test (CLAST) (in the summer of 1989, several College faculty members

participated in a new program of faculty advising for freshmen offered through the Office of Undergraduate Studies; this program will be evaluated annually),

6. emphasize the importance of scholarly research and publication, and creative productivity in the visual and performing arts,

7. urge faculty members to devote significant time to research and scholarly activity leading to publication, or, for faculty in the arts, to performance or exhibition, as appropriate (faculty members are urged to achieve local, regional, and national recognition),

8. seek support for faculty research programs,

9. urge faculty to contribute their skills and intelligence through public service to University, local, State, regional, national, and international communities,

10. be committed to a program of faculty development,

11. encourage faculty to travel to meet with colleagues and visit laboratories and research programs (travel support should not be limited to professional meetings and conferences),

12. support the use of computers in teaching and research (this includes provision of hardware, software, and training to enable faculty members to use computers in instruction and data analysis),

13. encourage seminar series and colloquia involving both visiting and local participants,

14. expand summer research opportunities,

15. promote faculty research programs by granting flexible teaching assignments and opportunities for released time,

16. provide more scholarship funds for undergraduate and graduate students,

17. Provide funds for graduate assistantships, non-resident tuition waivers, and matriculation fee waivers,

18. encourage faculty members to submit grant applications to external funding agencies,

19. work with the Office of University Relations and Development to identify new sources of financial support locally and nationally,

20. create seed grants and provide released time for faculty working on major proposals,

21. consider new ways to improve management of all College resources,

22. increase space for laboratories,

23. expand teaching and rehearsal space for the arts,

24. increase staff support for research and teaching, including technical and clerical staff,

25. assess program effectiveness at the University level through the Graduate and Undergraduate councils,

26. assess program effectiveness at the State level by submitting all programs to an ongoing, five-year cycle of reviews by outside consultants, and by Departmental self-studies (this involves 3-4 programs per year),

27. assess program effectiveness at the College level on an ad hoc basis, as needed (in 1989, for example, the College initiated a review and reorganization of International Studies),

28. assess program effectiveness through the Self-Study for Reaffirmation of Accreditation, and

29. assess the purposes, goals, and objectives of all Centers and Institutes with which the College is affiliated.

DEPARTMENT OF BIOLOGICAL SCIENCES

Mission

The Department's mission is to teach, perform research, and serve the community. It offers the bachelor's, master's, and doctorate in biology; and certificate programs in marine sciences, and tropical commercial botany. The Department conducts basic research, and some applied research to serve the community.

Goals

The Department's goals are to

1. acquire more teaching laboratories; larger faculty offices; a greenhouse; research labs; a research library collection, especially journals; and current-awareness, citation/review periodicals,

2. win an endorsement to improve library holdings,

3. perform basic and applied research to meet community needs, and

4. offer certificate programs in marine sciences and tropical commercial botany to meet the needs of South Florida marine scientists, educators, and horticulturists.

Objectives

The Department's objectives are to

1. propose adding teaching laboratories underneath the OE Office wing and in the food laboratory vacated by the School of Hospitality (by 1991),

2. propose larger faculty offices,

3. acquire a greenhouse (near future),

4. acquire moru research laboratories if new faculty are hired,

5. collaborate with the library on book and journal collection-building: submit an acquisitions list and policy,

6. acquire current-awareness citation-review subscriptions,

7.   seek an endowment to improve journal holdings in biology,

8.   implement a doctoral program in accordance with the *University Graduate Policies and Procedures Manual* and the *Department of Biological Sciences Graduate Policies and Procedures Manual,*

9.   perform basic research,

10.   perform applied research, and

11.   offer certificate programs in marine sciences and tropical commercial botany.

DEPARTMENT OF CHEMISTRY

Mission

The Department's mission is to teach, perform research, and serve the community. It offers the B.S. for students anticipating graduate study or a career as a chemist or teacher; the B.A. for students preparing for medicine, dentistry, environmental studies, veterinary medicine, patent law, teaching, or criminalistics; a B.A. in criminalistic chemistry; and an M.S. to train chemists for research and development, and teaching. The Department also performs theoretical and applied research. It serves the community by educating students not only from South Florida, the State and the nation, but also from foreign countries, most notably those of the Caribbean and Latin America.

Goals

The Department's goals are to

1.   expand the graduate program,

2.   improve the teaching and research faculty,

3.   increase faculty research,

4.   increase the number of students in chemistry, particularly minority students,

5.   expand course offerings for non-science majors,

6.   increase undergraduate course offerings at North Miami, and

7.   increase the number of faculty.

Objectives

The Department's objectives are to

1.   add an M.A. program (1991-1992),

2.   increase the curriculum by three graduate courses per semester (1991-1992),

3.   increase the curriculum by four graduate courses per semester (1993-1994),

4. place at least 1-2 graduate students in full-time programs with local labs per semester (1992),

5. initiate a doctoral program (1994),

6. expand lab, classroom, and office space in the new chemistry and physics building (1990),

7. replace old or obsolete equipment (1989-1992),

8. acquire new teaching and research support (1989-1996),

9. acquire a micro-VAX (1990),

10. interface lab equipment with PC's (1990),

11. add support staff (1990-1993),

12. introduce a student computer network (1990),

13. expand the library collection by 100 books and two journals per year; purchase back issues of chemistry journals,

14. add *Chemical Abstracts* online searching (1991),

15. attract private support @ $10,000 per year and increase it 10% per year (1992),

16. establish an endowed chair (1995),

17. reduce faculty researchers' teaching from 15 to 12 contact hours per week (1989-1992),

18. increase proposals for external grants; increase funding by $50,000 per year (1989-1993),

19. identify potential chemistry majors early (1990-1991),

20. reduce the first-year faculty teaching load from 15 to 10 contact hours to encourage research,

21. increase faculty-high school students' interaction (1992),

22. send a faculty member to advise Miami-Dade Community College transfer students (1990),

23.   recruit potential graduate students from local labs (1989),

24.   add an undergraduate course at North Miami,

25.   test new instructional methods at North Miami; dedicate three PC's to computer-aided instruction (1990),

26.   increase University Park faculty by five (1989-1994), and

27.   increase North Miami faculty by one, as needed.

SCHOOL OF COMPUTER SCIENCE

Mission

The School's mission is to teach, conduct research, and serve the community. It offers an undergraduate degree which prepares students for entry-level positions in programming and small-system design; a master's degree for study of state-of-the-art computer applications and introduction to theory; and a doctorate providing study in all major areas of computer science and leading to the frontiers of knowledge.

Goals

The School's goals are to

1.   maintain high-quality undergraduate programs,

2.   increase communication with the community colleges,

3.   maintain up-to-date lab equipment,

4.   maintain excellent undergraduate advising,

5.   ensure responsibility for all phases of the mission,

6.   begin lifelong learning courses,

7.   improve graduate education, and

8.   enhance services University-wide.

Objectives

The School's objectives are to

1.   assign regular faculty to teach all but beginning and low-level courses,

2.   maintain enrollment caps in undergraduate and service courses,

3.   survey alumni every two years (1990),

4.   keep the undergraduate curriculum up-to-date every two years (1990),

5.   regularly meet with Miami-Dade Community College faculty, invite them to presentations, and serve their professional development needs (1989),

6.   make a revolving plan to update lab equipment (1989),

7.   maintain good undergraduate advising,

8.   assign responsibilities for policy, administration, the undergraduate program, and service to appropriate authorities,

9.   designate individual or committee responsibility for minority student recruitment (1989),

10.   determine the ethnic and gender breakdown of majors (1989),

11.   target underrepresented groups (1989),

12.   recruit and support minority students (1990),

13.   consider the feasibility of expanding programs at North Miami (1990),

14.   visit high schools with underrepresented minorities regularly,

15.   offer continuing education courses about personal computers (1989),

16.   provide adequate funds to support all doctoral students,

17.   eliminate duplication of information and poor communication about the status of applicant files (1989),

18.   improve orientation and integration of new graduate students (1989),

19.   develop courses to teach all University students computer skills,

20.   integrate computer skills into the Core,

21.   make computers accessible to all students; use the library card model, and

22.   increase computer use and access University-wide; fund a model project which would build a network of University computers.

DEPARTMENT OF ECONOMICS

Mission

The Department's mission is to teach, conduct research, and serve the community. It strives for excellence in its offering of courses to undergraduate and graduate students alike, both majors and non-majors. Its faculty produces research and publications that have gained it national and international recognition.

Goals

The Department's goals are to

1. offer courses that are covered in the best universities in the country,

2. expand and add new strength in international, developmental, urban, and regional economics,

3. provide state-of-the-art instructional materials,

4. seek expansion of library holdings,

5. recruit exceptional faculty,

6. expect faculty publication in refereed journals,

7. encourage faculty to publish books through recognized publishers,

8. offer faculty salaries comparable to those of Ph.D.-granting institutions,

9. enhance work facilities,

10. fund professional development,

11. encourage attendance at professional meetings, and

12. provide economics courses for other disciplines: business, public administration, health sciences, gerontology, international studies, engineering, and education, among others.

DEPARTMENT OF ENGLISH

Mission

The Department's mission is to teach, conduct research, and serve the community. It is committed to a high quality of teaching at all levels and to providing its majors with an introduction to the study of literature and to excellence in writing. Students graduate with more than an adequate preparation for graduate school and the professions and with an understanding of the value and importance of literature in a society that increasingly undervalues the liberal arts. The Department offers concentrations in literature, linguistics, and creative writing, and participates in interdisciplinary humanities and liberal studies programs.

Goals

The Department's goals are to

1. seek greater resources for faculty research,

2. reduce the number of adjunct faculty and recruit full-time writing faculty,

3. strengthen graduate programs by hiring faculty and recruiting students,

4. plan for a graduate program in English, and

5. maintain the morale and quality of the undergraduate program.

Objectives

The Department's objectives are to

1. seek improved library resources and other research tools,

2. reduce the teaching load from five to four courses,

3. reduce or eliminate the use of adjunct faculty,

4. recruit additional full-time faculty, one each in literature and creative writing, at North Miami (1989),

5. serve on University committees,

6.   increase faculty development funding,

7.   hire additional support staff,

8.   establish a full array of graduate programs (M.A. and Ph.D),

9.   advocate the paramount significance of teaching,

10.   contribute to lifelong learning through the Elders Institute lecture series,

11.   promote the North Miami Faculty Seminar series,

12.   recruit additional faculty for the growing North Miami program,

13.   develop a University writing lab,

14.   develop a writing-across-the-curriculum program,

15.   recruit one faculty member for linguistics (1989),

16.   coordinate course offerings in English and linguistics,

17.   enhance the linguistics program by recruiting more students and hiring at least one more faculty member, and

18.   establish a doctorate in linguistics within five years.

ENVIRONMENTAL STUDIES PROGRAM

Mission

The program's mission is to teach, conduct research, and serve the community.

An interdisciplinary undergraduate program involving nine departments in the College of Arts and Sciences, Environmental Studies offers two degrees and a certificate. Students may take either a liberal arts/social science/policy approach, or a scientific/laboratory/analysis approach. In either case, the focus is global environmental issues.

Goals

The program's goals are to

1.   go beyond conventional excellence in teaching, research, and service,

2.   address environmental protection of South Florida, as well as the rest of the world, and

3.   prepare students for postgraduate study or work in professions concerned with the environment.

Objectives

The program's objectives are to

1.   hire an environmental chemist to teach air and/or water resources (1991-1992),

2.   hire an additional terrestrial ecologist to facilitate field trips (3 years),

3.   expand course offerings, particularly dealing with global environmental issues (3 years),

4.   develop the curriculum for certification in Environmental Education (1989-1990) and improve ties between the program and the College of Education,

5.   increase the number of students in the certificate program and in introductory environmental science courses,

6.   hire additional joint faculty to meet expected rising enrollments,

7.   expand library holdings in environmental subjects (5 years), and

8.   organize conferences and public presentations (5 years).

DEPARTMENT OF GEOLOGY

Mission

The Department's mission is to teach, conduct research, and serve the community. Its program prepares students for careers in research, teaching, and governmental or private agencies. The Department contributes to the search for understanding of local geological problems, especially groundwater supply, and conducts research on the geology of the Caribbean and Latin America.

Goals

The Department's goals are to

1. enhance educational offerings,

2. develop a doctoral program,

3. enhance its support services to students,

4. enhance its distinguished reputation for research,

5. conduct research on South Florida water supply problems and the geology of the Caribbean and Latin America,

6. recruit additional faculty and staff,

7. enhance facilities and research equipment, and

8. serve the community in various ways.

Objectives

The Department's objectives are to

1. implement a doctoral program by 1992,

2. offer more courses for undergraduates,

3. offer more courses at the North Miami campus,

4. develop more courses for science education majors,

5.   ensure adequate student advisement,

6.   advise students of career opportunities,

7.   enhance scholarships,

8.   track alumni,

9.   recruit more Caribbean students,

10.   provide handicapped students with alternatives to hazardous field trips,

11.   continue distinguished research projects in South Florida, the Caribbean, Latin America, and elsewhere,

12.   attract more grant funding,

13.   strengthen offerings in hydrogeology over 3 years,

14.   recruit additional faculty, including a sedimentologist/stratigrapher (1990-92), an economic geologist (1989-90), a hydrogeologist (1989-90), and North Miami faculty members,

15.   seek spacious, well equipped, well designed laboratories,

16.   improve working space for support staff,

17.   purchase a solid-source mass spectrometer,

18.   equip a paleomagnetics laboratory,

19.   equip facilities for processing remote sensing,

20.   maintain a high profile in service by leading the discipline in publication, presenting seminars, lecturing before local school groups, making presentations on television and radio, and

21.   enhance the Department's international reputation by increasing exchange programs with the Caribbean and Latin America.

DEPARTMENT OF HISTORY

Mission

The Department's mission is to teach, conduct research, and serve the community. It imports an understanding of past times and cultures to students through study of history problems; advances the discipline of history through publication of significant findings; and serves the University, local, state, national, and international community through a variety of activities.

Goals

The Department's goals are to

1. expand graduate programs,

2. hire more faculty,

3. provide a more balanced undergraduate curriculum,

4. incorporate students into the intellectual community, solidifying faculty-student relations,

5. improve advisement,

6. expand classroom and office space,

7. improve faculty development opportunities,

8. improve library holdings,

9. increase students' awareness of career opportunities, and

10. strengthen departmental communication.

Objectives

The Department's objectives are to

1. offer a self-standing master's degree in history emphasizing the American and Atlantic cultures (1992-1993),

2. pursue a joint doctoral program with the University of Miami (1991-1992),

3.   hire specialists in U.S. Colonial history; 20th century U.S. history with an emphasis on Afro-American history; and Islamic or Asian cultures,

4.   provide a regular schedule of Core courses in European, U.S., and Latin American history, rotating every 2 years (1991),

5.   sponsor a history club and a local chapter of the National History Honor Society (1989-1990),

6.   provide a forum for students to hear scholarly presentations three times per semester (1989-1990),

7.   hold an annual meeting of faculty and students (1989-90),

8.   advise every history major before registration (5 years),

9.   congregate all faculty offices in a one area (1989-1990),

10.   establish a seminar room or reading area for notices, reading material, informal meetings, and computer use (1989-1990),

11.   increase funding for summer research,

12.   increase the number of sabbaticals (5 years),

13.   establish an SUS research institute to complement grant and sabbatical funding (5-10 years),

14.   build library holdings in 19th and 20th century U.S. history; acquire antiquarian materials; acquire Latin American holdings, particularly antiquarian materials,

15.   achieve a library funding level of $50,000-$80,000 (1992),

16.   track students' interests and courses,

17.   increase students in social studies education,

18.   prepare MBA students; emphasize the development of higher cognitive skills,

19.   channel able students into graduate studies in history,

20.   hold regular departmental meetings,

21.   publish two internal newsletters: one on college developments, the other on faculty achievements and career opportunities.

HUMANITIES

Mission

The mission of this interdisciplinary program is to teach, conduct research, and serve the community. Its solid liberal arts curriculum confronts students with values and issues concerning the individual and society outside the scope and methodology of the material and social sciences. It focuses on the human conditions, human values, changing views of the world, and society's major concerns. It develops the skills of oral and written communication, analysis, and open-minded, critical thinking about society's problems; artistic sensitivity; and appreciation for all forms of imaginative creativity. It challenges the student to bring his/her humanities approach to bear upon institutions, cultural programs, mass media, and barriers. The program also promotes interdisciplinary research and exposes the broader community to humanistic perspectives.

Goals

The program's goals are to

1.   reform the curriculum,

2.   enhance teaching effectiveness,

3.   improve library holdings,

4.   enhance the research faculty's national and international visibility, and

5.   enhance service to the broader community.

Objectives

The program's objectives are to

1.   reform the curriculum for majors (1989),

2.   revise Core and General Education offerings (1989),

3.   reform the curriculum for other arts and science majors (1989),

4. discuss with deans and chairmen the role of humanities in professional education (1989-1990),

5. study the feasibility of a master's degree in the humanities (1989),

6. implement a classics track (1989),

7. teach Latin and classical Greek regularly (1989),

8. replace 1.5 faculty members lost by transfer (1989),

9. hire one additional faculty member (1991),

10. allow faculty to teach half load in the humanities (1989),

11. secure funding to allow faculty to attend humanities conferences (1989),

12. double the library budget for humanities teaching (1990),

13. grant faculty members release time for curriculum development,

14. double the library budget for humanities (1992),

15. increase faculty participation in national and international conferences and publication,

16. increase faculty availability as speakers and panelists for University and community organizations, and

17. organize one public conference or a speakers series to be sponsored by the National Endowment for the Humanities or the Florida Endowment for the Humanities (1993).

DEPARTMENT OF INTERNATIONAL RELATIONS

Mission

The Department's mission is to teach, conduct research, and serve the community. It promotes international understanding, elucidates contemporary issues, and teaches an appreciation of diverse cultures. The Department conducts research of national and international distinction. Finally, it serves the local, national, and international community by analyzing and guiding discussion of significant contemporary issues.

Goals

The Department's goals are to

1. promote excellent teaching,

2. publish its requirements and advise students on academics as well as opportunities for careers, graduate study, internships, grants, summer programs, and scholarships,

3. review its curriculum regularly,

4. pursue external funding for faculty research,

5. seek internal faculty development funding,

6. recognize its faculty's achievements,

7. serve the University, local, national, and international communities,

8. expand the graduate curriculum and faculty, and

9. establish a center to foster research on Africa, the Middle East, the Soviet Union, and China.

Objectives

The Department's objectives are to

1. review teaching evaluations each term,

2. study new teaching methods, materials, and software,

3.   order needed library materials,

4.   acquire special equipment and software for classroom use,

5.   publish graduation guidelines,

6.   assign each student an adviser (1989),

7.   encourage student participation in special events and organizations,

8.   establish a process of curriculum change (1989),

9.   review the curriculum yearly,

10.   inform students of graduate study and careers by newsletter,

11.   inform students of course offerings and special opportunities, and recognize achievement by newsletter,

12.   promote and recognize faculty research,

13.   acquire national and international fellowships,

14.   encourage senior faculty to serve as mentors of junior faculty, and

15.   encourage and recognize faculty service.

INTERNATIONAL STUDIES

Mission

The program's mission is to teach, conduct research, and serve the community. This program offers an interdisciplinary master's degree in international studies. It is oriented to issues rather than disciplines; its specific focus is the problems of Third World development and is intended for students planning careers related to developing nations, whether in government, business, or private volunteer agencies. Programs are tailored to individual needs. Early in 1989 the program began a major restructuring.

Goals

The program's goals are to

1.   create an advisory council,

2.   establish formal student advising,

3.   identify interested faculty with expertise in development,

4.   expand elective courses,

5.   improve students' competence in epistemology,

6.   standardize administrative functions, and

7.   improve and expand programs.

Objectives

The program's objectives are to

1.   establish an advisory council (1989),

2.   establish a system for student advising (1989),

3.   require students to submit a program statement for approval (1989),

4.   orient new students (1989),

5.   identify a pool of interested faculty and publish a list of them (1989),

6.   establish a procedure for admitting new faculty (1990),

7.   develop a faculty esprit de corps (1989-1990),

8.   provide faculty members with incentives, graduate assistants, faculty develop-
        ment funds, and recognition through annual evaluation (1989-90),

9.   review and revise Core courses,

10.   assure a minimum of 1 elective per year per department (1989-1990),

11.   evaluate electives (underway),

12.   assess the methodology class; replace it with an epistemology seminar (1989-
        1990),

13.   review the thesis requirement; probably substitute a comprehensive exam (1989-
        1990),

14.   systematize admissions procedures (1989-1990),

15.   systematize active files (1989-1990),

16.   systematize monitoring of course scheduling (1990-1991),

17.   systematize granting of assistantships (1990-1991),

18.   systematize handling information requests,

19.   write admissions criteria (1989),

20.   inform students of the thesis procedure (1989-1990),

21.   review secretarial needs,

22.   decide whether to implement a Ph.D. proposal (1989),

23.   recruit actively for the master's program (1990-1991),

24.   attract national attention by conducting conferences (perhaps on the topic of
        refugees) (1990),

25.   create a graduate school ambiance (1989-1990),

26.   bolster library resources with a separate budget (1989-1990), and

27.   procure library carrels for graduate students (1989-1990).

SCHOOL OF JOURNALISM AND MASS COMMUNICATION

Mission

The School's mission is to teach, conduct research, and serve the community. It prepares students to become professional communicators at the local, state, national, and international levels; provides outreach programs in the Caribbean and Latin America; and educates minorities in mass communications. The School is dedicated to excellence in teaching, basic and applied research, and service for the communications profession and requires a strong liberal arts background for its majors in advertising, print or broadcast journalism, public relations, and telecommunications.

Goals

The School's goals are to

1.   achieve accreditation from the Accrediting Council for Education in Journalism and Mass Communications (1991),

2.   ensure that students understand and appreciate the role and function of the professional communicator in a democratic society,

3.   provide outreach programs for academic and professional communication training in Latin America and the Caribbean,

4.   build an endowment to enhance teaching, scholarship, and professional development that will garner international recognition for excellence,

5.   promote and foster research and creative/professional activity in communication and provide opportunities for professional development,

6.   assure that students read, write, and think adequately, as well as learn specific vocational skills, and

7.   serve the community through research, program management, professional affiliations, and expertise.

Objectives

The School's objectives are to

1. hire a consultant to review the program for accreditation (1989),

2. gather data on student admissions and graduation (immediately),

3. revise the faculty policies and procedures manual (1989),

4. increase professional guest lecturers (immediately),

5. establish a career planning and placement system (immediately),

6. hire a part-time librarian for the student reading room (1989),

7. establish a system to track alumni (1989),

8. require students to take Core courses examining the role of communication in society, including ethics (in place),

9. strengthen mass communication education and training in Central America through a USAID-funded project (1988-1995),

10. organize linkage and exchange programs in the Caribbean and Latin America (1989-1991),

11. foster joint research of the School's faculty and faculty from abroad,

12. plan an international mass communication center for joint applied research by the School's faculty and faculty from abroad; and provide technical expertise in mass communication,

13. raise $5 million (1991),

14. complete, equip, and maintain physical facilities (1989),

15. endow three chairs for distinguished teachers $1 million (1991),

16. endow three distinguished adjunct chairs at $100,000 (1991),

17. establish a $500,000 fund for lectures and symposia,

18. raise $50,000 to support faculty research, recruiting, and development (1991),

19.   provide $50,000 for the Institute of Public Opinion Research (IPOR)to conduct ongoing study of Florida's population,

20.   provide $1 million for 34 scholarships (planning 1989),

21.   seek funding for faculty research on creative/professional projects (planning 1990),

22.   cooperate with local and national institutes on research in mass communication (1990),

23.   provide faculty with research opportunities through the Institute for Public Opinion Research (1990),

24.   fund faculty development in new technology (1989),

25.   establish a clearinghouse for research and faculty development projects in the InterAmerican Mass Media Institute,

26.   organize workshops and conferences for faculty development (1990),

27.   foster work opportunities for faculty development (1990),

28.   upgrade admission/retention standards (1990),

29.   increase student English language proficiency requirements (1990),

30.   increase the percentage of minority students (1989),

31.   recruit minorities from local high schools and community colleges,

32.   raise advisement and institutional standards in basic skills,

33.   broaden the roster of professional adjuncts,

34.   make IPOR self-supporting (1991),

35.   encourage faculty to serve the community through workshops, seminars and symposia; participate in professional organizations; create a program for high school students, especially minorities, and

36.   encourage faculty to actively participate in professional organizations.

LIBERAL STUDIES PROGRAM

Mission

The Program's mission is to teach, conduct research, and serve the community. It exposes students to a broad range of courses in the College of Arts and Sciences and offers students the opportunity to develop an integrated, yet individualized, program of study within specific guidelines. These guidelines consist of six categories of courses which all students must take: Foundations of Liberal Studies, Interdisciplinary Colloquia, Scientific Analysis, Humanistic Analysis, Social Analysis, and Artistic Creation.

Goals

The Program's goals

1.   encourage an interdisciplinary approach to topics, periods, and problems,

2.   promote interdisciplinary scholarship among the faculty,

3.   expose the community-at-large to those studies, disciplines, and activities which liberate one both mentally and spiritually, and

4.   provide excellent academic and career advisement for students.

Objectives

The Program's objectives are to

1.   maintain the Foundations of Liberal Studies and the Interdisciplinary Colloquia courses,

2.   foster good will in the community by involving successful professionals (e.g., judges, newspaper reporters, authors, etc.) in colloquia,

3.   increase the number of colloquia from three a year to four a year,

4.   encourage more interdisciplinary scholarship among the faculty,

5.   advertise colloquia in the media and encourage the community to attend,

6.   enhance advisement through the Student Academic Support System (SASS),

7.   develop a brochure listing future job opportunities and graduate school possibilities, as well as support services at the University, and

8.   request information to aid students pursuing careers in professions such as education, business, and law.

DEPARTMENT OF MATHEMATICS

Mission

The Department's mission is to teach, perform research, and serve the community. It teaches mathematics to undergraduate and graduate students, alike, placing a high premium on teaching effectiveness; performs high quality research; and serves the Department and the University through governance committees.

Goals

The Department's goals are to

1.   improve teaching effectiveness,

2.   evaluate teaching performance,

3.   monitor students more closely,

4.   provide incentives for students,

5.   evaluate the curriculum,

6.   recruit faculty,

7.   improve library holdings,

8.   promote faculty development,

9.   obtain support services,

10.   maintain links with the University of Miami,

11.   attract distinguished scholars,

12.   strengthen ties with national organizations,

13.   enhance departmental space,

14.   improve advising, and

15.   expand the graduate program.

Objectives

The Department's objectives are to

1.   reduce average class size in introductory courses,

2.   upgrade measurement of teaching performance,

3.   increase student participation by establishing a math club,

4.   promote student achievement with awards,

5.   maintain ties with alumni,

6.   consolidate prerequisites and examine curriculum strengths and weaknesses,

7.   augment departmental research by recruiting faculty in harmonic analysis and logic,

8.   obtain funds to bolster library journal holdings,

9.   increase travel money awarded to faculty members,

10.   acquire microcomputers and software,

11.   seek a uniform budget for colloquium speakers,

12.   explore common services with the University of Miami,

13.   request that the Dean find lines for distinguished visiting scholars,

14.   seek institutional membership in the American Mathematical Society and Mathematical Association of America,

15.   support financial awards and seek more full-pay sabbaticals for faculty,

16.   better integrate adjuncts into the Department and eventually phase them out,

17.   seek a larger office area, a large resource/meeting room, and adjunct faculty offices,

18.   make advising easier and more accurate through SASS, and

19.   publicize and recruit graduate students for the graduate program.

DEPARTMENT OF MODERN LANGUAGES

Mission

The Department's mission is to teach, conduct research, and serve the community. The international, multiethnic character of the student body and community is reflected in every course. It is committed to quality, innovation, and pluralism in education; excellence in applied research and publication; and the promotion of international understanding through studies in bilingualism and second- and third-language acquisition. It promotes programs in foreign countries and serves the bilingual South Florida community through creative writing courses for native speakers in Spanish, and through its translation and interpretation program. In collaboration with the English Department it offers a master's degree in linguistics; with other disciplines it offers a master's degree in Hispanic studies.

Goals

The Department's goals are to

1. support its most productive undergraduate programs and promote new ones,

2. increase study-abroad programs,

3. serve the South Florida community,

4. expand the credit certificate program,

5. expand graduate programs,

6. increase library collections,

7. recruit more faculty members, and

8. strengthen professional relationships.

Objectives

The Department's objectives are to

1. support its two strongest programs: Spanish and English,

2. offer full majors in Spanish and French at the North Miami Campus (1993),

3. offer a major in German at the North Miami Campus (1991),

4. offer majors in Portuguese and Italian at the University Park Campus (1989),

5. recruit a second Portuguese/Brazilian specialist (1989),

6. offer a major in Italian (1993),

7. offer sequences through the intermediate level in Arabic, Chinese, Hebrew, Japanese and Russian,

8. increase study abroad in Mexico, France, Ecuador, Spain,and Brazil,

9. develop workshops for teachers of Spanish (3 years),

10. offer a summer institute in Haitian Creole at the North Miami Campus,

11. offer programs in professional bilingualism for the School of Hospitality Management and the School of Journalism and Mass Communication,

12. offer minors in French, Portuguese, Spanish, general translation studies, German, and Italian,

13. offer two certificate programs: Translation Studies, and Legal Translation and Court Interpreting, in Spanish and English,

14. offer a Legal Interpretation certificate in Haitian Creole and English and a General Translation Studies certificate in French and English,

15. collaborate with the English Department on a doctorate in linguistics (1993),

16. offer a master's degree in French and a doctorate in Spanish (near future),

17. acquire sufficient funding to build the library collection (1989-1991),

18. recruit additional faculty, and

19. enhance professional relationships with academic institutions involved in first-language acquisition.

DEPARTMENT OF MUSIC

Mission

The Department's mission is to teach, conduct research, and serve the community. It is committed to high-quality teaching and to providing majors with a comprehensive music education that include basic skills, performance development, and advanced literature and analysis. The Department offers a bachelor's degree in music education or performance, with minors in musicology and composition. Eleven musical ensembles produce over twenty-five concerts and recitals a year as well as provide services for University functions. The Department hosts all of the Dade County Public Schools' music festivals each year. Over 2,500 public school students, teachers, and parents have visited the University as a result of this activity.

Goals

The Department's goals are to

1. increase student enrollment,

2. increase studio teaching space,

3. increase the budget,

4. move the Department to the College of Arts and Science,

5. build a music complex,

6. consolidate the music curriculum,

7. reduce the number of adjunct faculty,

8. add a master's degree in music,

9. teach electronic music technology, and

10. join the National Association of Schools of Music.

Objectives

The Department's objectives are to

1. recruit students from local high schools and community colleges,

2. seek additional space in Viertes Haus and remodel one area into five practice rooms and a studio,

3. acquire additional funds for local and statewide publicity,

4. work with the Dean of the College of Education to move the program or consider dual positions in both Schools to allow for appropriate advising and counseling from the College of Arts and Science,

5. continue a dialogue on the building of a music complex,

6. gradually add full-time applied faculty to the Department,

7. petition Academic Affairs to move quickly on the matter of adding the master's degree to the curriculum,

8. gradually build appropriate labs for high-technology synthesizers and recording studio equipment; petition Academic Affairs for a one-time allotment for this equipment, and

9. proceed with the application for membership in the National Association of Schools of Music.

DEPARTMENT OF PHILOSOPHY AND RELIGION

Mission

The Department's mission is to teach, conduct and disseminate research, and serve the community. The teaching mission includes Core courses; courses to enrich the experience of students in other fields; and degree programs in philosophy and religious studies. The Department's research contributes to the advancement of learning in philosophy and religious studies by becoming part of the literature for all researchers. Faculty members contribute their energy and intelligence to the development of the University and the community and contribute to relevant professional organizations.

Goals

The Department's goals are to

1. teach fundamental concepts and understanding of the subject,

2. stimulate a reflective and critical approach to both intellectual and practical problems,

3. contribute to the development of communication skills,

4. provide a thorough grounding for majors,

5. research historical, critical, and practical problems,

6. contribute to the advancement of learning,

7. contribute to the intellectual life of the University and community at large,

8. contribute to faculty governance and academic decision-making, and

9. contribute to professional organizations relevant to teaching and research.

Objectives

The Department's objectives are to

1. use primary texts when appropriate (1989),

2. lecture when appropriate (1989),

3.   require papers and essay exams (1989),

4.   use class discussion to teach (1989),

5.   indicate grammar composition errors in student papers (1989),

6.   satisfy the "Gordon Rule" for composition through "Philosophical Analysis" (1989),

7.   provide a major in each field that satisfies professional standards (1989),

8.   seek release time for faculty research (1989),

9.   seek sabbatical leaves for research (1989),

10.   adopt a teaching schedule that allows sufficient time for research and reflection,

11.   make scholarly presentations or submit articles regularly (at least one activity every two years) (1989),

12.   offer a forum for critiquing research in progress (1989),

13.   provide community lectures and discussions (1990),

14.   speak or serve as panelists for organizations,

15.   participate in governance committees (1989), and

16.   participate in relevant professional organizations and associations.

DEPARTMENT OF PHYSICS

Mission

The Department's mission is to teach, conduct research, and serve the community. It prepares students for careers as professional physicists in industry and government, or graduate study in physics, engineering, or material science. It also prepares students for teaching careers. The Department prides itself on its strong research orientation and its service to other departments, particularly chemistry, geology, biology, and occupational therapy. It is planning to move into a new building.

Goals

The Department's goals are to

1. offer a doctorate,

2. provide highly trained personnel for local high technology industry,

3. enhance the master's program,

4. enhance the undergraduate program,

5. increase funding for faculty development,

6. increase funding for colloquia, and

7. obtain additional space, equipment, and staff.

Objectives

The Department's objectives are to

1. plan for a doctoral program,

2. increase funding for the master's program,

3. secure funding for master's fellowships and tuition waivers,

4. provide office space for graduate students,

5. hire at least 3-4 faculty,

6.   add a modern physics lab course

7.   add two faculty offices,

8.   seek additional funding for faculty research,

9.   seek a permanent endowment of at least $100,000 to fund colloquia,

10.   hire a machinist and purchase shop equipment,

11.   hire a second secretary, and

12.   upgrade computer facilities.

DEPARTMENT OF POLITICAL SCIENCE

Mission

The Department's mission is to teach, conduct research, and serve the community. It provides students with the opportunity to pursue a wide variety of careers. The Department encourages the analysis of theories, institutions, and processes of political systems; stimulates a grasp of the broad sweep of political science as a discipline; develops a continuing and responsible interest in political activity and public affairs; provides the opportunity to acquire a fundamental understanding of political science as a basis for citizenship, a career in government, or professional study and service; and stimulates interest in graduate study. The Department participates in a wide variety of interdisciplinary programs and activities, including those of academic units, institutes, and centers.

Goals

The Department's goals are to

1.   provide excellent undergraduate education,

2.   encourage the development of Latin American politics as the principal area of strength in comparative and international politics,

3.   offer a political science major to night students at University Park,

4.   recognize the importance of teaching,

5.   offer a full range of summer courses by giving faculty members full-time, full-pay employment,

6.   prepare students for graduate school and law school,

7.   prepare students to understand and participate in the political process,

8.   develop new courses and programs,

9.   reinforce the connection between teaching and research,

10.   provide honors seminars,

11.   provide independent study,

12.   provide student internships,

13.   apprise students and new and adjunct faculty of course goals and requirements,

14.   encourage publication and professional visibility,

15.   sustain and support research and publication,

16.   strengthen publications through collegial critiques,

17.   encourage collegial interaction,

18.   strengthen publications through exposure to approaches of other disciplines,

19.   increase collegial interaction with other disciplines,

20.   encourage applied research,

21.   facilitate scholarly relationships with faculty at other colleges and universities,

22.   review the role of political science in general education,

23.   teach general education courses,

24.   help develop a political science student organization,

25.   initiate a political science alumni association,

26.   give lectures before community groups, public schools, and legislative bodies,

27.   appear on television and radio,

28.   recruit and retain minority students,

29.   provide student advisement,

30.   provide pre-law advisement,

31.   inform faculty and students of political science programs and careers,

32.   inform students of alumni careers,

33.   prepare teachers of American government and social studies,

34.   explore a multidisciplinary certificate program in public policy and citizenship,

35.   support certificate programs and participate in University public affairs,

36.   develop a speakers program, and

37.   maintain collegial decision-making.

Objectives

The Department's objectives are to

1.   hire five additional faculty members for North Miami (within 3 years),

2.   hire faculty in American, international, and comparative politics (over 5 years),

3.   cultivate a healthy relationship with the Latin American and Caribbean Center,

4.   improve the Latin American politics curriculum,

5.   enable night students to complete the major in three years,

6.   impose a maximum teaching load of two courses per semester,

7.   increase summer enrollments,

8.   hire faculty to teach methodology,

9.   keep track of students pursuing graduate work,

10.   survey alumni civic participation,

11.   support programs of the Institute for Public Policy and Citizenship,

12.   develop a model United Nations program (over 3 years),

13.   strengthen ties with the community through internships,

14.   increase research productivity by reducing teaching load, providing teaching assistants, and providing release time,

15.   offer one honors course per semester at University Park; one per year at North Miami,

16.   submit the best student papers to the Florida Political Science Association,

17.   review the internship program in one year,

18.   require detailed course syllabi,

19. require sample course syllabi of candidates for positions,

20. give all faculty members the handbook for teaching faculty,

21. increase financial support for fieldwork, student assistants, professional travel, an editorial assistant, merit pay, matching funds for grants, and library development,

22. hold two seminars per year for faculty to critique each other's research,

23. hold one seminar per year for interdisciplinary faculty to discuss research,

24. review participation in social studies teacher certification,

25. offer Core courses each semester,

26. charter a Pi Sigma Alpha Chapter,

27. update the alumni database (1989-90),

28. publish an alumni newsletter (annually),

29. schedule periodic alumni programs,

30. raise funds from alumni,

31. give credit for faculty public lectures,

32. give undergraduates an updated advising guide,

33. publish a pre-law manual,

34. plan an annual law day,

35. provide information about law schools and the LSAT,

36. publish a newsletter every semester,

37. distribute handouts at a North Miami location,

38. publish course schedules in advance,

39. draft biannual course schedules,

40. build an alumni database (over 3 years),

41. provide courses in American politics for secondary social studies majors,

42.   maintain collegial decision-making in the Department,

43.   schedule regular faculty meetings,

44.   sustain a high level of Departmental collegiality, and

45.   enhance Departmental record-keeping.

DEPARTMENT OF PSYCHOLOGY

Mission

The Department's mission is to teach, conduct research, and serve the community. It strives for increased student access to Departmental programs.

Goals

The Department's goals are to

1.   increase basic and applied student research,

2.   increase contact between undergraduate and graduate students,

3.   improve advisement/counseling,

4.   increase research productivity,

5.   increase research visibility, and

6.   broaden the program.

Objectives

The Department's objectives are to

1.   host an annual student research convention (1989),

2.   encourage sophomore psychology majors to take psychology courses,

3.   use advanced graduate students as instructors and teaching assistants (5 years),

4.   have graduate students sponsor undergraduate research,

5.   encourage graduate students to join Psi Chi, the national honor society,

6.   have Psi Chi members advise undergraduates,

7.   have the Chairman welcome new students and provide advisement information,

8.   have the Chairman congratulate all students on the Dean's list,

9.   make advising forms available,

10.   monitor graduate students' progress more closely by revising the program of study form,

11.   hold an annual workshop on applying to graduate school and looking for jobs,

12.   maintain a Departmental job file,

13.   sponsor an annual orientation for graduate students,

14.   have graduate students elect representatives to coordinate faculty-student interaction,

15.   increase grant proposals (5 years),

16.   seek internal grants,

17.   seek increased support for graduate research assistants,

18.   seek increased travel funds for faculty members,

19.   seek funds for faculty attendance at professional conferences worldwide,

20.   sponsor on-campus conferences with well-known researchers (5 years),

21.   expand the current doctoral program to include industrial/organizational and legal psychology (3 years),

22.   expand the current master's program to include clinical counseling psychology (5-10 years),

23.   collaborate with other appropriate units to offer programs in industrial/organizational, legal, and clinical psychology,

24.   increase support for graduate teaching assistants (5-10 years), and

25.   increase tuition waivers and stipends for graduate students.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Mission

The Department's mission is to teach, conduct research, and serve the community. It offers a bachelor's degree in sociology/anthropology designed to provide students with a broad base in the theories, methods, and applications of those two disciplines.

Goals

The Department's goals are to

1.   streamline the undergraduate curriculum,

2.   seek implementation of master's and doctoral degrees in comparative sociology,

3.   become nationally and internationally recognized,

4.   produce highly trained and knowledgeable practitioners, teachers, and researchers, and

5.   make a living laboratory of South Florida, a multilingual, culturally pluralistic metropolis with extensive international connections.

DEPARTMENT OF STATISTICS

Mission

The Department's mission is to teach, conduct research, and serve the community. It disseminates advances in statistical theory and methodology at the undergraduate and graduate levels and conducts research in applied statistics. Graduates are trained to work in industry, business, and government, and are prepared to pursue graduate studies. The Department serves undergraduate statistics majors and non-majors, and graduate students majoring in disciplines other than statistics. It serves both full-time and part-time students days and evenings. As for research, tenured and tenure-earning faculty are engaged in the development of statistical inference procedures. Successful results are published in scientific journals with national and international circulation. Consistent with the University's mission, the Department serves the state, the region, and the nation through its teaching and research functions.

Goals

The Department's goals are to

1.   achieve excellence in teaching,

2.   initiate a graduate program,

3.   increase research output and other scholarly activities, and

4.   incorporate the University's statistical consulting service into the Department.

Objectives

The Department's objectives are to

1.   decrease the number of adjuncts and visiting instructors by adding at least one or two faculty members (1990-1991),

2.   increase the number of office hours devoted to helping students with their course work by (1989),

3.   hire OPS assistants who will hold informal help sessions for more in-depth discussion of homework problems,

4.   improve the faculty's effectiveness in teaching statistics by encouraging them to seek faculty development grants for workshop attendance,

5.   maintain high standards in the classroom by monitoring student evaluations, observing adjuncts and visiting faculty in the classroom, and appointing course coordinators to maintain uniform standards,

6.   update syllabi to incorporate current trends and new developments in statistics, as well as novel applications of these in pertinent disciplines,

7.   establish a computer-aided statistics tutoring laboratory to accommodate 4-5 students at a time and a tutor or teaching assistant (1989),

8.   initiate a master's degree program in statistics, including a track in quality and productivity management, by first documenting need,

9.   reduce the teaching load for tenured and tenure-earning faculty, especially when the Department starts a graduate degree program,

10.   increase funding for travel so that the Department can invite leading researchers in pertinent areas of statistics to give talks at the University and provide opportunities for interaction with the Department's faculty,

11.   encourage faculty to attend and participate in regional and national professional conferences,

12.   encourage faculty to write proposals for sponsored research grants,

13.   seek additional funding to enhance computer facilities,

14.   reduce teaching load for faculty who participate in professional activities, such as serving as editor of a scientific journal, as a referee or book reviewer for statistical journals, or as an officer of a statistical society, or for certain types of public service that demand a significant amount of time,

15.   incorporate the current University Statistical Consulting Service as part of the Statistics Department, and

16.   use the Statistical Consulting Service also as a means of training statistics students in the area of statistical consulting.

DEPARTMENT OF THEATRE AND DANCE

Mission

The Department's mission is to teach, conduct research, and serve the community. It provides intensive theatre training through classes and productions conducted with professional theatre discipline and the highest possible aesthetic standards.

Goals

The Department's goals are to

1. educate students for a career in theatre, either as working professionals or as teachers,

2. contribute to the liberal education of all students,

3. produce live performances on campus,

4. offer performances of great plays for the South Florida community,

5. provide a pool of trained theatre workers for other companies,

6. train dancers, choreographers, and dance teachers,

7. develop a culturally aware dance audience,

8. institute a dance major,

9. bring professional choreographers to campus,

10. make theatre available to local and national companies,

11. offer dance festivals, and

12. bring master dance classes to campus.

Objectives

The Department's objectives are to

1.   improve facilities,

2.   increase faculty,

3.   increase enrollment,

4.   expand course offerings,

5.   increase the number of productions,

6.   develop a master's degree program in theatre,

7.   improve liaison with, and service to, high school theatre groups, and

8.   expand the dance minor into a dance major.

VISUAL ARTS DEPARTMENT

Mission

The Department's mission is to teach, create works of art and conduct research, and serve the community. It offers the bachelor of fine arts and a minor in art history.

Goals

The Department's goals are to

1.   provide an invigorating environment for artistic striving and for the study of art,

2.   maintain and enhance the quality of work done by studio faculty,

3.   produce faculty art work which attracts a wide, intelligent audience,

4.   exhibit faculty art work locally, regionally, and nationally,

5.   conduct and disseminate substantial art history research,

6.   convey information about, and understanding of, art to all students,

7.   encourage students to acquire skill and clarity of expression in at least one medium, to be articulate about their work both orally and in writing, and to develop lifelong artistic ambition, and

8.   provide the South Florida community with access to important art through the University Art Museum.

Objectives

The Department's objectives are to

1.   integrate the New World School of the Arts (NWSA) program with the BFA and MFA programs (in progress),

2.   plan for a master of fine arts degree program (1991-1992),

3.   construct new visual arts facilities: (a) a ceramics building (1989-1990), (b) an arts complex I (1991-1992), and (c) an arts complex II (indefinite),

4.   develop an adequate and well managed slide library (indefinite),

5.   plan for a bachelor's degree in art history (1990-1991),

6.   plan to coordinate the visual arts curriculum with that of the School of Design (1989-1990),

7.   hire new faculty: (a) in art history (1989-1990), (b) in drawing (19901-1991), and (c) other fields (1991-1992),

8.   increase scholarships for BFA majors (1989-1990),

9.   survey alumni and maintain a network with them (1989-1992),

10.   revise procedures for the senior exit course, "Thesis and Portfolio" (ongoing),

11.   develop a visual arts BFA guidebook and information pamphlet (1989-1990),

12.   revise the chairman's procedure for annual evaluation of faculty (1989-1990),

13.   revise student evaluation forms (1989-1990),

14.   begin to seek accreditation by the National Association of Schools of Art and Design (1989-1990), and

15.   install a ventilation system in Viertes Haus (1989-1990).

RECOMMENDATIONS

Inadequate and inappropriate studio facilities remain the most serious impediment to an increase in the quality and quantity of our enrollments. We therefore recommend that we construct proper facilities, or the Department's energy and drive will ebb away. We need room to work, to increase our pool of students, to provide them with appropriate work space, and to expand our programs.

Slides of art works are a primary resource for the teaching of art history classes. A plethora of chronic problems have made life difficult for the faculty. The most persistent problems involve acquisition, replacement, cataloging, storage, and access. We therefore recommend that substantial attention be directed to the slide library problem.

The question of the future of the relationship between FIU and the New World School of the Arts (NWSA) is entirely fluid. The implications of the NWSA for FIU have reached

a critical stage. Pressing questions have to do with administration, faculty, recruitment of students, curriculum, funding, and building. We therefore recommend that this question be carefully addressed and defined.

COLLEGE OF BUSINESS ADMINISTRATION

Mission

The College's mission is to teach, conduct research, and serve the community. The College aims to advance the frontiers of management education and the related scientific literature; provide high quality education for individuals pursuing management careers; serve the College, University, business, professional, community, and academic communities as well as the community-at-large at the local, state, national, and international levels; encourage faulty research and publication, participation in professional programs, consulting, public and media appearances, executive management programs, and other forms of service and development; and develop and offer programs internationally.

Goals

The College's goals are to

1. become a major college of business administration in Florida (5-10 years) and the Southeast (10-15 years),

2. maintain AACSB accreditation at all levels,

3. monitor and assess curricula constantly, with particular attention to accelerating advances in communication and technology,

4. attain scholarly research productivity consistent with a doctoral program,

5. increase teaching effectiveness,

6. serve the local business community and public sector through outreach centers, certificate programs, and individual faculty efforts, and

7. recruit top-quality students.

Objectives

The College's objectives are to

1. exceed average scholarly output of other major Florida business college and schools (1994-95),

2. exceed average scholarly output of other major Southeastern business colleges and schools (1999),

3. obtain at least one fully funded chair in each unit (1994-95),

4. obtain a total of 8-10 chairs (1999),

5. grant 10-14 doctorates and place graduates nationwide (1995),

6. augment the College budget from private, external sources,

7. monitor College adherence to accreditation for assessment and compliance (1990-91),

8. ensure compliance of each units' programs with accreditation standards (1990-91),

9. revise the curriculum annually in accordance with AACSB recommendations,

10. revise undergraduate, MBA, and MIB curricula in accordance with AACSB recommendations (1990-91),

11. recruit research-oriented faculty,

12. become recognized nationally and internationally as a major center for research and scholarship (1995),

13. offer salaries at least at the 75th percentile, based on the AACSB annual salary survey,

14. provide at least ten faculty members with full summer research support (1995),

15. assign faculty members engaged in significant research no more than four, and preferably fewer, courses per year,

16. reward teaching excellence with merit pay,

17. encourage innovative teaching by supporting faculty development and nominating faculty for awards,

18. assure adequate support staff for each unit,

19. evaluate teaching systematically,

20. provide service to public and private community groups through its Centers for Banking and Finance; Management Development; and Small Business Development,

21. offer forty to sixty percent of courses in the evening, early morning, or on weekends, to accommodate part-time students,

22. enhance physical space and add case rooms, conference rooms, and computer labs with the completion of a new College building (1993),

23. offer an executive-type MBA for low- and middle-level managers (1995),

24. add a certificate program in general management through the Center for Management Development (1995),

25. recruit high-caliber freshmen,

26. meet high school honor students at the annual high school honors' night,

27. work closely with the FIU-BCC adviser,

28. create a similar liaison with Miami-Dade Community College,

29. publicize the program at the FIU graduation fair, and

30. contact potential minority graduate students.

DEPARTMENT OF DECISION SCIENCES AND INFORMATION SYSTEMS

Mission

The Department's mission is to teach, conduct research, and serve the community. The Department offers degree programs in management information systems (MIS) and courses in MIS and disciplines within decision science (DS): operations management, management science, and statistics at the baccalaureate, master's and doctoral levels. The undergraduate program trains students for entry-level positions in MIS, which involves the design, development, implementation, and use of information technology based on computers to solve organizational problems. The master's program educates persons pursuing careers in the management of information systems. The programs conform to standards of the Data Processing Management Association, and the Association of Computing Machinery.

Goals

The Department's goals are to

1.   propagate the knowledge in MIS and DS,

2.   encourage students to stay abreast of rapid technological change,

3.   emphasize communication and interpersonal skills,

4.   teach both technical and managerial skills,

5.   prepare students for data processing and user/application areas,

6.   produce research-oriented doctoral students,

7.   expand the knowledge base of MIS and DS, and

8.   provide service to the community.

Objectives

The Department's objectives are to

1. train baccalaureate students for entry-level positions in MSI,

2. train master's students for careers in information systems management,

3. assure teaching effectiveness through student evaluation and feedback in every course,

4. encourage graduates to become continuing students,

5. emphasize written and oral reports,

6. provide graduate assistants for research faculty,

7. provide faculty development funds,

8. encourage faculty to apply for research grants,

9. publish a monthly newsletter featuring faculty publications, etc.

10. hold biweekly doctoral seminars at which scholars present research findings to colleagues and doctoral students,

11. recruit an eminent scholar in MIS (1989),

12. offer evening classes for part-time students,

13. serve local industry and government needs through exchange programs, seminars, etc., and

14. gauge the caliber of graduates and curriculum through feedback from business advisory committees.

DEPARTMENT OF FINANCE

Mission

The Department's mission is to teach, conduct research, and serve the community. It provides undergraduate and graduate students with a thorough grounding in the theory and practice of financial economics in financial comparative strategy that will provide the basis for consistent and unbiased financial decision-making; researches and publishes results of inquiry into contemporary theory and practice of financial and related decision-making; and provides seminars, colloquia, workshops, conferences, and other activities for the community.

Goals

The Department's goals are to

1. teach both undergraduate majors and non-majors,

2. provide the local and national markets with finance graduates,

3. provide graduate students with the skills to obtain and use funds,

4. provide graduate students with current knowledge of financial institutions, capital markets, and corporate enterprise,

5. develop a strong, research-oriented doctoral program,

6. help doctoral students become effective teachers,

7. teach doctoral students how to deal with the corporate and business world,

8. help doctoral students obtain employment in nationally recognized business programs,

9. help doctoral students conduct research, publish, and present findings,

10. offer certificate programs for middle managers and others,

11. encourage faculty research,

12. recruit high caliber faculty, and

13. serve Broward business students,

Objectives

The Department's objectives are to

1.   teach non-majors through case study (ongoing),

2.   teach majors through case study and personal computers (ongoing),

3.   monitor the pool of students and, if necessary, recruit (ongoing),

4.   advise graduate students well; ensure that they take courses in allied business subjects and have adequate undergraduate preparation (ongoing),

5.   promote graduate students locally and nationally (ongoing),

6.   recruit doctoral students and help them procure local internships (ongoing),

7.   orient, prepare, and give each doctoral student regular progress reports (ongoing),

8.   provide doctoral students with technical knowledge, and develop their research and teaching skills (ongoing),

9.   disseminate information about doctoral students (ongoing),

10.   get at least one doctoral student accepted in the annual FMA doctoral seminar (ongoing),

11.   conduct a biweekly seminar at which faculty and doctoral students present papers (ongoing),

12.   obtain a financial and economics database for use in research (ongoing),

13.   encourage doctoral students to participate in research seminars conducted by other business units,

14.   generate interest in certificate programs by distributing brochures to, and holding receptions for, bank personnel (annual),

15.   encourage faculty presentation of scholarship regionally and nationally,

16.   host at least one major conference in Miami every ten years,

17. encourage faculty to hold offices in professional organizations,

18. encourage faculty to serve as referees, editors, and book reviewers of scholarly publications,

19. disseminate working papers,

20. encourage faculty to compete for research grants,

21. encourage sabbatical leaves for study or research,

22. offer colloquia and workshops to communicate research in progress,

23. evaluate faculty teaching, research and service,

24. apprise Broward Community College faculty and students of course offerings (weekly),

25. disseminate information about Broward programs (June-July annually),

26. generate support among Broward business leaders (annually).

DEPARTMENT OF MANAGEMENT AND INTERNATIONAL BUSINESS

Mission

The Department's mission is to teach, conduct research, and serve the community. It offers baccalaureate degrees in general management, personnel management, and international business, and a master's degree in international business. The international business degrees stress a global awareness not only of international trade and investment, but also a keen political sensitivity. The faculty actively pursue research and share their expertise with the business community through executive seminars.

Goals

The Department's goals are to

1.   assure high quality instruction for current and future needs,

2.   enhance teaching effectiveness,

3.   recruit, develop, and support high-caliber faculty,

4.   enhance the quality of faculty research and publication,

5.   increase support for students,

6.   improve integration of Broward, North Miami, and University Park faculty and students,

7.   assure career development for support staff,

8.   obtain adequate office space for international business faculty,

9.   improve office facilities, learning laboratories, and conference rooms and equipment, and classrooms,

10.   improve course scheduling, class size, and teaching loads,

11.   improve student services: advising, financial aid, placement, internships, and alumni relations,

12.   improve library holdings and media resources,

13. improve support for sabbaticals, professional meetings, scholarships, fellowships, and endowed chairs,

14. improve facilities for executive training programs,

15. strengthen ties with the local business community,

16. clarify the role of the North Miami Campus Department,

17. clarify the role of the Broward Department,

18. clarify the Department's role in continuing education and off-campus activities,

19. clarify summer teaching commitments,

20. clarify criteria for promotion, tenure, salary, and service, and

21. develop ways to interface with other academic units.

DEPARTMENT OF MARKETING AND ENVIRONMENT

Mission

The Department's mission is to teach, conduct research, and serve the community. It aims to graduate informed, literate, intellectually curious people; encourage joint faculty research; and encourage lifelong learning through executive seminars of local and regional concern. Faculty explore joint research projects and team-teaching in business-government-society interaction; public policy and strategic planning; macromarketing; international marketing; marketing of financial services, health care, and tourism; business ethics and societal values; and international business environment, with a focus on the Caribbean and Latin America.

Goals

The Department's goals are to

1. emphasize program, not course, selection,

2. develop a small, high-caliber doctoral program,

3. reassess and monitor the curriculum,

4. develop a program to assess instruction,

5. assess graduates' satisfaction with their instruction,

6. develop and maintain contact with students,

7. address scheduling issues inherent in offering day and evening programs in multiple locations while maintaining high quality,

8. place graduates more actively,

9. encourage joint research,

10. develop departmental research priorities,

11. anticipate and exploit research synergies through collaboration,

12. make the doctoral program distinctive and attractive by developing areas of programmatic expertise,

13.   cultivate a relationship with at least one College of Business Administration center,

14.   develop a system of partially funded sabbaticals,

15.   try to offer full-year employment with periodic summer releases from teaching,

16.   encourage new tenure-track faculty to do research by releasing them from one course during their first summer,

17.   provide graduate assistants to facilitate research and teaching,

18.   encourage and support faculty development,

19.   reduce load for program coordinators,

20.   offer at least one executive seminar annually,

21.   make meaningful contributions to College and University service,

22.   develop a departmental newsletter to communicate with students, alumni, academics, the University, and the external community,

23.   provide leadership and guidance to student marketing organizations, and

24.   make meaningful contributions to academic and trade organizations.

COLLEGE OF BUSINESS ADMINISTRATION

Undergraduate Program

Undergraduate Admission

Admission policy of the College of Business Administration is stated in the University *Catalog* under "Undergraduate Study." This information can be obtained from the Office of Admissions of the University or the College's counseling center. Quantitative and qualitative requirements are clearly stated, and a professional staff is available during the day and evening to deal with inquiries. A separate and comparable service is available in the School of Accounting. An assistant dean in the College coordinates admission policies and procedures with the University. The College admits undergraduates only at the upper division. The policy on transfer credit is stated in the *Catalog*, page 156. Professional College staff review students' records and construct a program of study for each admitted student by the end of the first semester; this is mandatory (*Catalog*, page 156). The College recognizes CLEP credit in accordance with University policy (*Catalog*, pages 13-14). The College follows University guidelines regarding academic dismissal and readmission (*Catalog*, pages 156-157).

Undergraduate Completion Requirements

Undergraduate completion requirements are met and clearly stated in the *Catalog* for each program.

Undergraduate Curriculum

Undergraduate curriculum is established on a University-wide basis. This involves the faculty in general, University and college curriculum committees, the college's general assembly, the Dean of the College, and the Faculty Senate. As of June 1989, the College's curriculum was undergoing this process after the College made revisions.

Undergraduate Instruction

Modes of instruction in College courses are varied and include almost all common techniques: lecture, case study, group work, and independent study. The College's policy is that students should evaluate every course every time it is taught, using instruments approved by the College's General Assembly and Dean. Additionally, departmental chairmen evaluate faculty by a variety of methods. These include examination of syllabi, grade distributions, students' written and oral comments, and infrequent classroom visitation. Student performance is evaluated by tests and written work--such as term papers, projects, group work, case studies, and classroom participation. Some faculty use novel methods, such as the keeping of diaries, and academic work tailored to the specific job-related circumstance of the student. Additionally, classroom participation and oral presentations are a common component of student evaluation in many courses, as is computer work, e.g., in quantitative methods, accounting, finance, and information systems. As for educational resources, the College has no major problems with faculty competence, libraries, or instructional materials/equipment. The number of computers available and the physical facilities leave something to be desired but post no major problem; the construction of a new building should alleviate any potential problems. The College, through its Center for Management Development, Small Business Development Center, Center for Banking and Finance, internships, and certificate programs, maintains affiliation with a number of local organizations.

Graduate Program

Graduate Admission Requirements

Admission to graduate programs, both master's and doctoral, are clearly stated in the *Catalog*, pages 158-159. Admission to the master's program is in accordance with guidelines established by the Board of Regents and the American Assembly of Collegiate Schools of Business, which accredits undergraduate, graduate, and accounting programs in the College. Separate college committees review applications for the master's and doctoral programs. The University Admissions Office evaluates applications to all degree programs.

Graduate Completion Requirements

Graduate completion requirements are specified in the *Catalog*. The minimum number of hours required for the Ph.D. degree is not specified; this needs to be redressed. All other requirements are published.

Graduate Curriculum

The distinction between a graduate-level and an undergraduate-level curriculum is an issue of the which College administration and faculty are cognizant. They take care to assure that texts and other materials are markedly different and that course requirements at the graduate level are suitably augmented. Typically, graduate courses, unlike undergraduate course, require independent work or a group project. Additionally, graduate course place more emphasis on research and therefore require additional library work or readings in supplementary texts. Nevertheless, questions about the distinctions between the two academic levels occasionally arise, and there is concern.

Graduate Instruction

The College may be lacking in graduate instruction. There simply is not enough physical space at present. Furthermore, our students attend part-time, for the most part. These factors make it difficult to create an environment in which graduate students and faculty can interact frequently and spontaneously. The doctoral program has yet to run a full cycle. There is no formal process for assigning students to committees and directors; each academic department or school administers this aspect of the student's program individually. A doctoral policy committee annually reviews and evaluates each student's progress and makes recommendations on the status of students in the program.

Continuing Education, Outreach, and Service Programs

The College offers continuing education programs on a non-credit basis through its three outreach centers. These are the centers for Banking and Finance, Management Development, and

Small Business Development. The workshops and programs offered by the centers are professionally staffed by full-time personnel and are offered both on campus and off. On-campus programs use the same facilities and faculty as the academic programs. Off-campus programs, normally conducted by the Small Business Development Center, are presented in suitable locations, e.g., public libraries. The program directors are responsible for evaluation, and report to the dean annually.

Faculty

Selection of Faculty

In selecting faculty, the College follows guidelines and requirements of the State University System, the University, and affirmative action. Additionally, it follows the American Assembly of Collegiate Schools of Business' strict rules for acceptable qualifications and distribution of faculty.

Professional and Scholarly Preparation

The college's full- and part-time faculty, both undergraduate and graduate, meet all criteria for scholarly and professional preparation.

Faculty Compensation

The College's salary and compensation policy is to be competitive and exceed the average salary of comparable faculty at comparable institutions. Salaries of new hires are above average; the College aims to place them at the 75th percentile for comparable faculty, according to the American Assembly of Collegiate Schools of Business. The College's departments and School are staffed by highly qualified faculty. Salary compaction (some say "inversion") is a problem for some faculty who have a long tenure--more than five years--with the University. Retirement and insurance are a State matter. Faculty are represented by a union, the United Faculty of Florida. Salary increases are negotiated by the union and the Board of Regents and are subject to the approval of the State Legislature.

Academic Freedom and Professional Security

The College does not distribute a statement of the principles of academic freedom; that is in the *Collective Bargaining Agreement* of the United Faculty of Florida and the Board of Regents. The College's letter of appointment to new faculty states certain conditions of employment. Tenure and promotion policy is in the *Tenure and Promotion Policies and Procedures, September 1981*. Tenure and promotion policy is currently under review.

Professional Growth

Opportunity for professional growth is provided by leaves of absence, sabbaticals, support for travel to professional conferences, and other activities, e.g., workshop and seminar attendance.

The Role of Faculty and Its Committees

The College is governed largely by faculty committees. A University-wide faculty handbook is under preparation.

Faculty Loads

Faculty load in the College is reasonable for a comprehensive university. A college-wide average of five courses per year is the target. Chairmen and directors normally assign no more than two preparations per semester. A centralized, professional staff does student counseling. Other responsibilities of faculty are mainly in committee work. Secretarial and clerical help are adequate. Generally, teaching assistants are not available, but class sizes are small (seldom more than 45 students and often fewer than 35). Facilities for large classes are generally lacking, a problem that increases teaching load.

Criteria and Procedures for Evaluation

Evaluation of faculty is done once a year in accordance with the *Collective Bargaining*

Agreement between the union and the regents. The department chairman or director is the evaluator, and bases his/her evaluation on assigned responsibilities in teaching, research, service, and any other special assignments that the faculty member was given.

Part-Time Faculty

The College minimizes using part-time faculty (adjunct professors), in compliance with stringent American Assembly of Collegiate Schools of Business accreditation criteria regarding the number and distribution of such faculty. Directors or chairmen evaluate adjunct professors before employment to determine that they meet the minimum qualifications for academic prepa-ration. There are no University or College published policies or guidelines regarding the employment, orientation, supervision, or evaluation of adjunct professors. Unit heads perform these activities on an ad hoc basis.

Graduate Teaching Assistants

The College does not use graduate teaching assistants at present, but plans to do so as the doctoral program develops.

Consortial and Contractual Relationships

Consortial Relationships

Not applicable.

Contractual Relationships

The College offers a master's of business administration program at two off-site locations of Motorola Inc., in Plantation and Boynton Beach. Students are Motorola employees and must satisfy the same admission, program, and graduation requirements as on-campus students. Regular, full-time College faculty teach all the courses in the program on an overload basis. Classes are given in facilities that are as good as, if not better than, on-campus facilities. Stu-

dents have access to in-house computers and to libraries in nearby locations: Florida Atlantic University, Broward Community College, and Palm Beach Community College. There are no major differences between the on-site and on-campus programs other than the composition of the classes: the on-site classes are more heterogeneous.

SCHOOL OF ACCOUNTING

Mission

The School's mission is to teach, conduct research, and serve the community. It provides high quality education in professional accounting; provides government, industry, and public accounting with well qualified graduates; provides continuing education; provides high quality courses for other academic units; develops interdisciplinary programs; provides a high-quality, research-oriented doctorate; supports a high level of faculty and doctoral student research; supports faculty development; provides short courses and conferences for professionals; conducts conferences featuring distinguished scholars; maintains outstanding student advisement; supports student professional organizations; and supports faculty service to the University, civic organizations, and professional organizations.

Goals

The School's goals are to

1. develop a nationally recognized center of accounting excellence,

2. produce high-caliber graduates for the profession,

3. graduate doctoral students who are excellent teachers and productive researchers,

4. attract a faculty of dedicated educators, scholarly researchers, and active participants in the local and national business communities,

5. acquire sufficient financial and physical resources to sustain academic excellence,

6. identify the school's comparative advantages,

7. provide students with a well-planned program of study,

8. integrate the latest technological developments and pedagogical techniques into the curriculum,

9. inculcate ethics throughout the program,

10.   constantly assess instruction,

11.   attract high-caliber students,

12.   maintain high academic standards,

13.   attract national firms to recruit on campus,

14.   place graduates with national and international firms in the centers of commerce and finance,

15.   create a well placed, broad alumni base,

16.   revamp the curriculum and make it a model for accounting schools nationwide,

17.   increase faculty research,

18.   use the Center for Accounting, Auditing, and Tax Studies (CAATS) as a vehicle for advancing faculty research and providing continuing education for professionals,

19.   encourage faculty development,

20.   reward outstanding teaching and innovative curriculum development,

21.   increase financial support for programs and faculty development, and

22.   increase funding for the doctoral program and graduate assistants.

Objectives

The School's objectives are to revise the curriculum by

1.   initiating the American Accounting Association's recommendations for accounting education in the next decade (Bedford Committee Report),

2.   enhancing professional accounting education to meet the legislated 150 hour CPA requirement in Florida and the AICPA 150 hour model accounting program,

3.   making the curriculum more flexible and relevant for students wishing to enter careers in accounting other than public accounting,

4.   providing students with a broad knowledge base in business,

5.   teaching ethical practices in accounting, auditing, and personal behavior,

6.   enhancing students' skills in communication and interpersonal relations,

7.   exposing students to lectures by prominent experts,

8.   providing graduate students with in-depth training in specialties,

9.   using information technology throughout the program,

10.   providing an accounting emphasis within the MBA program,

11.   revising sixteen courses substantively,

12.   using the case method where appropriate,

13.   emphasizing written and oral communication, ethics, and global perspectives in all courses,

14.   developing eleven innovative courses and texts locally,

15.   seeking external grant funding of $ 4 million to promote the new curriculum,

16.   streamlining student advisement by computerizing student records,

17.   offering an advanced certificate in accounting to satisfy mandatory professional education requirements of the state and AICPA and to satisfy post-baccalaureate course credits necessary to sit for the CPA examination in Florida,

18.   providing doctoral students with an in-depth knowledge of accounting and related disciplines; developing their abilities to analyze problems, synthesize results, and communicate findings; teaching them how to do research; and assisting them in becoming effective teachers,

19.   encouraging interdisciplinary research,

20.   helping students capitalize on their talents, interests, and background,

21. helping students strengthen their accounting background,

22. increasing faculty publication in scholarly and professional journals,

23. encouraging faculty members and doctoral students to publish jointly,

24. inviting distinguished scholars to speak at (CAATS) colloquia, research forums, and conferences,

25. holding a monthly Issues and Commentary Program for faculty and the local business community,

26. holding professional development programs for professionals,

27. instituting professional development programs for CPAs nationwide,

28. continuing professional education courses on Saturdays for local accountants,

29. seeking grant funding to support CAATS,

30. helping faculty members develop professionally by submitting a three-year career plan for teaching, research, and service,

31. providing assistance for faculty who continue their education,

32. establishing a series of faculty research fellows and an outstanding educator award,

33. recruiting at least three faculty; their expertise should include optimal contracting arrangements through the agency theory paradigm, human information processing and memory modeling adapted from cognitive psychology, utility theory and information economics, and taxation,

34. recruiting two senior faculty members, one of whom should be a distinguished scholar,

35. recruiting support staff for various duties,

36. establishing a computer lab with hardware, software, and staff,

37. acquiring dedicated terminals for LEXIS, NEXIS, NAARS, and DIALOG,

38. relieving major space problems by moving to a new building in 1991,

39. recruiting and retaining productive faculty members by providing research grants (2/9 to 1/3 of the nine-month base salary), and fund research stipends, and

40. enhancing external funding from CPA firms and alumni.

COLLEGE OF EDUCATION

Mission

The College's mission is to provide access to academic and professional excellence; serve the broader community and enhance its capacity to meet cultural, economic, social, and urban challenges; create better understanding among people of the Americas and the rest of the world; and improve the human condition through excellence in teaching, research, and service.

The College prepares competent, creative, and knowledgeable educators; and studies, understands, and, if necessary, alters the social, economic, and political conditions that restrict learning in a changing, pluralistic society. The College is therefore committed to promoting individual and institutional change; developing, implementing, and evaluating an infrastructure supportive of its mission; expecting excellence in teaching, research, and service; establishing strong bonds with educational organizations at all levels; and engaging in theoretical and applied research in education.

Goals

The College's goals are to

1.   become a distinguished, progressive College committed to education and responsible social change in a multicultural, urban context,

2.   integrate the activities of teaching, research, and service within a framework of academic and professional excellence,

3.   establish enduring, innovative relationships with other academic units and local, state, national, and international organizations committed to education and the improvement of the quality of life, and

4.   shape educational policies at all levels.

Objectives

The College's objectives are to

1. define its mission (1989-1990),

2. reorganize (1989-1990),

3. recruit faculty and staff (1989-1994),

4. develop internal community support (1989-1992),

5. secure NCATE accreditation (1989-1993),

6. attract distinguished faculty as visiting lecturers and resources (1989-1994),

7. implement a faculty development program (1989-1991),

8. review the curriculum (1989-1990),

9. support faculty research, the College's *Journal of Research*, and distinguished doctoral studies (1989-1993),

10. support programs for excellence in teaching (1989-1992),

11. develop new faculty community service options (1989-1994),

12. implement a College-community forum (1989-1991),

13. implement projects with community educational agencies and systems (1989-1994),

14. implement research with grant funding from government and private sources (1989-1994),

15. implement international programs in education and community development (1989-1994),

16. offer annual conferences for educational policy leaders (1990-1993),

17. provide technical, conceptual, and research assistance to educational and human service agencies and institutions (1989-1994), and

18. develop interdisciplinary research and service programs with appropriate agencies (1990-1994).

COLLEGE OF ENGINEERING AND DESIGN

Mission

The College's mission is to teach, conduct research, and serve the community. It provides a high-quality educational opportunity for students that encourages leadership, achievement, the habit of individual inquiry, and the capacity for lifelong learning. The College is committed to providing graduates who improve the quality of life, meet the needs of industry and government, and contribute to the economic competitiveness of Florida and the nation. The College strives to attain a level of research and scholarly productivity befitting a major comprehensive university and warranting national recognition for excellence.

The College consists of the School of Engineering, which offers degrees in civil and environmental, electrical, industrial, and mechanical engineering; the School of Design, which offers degrees in apparel studies, construction management, and landscape architecture and architectural studies; the Drinking Water Research Center, which conducts basic and applied studies in drinking water quality and quantity; and the International Institute for Housing and Building, which provides construction expertise to Southeast Florida, Latin America, the Caribbean, and developing nations. Bachelor's degrees are offered in apparel management, architectural technology, civil engineering, environmental technology and urban systems, industrial engineering, interior design, and mechanical engineering. Master's degrees are offered in civil engineering, construction management, electrical engineering, environmental engineering, environmental and urban systems, landscape architecture, and mechanical engineering. A PhD. in electrical engineering is planned.

Goals

The College's goals are to

1.   meet the needs of industry, business, government, and the public by conducting programs in the practical use of scientific, engineering, and technical principles,

2.   provide each student with marketable skills for a rewarding career and personal growth,

3.   meet critical current and emerging human needs and improve the quality of life by teaching the proper application of technology,

4.   serve the community through special programs such as the Drinking Water Research Center and the International Institute for Housing and Building,

5.   encourage faculty to pursue applied research in energy, transportation, solid waste disposal, biomedical devices and instrumentation, water resources, computer engineering, artificial intelligence, manufacturing, robotics, telecommunications, microelectronics, structural systems biotechnology, etc.

Objectives

The College's objectives are to

1.   implement five doctoral programs, four master's programs, and one baccalaureate program (1989-1990),

2.   expand to a new engineering building which will accommodate most of the electrical, mechanical, and industrial engineering programs,

3.   renovate the existing office and lab facilities in Viertes Haus to accommodate expanded and new programs in civil and environmental engineering; the Drinking Water Research Center; research and graduate studies in electrical, mechanical, and industrial engineering; the FEEDS production center; construction; and apparel studies,

4.   seek additional funding for the expansion of the Florida Engineering Education Delivery System (FEEDS), a Florida public/private venture to provide graduate programs and extended studies to working engineers,

5.   expand Florida Action for Minorities in Engineering (FAME), a program designed to promote engineering among minority students in the Dade County Schools,

6.   continue expansion of student chapters of professional organizations and honor societies, and

7.   increase sponsored research.

DEPARTMENT OF APPAREL STUDIES

Mission

The Department's mission is to teach, conduct research, and serve the community. The Department prepares students for management and design careers in the apparel manufacturing and retailing industries. This is the only comprehensive, industry-oriented baccalaureate program of its kind in the State and one of the few in the nation. It was developed in response to the demand for educated managers in South Florida, one of the largest apparel producing centers in the United States. The Department also provides certificate programs for lifelong learners. Industry advisory committees meet frequently with faculty to review curricula and keep them current. In addition, the Department works closely with related industries by offering seminars, some evening courses, and a career placement service. Local, State, national and international recognition has been gained through promotional activities. The rapid growth of apparel industries in the Caribbean Basin has led the Department to expand its contacts and recruiting efforts there.

Goals

The Department's goals are to

1.   enlarge and improve its academic program,

2.   improve interaction with South Florida industry,

3.   promote continuing contact with alumni,

4.   achieve excellence in teaching, research, and services,

5.   gain recognition through the School of Design,

6.   provide graduates who meet the needs of South Florida industry, and

7.   encourage leadership, achievement, the habit of individual inquiry, and the capacity for lifelong learning in students.

Objectives

The Department's objectives are to

1.   add faculty with expertise in merchandising and manufacturing,

2.   document activities which demonstrate increased interaction with industry,

3.   keep records of contacts with alumni,

4.   document evidence of excellence in teaching, research, and service,

5.   develop a five-year master plan,

6.   survey graduates for job placement data,

7.   gather data from employers regarding graduates' preparation,

8.   survey graduates for data on activities, such as graduate study,

9.   expand program through recruitment of foreign, especially Caribbean students,

10.   provide continuing education courses and seminars for the industry,

11.   develop a one-year certificate program with other Universities,

12.   raise funds for the development of a CAD/CAM lab,

13.   expand computer applications,

14.   implement a separate degree in fashion design,

15.   develop a Center for Apparel Design and Merchandising to assist small businesses, conduct research, and offer seminars,

16.   implement a master's degree in apparel management,

17.   increase research grants and thereby enhance the national reputation of the Department and faculty,

18.   establish an alumni hall of fame,

19.   expand recruitment county-wide and statewide,

20.   renovate the testing laboratory,

21.   expand the international focus of the program,

22.   hire a full-time lab manager,

23.   develop an alumni association,

24.   expand liaison with the industry, and

25.   increase scholarships.

DEPARTMENT OF CONSTRUCTION

Mission

The Department's mission is to teach, conduct research, and serve the community. It offers a nationally accredited professional education for leadership in construction management and acts as a source of continuing education for local practitioners.

Goals

The Department's goals are to

1.   gain national prominence,

2.   strengthen ties to local industry,

3.   stay aware of new educational requirements in the industry, and design appropriate courses,

4.   establish and maintain a state-of-the -art program with full computer integration,

5.   continue a multidisciplinary approach to construction education,

6.   strengthen the graduate program,

7.   support faculty development,

8.   serve continuing education needs of local practitioners,

9.   support working students through flexible scheduling,

10.   promote construction education for minorities and women,

11.   provide employment assistance for current student and alumni,

12.   support student organizations, and

13.   maintain closer ties with alumni.

DEPARTMENT OF ELECTRICAL ENGINEERING

Mission

The Department's mission is to teach, conduct research, and serve the community. The Department seeks to convey an understanding of engineering methods and experience in applying these methods; instill an understanding of the social, ethical, and economic forces that bear upon engineering; and provide a base for lifelong learning and professional development. Faculty devote 25% of their time to funded research, publish in refereed journals, participate in national conferences, and organize conferences, seminars, and courses for the industry and other schools.

Goals

The Department's goals are to:

1.   expand the graduate program,

2.   increase enrollment,

3.   increase faculty,

4.   increase scholarly activities,

5.   enhance Departmental reputation,

6.   increase student recruitment,

7.   enhance faculty development,

8.   enhance facilities and expand space,

9.   hire additional support staff,

10.   increase the budget,

11.   develop a program in computer engineering,

12.   enhance the program in power engineering,

13.   develop a program in solid state devices,

14.   develop a program in biomedical engineering, and

15.   conduct research in power engineering, computer engineering, and biomedical engineering.

Objectives

The Department's objectives are to

1.   implement a doctorate in electrical engineering (1990-91),

2.   implement a master's degree in computer engineering (1990-1991),

3.   achieve accreditation for the bachelor's degree in computer engineering (190-91),

4.   convert DMO to Eta Kappa Nu (1988-1989),

5.   achieve reaccreditation of the bachelor's degree in electrical engineering,

6.   increase enrollments in the BSEE and BSCE programs from 35 to 50 between (1993),

7.   increase enrollment in the master's program from 6 to 22 (1993),

8.   increase faculty from 17 to 22 (based on FTE's (1993),

9.   increase grant proposals to 38 (1993),

10.   increase funding to $450,000 (1993),

11.   increase faculty papers to 44, (1993),

12.   increase tenured faculty to 21 (1993),

13.   enhance admission standards by 1991,

14.   increase local, regional, and national seminars and conferences gradually, (1993),

15.   increase funding for recruiting MDCC students from zero to $1,000 (1993),

16.   increase funding for recruiting high school students from $200 to $2500 (1993),

17.   increase funding for Faculty Scholars from zero to $7500 (1993),

18.   increase funding for recruitment day from zero to $2900 (1993),

19.   increase funding for recruiting minority high school students from $56,000 to $100,000,

20.   double funding for conference attendance (1993),

21.   increase funding , promote research (1993),

22.   triple funding for travel for seminars (1993),

23.   enhance office space and furniture (1993),

24.   develop new laboratories in new building (1993),

25.   improve building security (1990), then maintain,

26.   hire two secretaries by (1992),

27.   hire two technicians by (1991),

28.   increase OCO budget,

29.   increase OPS, and

30.   increase expense budget.

DEPARTMENT OF INDUSTRIAL ENGINEERING

Mission

The department's mission is to teach, conduct research, and serve the community. It strives to establish a strong foundation in all engineering methods, including design, analysis, modeling, and experimental verification and their application. Students are prepared for work in an industrial environment, professional development, and lifelong learning. They develop an awareness of social, ethical, and economic forces that bear upon their profession and develop a sense of professional responsibility. The graduate program teaches advanced methods for basic and applied research which advances the state of the art. An average of 25% of each faculty member's time is spent on funded research. Other professional activities include participation in national conferences and societies, and service to those societies.

Goals

The Department's goals are to

1.   develop graduate programs,

2.   increase enrollment,

3.   increase faculty and staff,

4.   increase faculty scholarships,

5.   enhance the department's reputation,

6.   recruit more students,

7.   raise faculty development funds,

8.   enhance facilities and increase space,

9.   add support staff,

10.   increase the budget

11.   establish laboratories for the programs,

12.   develop new programs, and

13.   explore research initiatives.

Objectives

The Department's objectives are to

1.   gain accreditation for the master's degree in engineering management (1992-1993),

2.   implement the master's degree in industrial engineering (1989-1990),

3.   implement the doctorate in industrial engineering (1992-1993),

4.   initiate a request for an Alpha Pi Mu chapter (1990-1991),

5.   gain reaccreditation of the baccalaureate in industrial engineering (1990-1991),

6.   increase baccalaureate enrollment to 200 head count (1992-1993),

7.   increase enrollment in the master's program in industrial engineering to 63 head count (1992-1993),

8.   increase enrollment in the master's program in engineering management to 40 head count (1992-1993),

9.   increase faculty to 14 (1992-1993)

10.   increase secretarial staff by 1 (1992-1993),

11.   increase laboratory technicians to 3 (1992-1993)

12.   increase external funding for scholarly activities to $280,000 (1992-1993),

13.   increase papers published to 40 (1992-1993),

14.   publish a book (1992-1993),

15.   have 14 tenure-track faculty (1992-1993)

16.   raise admission standards (1991-1992),

17.   hold 4 local seminars/conferences (1992-1993),

18.   hold 4 regional seminars/conferences (1992-1993),

19.   hold 3 national conferences (1992-1993),

20.   publish 2 papers per faculty member (1992-1993),

21.   increase recruitment visits to Miami-Dade Community College to 4 (1992-1993),

22. increase high school recruitment visits to 4 (1992-1993),

23. increase the recruitment day fund to $2900 (1992-1993),

24. increase the recruitment of minority high school students to 50 student and seek $50,000 funding annually (1989-1993),

25. increase conference travel funds to $14,000 (1992-1993),

26. increase funds to promote research to $2,000 annually (1988-1990); $1,000 annually (1990-1993),

27. increase seminars travel funding to $1,000 annually (1988-1993),

28. add new offices and furniture in new building (1989-1990),

29. add laboratories in new building (1989-1993),

30. provide $500 for security maintenance annually (1989-1993),

31. add 5 faculty members (1989-1993),

32. add 2 secretaries (1989-1992),

33. add 2 laboratory technicians (1989-1991),

34. increase OCO, OPS and expense budgets,

35. develop a program in engineering management (1989-1990),

36. develop a program in expert system/artificial intelligence,

37. develop a program in ergonomics, and

38. conduct research in simulation and modeling, computer-integrated manufacturing, human factors, expert-system/artificial intelligence, quality assurance.

DEPARTMENT OF LANDSCAPE ARCHITECTURE AND ARCHITECTURAL STUDIES

Mission

The Department's mission is to teach, conduct research, and serve the community. It is dedicated to providing a balanced educational foundation for professional development in the fields of architecture, landscape architecture, and interior design; and including an understanding of design/aesthetics, technology/methodology, and management/practice issues. It also fosters an understanding of the social economic, and environmental forces that shape the spaces for human habitation.. The Department promotes faculty involvement in meaningful creative activities, provides expertise for public service activities: seminars, conferences, and lectures on campus and community design projects. And it engages in research on the design, preservation, and management of spaces for human habitation. The Department offers baccalaureate degrees in architectural technology, and interior design; and a master's degree in landscape architecture.

Goals

The Department's goals are to

1. establish a strong reputation for a four-year, pre-professional architecture program,

2. secure accreditation for the graduate program,

3. secure accreditation for the interior design program.

4. implement a masters's degree in architecture,

5. plan a major recruitment effort,

6. attract interior designers to study for licensure,

7. implement an architectural studies program,

8. increase enrollment in the master's program in landscape architecture,

9. enhance the faculty/student ratio,

10. seek additional funding through faculty proposals,

11. generate more faculty papers, creative projects, and design projects,

12. aggressively recruit new students,

13. develop facilities and increase space, and

14. increase OCO, OPS and expense funding.

Objectives

The Department's objectives are to

1. gain accreditation for the master's program in landscape architecture (1990-1991),

2. gain accreditation for the bachelor's program in interior design (1990-1991),

3. secure articulation agreements in architectural studies (1990-1991),

4. implement a master's program in architecture (1991-1992),

5. increase head count enrollment in the master's program in landscape architecture to 74 (1992-1993),

6. increase head count enrollment in the bachelor's program in interior design to 85 (1992-1993),

7. increase head count enrollment in the bachelor's program in architectural studies to 165 (1992-1993),

8. increase head count enrollment in the master's program in architecture (1992-1993),

9. seek 19.9 new faculty positions (1992-1993),

10. hire four secretaries (1992-1993),

11. hire three laboratory technicians (1992-1993),

12. generate 20 grant proposals (1992-1993),

13. attract $80,000 in funding (1992-1993),

14. publish 15 papers (1992-1993),

15. publish 1 book (1992-1993),

16. build 5 works (1992-1993),

17. garner 1 award (1992-1993),

18. design 2 on-campus projects (1992-1993),

19. design 3 community projects (1992-1993),

20. recruit Miami-Dade Community College students through 4 visits per year (1989-1993),

21. recruit Broward Community College students through 2 visits per year (1989-1993),

22. recruit high school students through 7 visits per year (1992-1993),

23. recruit students through 2 career fair visits per year (1992-1993),

24. disseminate brochures about program offerings (1989-1993),

25. increase faculty offices, etc., to 4000 square ft. (1992-1993),

26. increase graduate design studios to 7,350 square ft. (1992-1993),

27. increase undergraduate design studios to 9,720 square ft. (1992-1993),

28. double resource lab space (1992-1993),

29. double computer lab space (1992-1993),

30. double exhibition space (1992-1993),

31. double storage space (1992-1993), and

32. increase OCO, OPS, and expense budgets from $66,480 to $269,662 (1992-1993).

DEPARTMENT OF MECHANICAL ENGINEERING

Mission

The Department's mission is to teach, conduct research, and serve the community. Undergraduates are provided with a strong foundation in engineering sciences, including analytical, computational, and state-of-the-art experimental methodologies. Students learn to solve applied engineering problems through modeling, design, and experimental verification. Student are encourage to become lifelong learners and participate responsibly in the engineering profession and society. The graduate program prepares students for careers in advanced research and development. Externally funded research, and publication in refereed journals are two top priorities of the faculty. The Department provides service to the professional community through continuing education programs, seminars, training programs, and participation in professional societies.

Goals

The Department's goals are to

1.   achieve accreditation,

2.   increase graduate offerings,

3.   implement a student organization,

4.   increase enrollment,

5.   increase faculty and support staff, and

6.   increase scholarly activity.

Objectives

The Department's objectives are to

1.   achieve reaccreditation of the baccalaureate program (1990-1991),

2.   evaluate the master's program (1990-1991),

3.   start a doctoral program (1991-1992),

4.   increase undergraduate enrollment to 135 (118 FTE's) (1992-1993),

5.   increase master's enrollment to 55 (40 FTE's) (1992-1993),

6.   increase doctoral enrollment to 7 (5 FTE's) (1992-1993),

7.   increase tenure-track faculty to 15 (1992-1993),

8.   increase secretarial support to 3 (1992-1993),

9.   increase lab technicians to 3 (1992-1993),

10. increase grant proposals to 35 (1992-1993),

11. increase external research funding to $700,000 (1992-1993),

12. increase refereed publications to 35 (1992-1993),

13. publish one book per year, and

14. hold one national conference per year.

COLLEGE OF HEALTH

Mission

The College's mission is to teach, conduct research, and serve the community. The College prepares professionals at the undergraduate and graduate levels, performs basic and applied research, and provides service which responds to health needs at all levels. It responds to the ongoing and continuing educational needs of health care professionals. Furthermore, since it is located at the "Gateway to Latin America," it rightfully serves students from the Caribbean and from Central and South America.

The College consists of the School of Allied Health Science, which is composed of the Departments of Dietetics and Nutrition, Medical Laboratory Sciences, Medical Records Administration, Occupational Therapy, Prosthetics and Orthotics, Physical Therapy, and a joint graduate program in Public Health with the University of Miami. The appropriate baccalaureate degrees specific to each field, with certificate and license, are offered. Graduate programs offer the master's degree in dietetics and nutrition, medical laboratory science, occupational therapy, and public health. An implementation proposal for a master's degree in physical therapy was approved by the Board of Regents in March 1988. A doctorate in public health is contemplated for the future.

Goals

The College's goals are to

1.   prepare qualified professionals in the health care professions,

2.   promote the concept of wellness in all professional programs,

3.   offer and establish core courses specific to the College that treat topics of importance to all disciplines,

4.   establish a faculty development program in all areas of health,

5.   attract, recruit, and retain high-quality students with particular attention to minorities in both undergraduate and graduate programs,

6.   improve the image of the College both within the University and the community,

7.   offer innovative and needed graduate programs in health care,

8.   endeavor to encompass all health-related University programs, including the School of Nursing,

9.   seek to elevate a program in public health to a School of Public Health, and

10.   encourage and promote cooperative programs that are interdisciplinary and multidisciplinary.

Objectives

The College's objectives are to

1.   comply with all applicable accreditation standards,

2.   know current demands of the professions,

3.   ensure that teaching and research strategies are state-of-the-art,

4.   assess all academic programs for quality, efficiency, and effectiveness,

5.   advocate wellness as a positive, daily, practiced philosophy, not the absence of illness,

6.   offer conferences, symposia, and lectures emphasizing wellness,

7.   promote understanding and cooperation among various health disciplines,

8.   assure uniformity and continuity of information essential to the education of health care professionals,

9.   increase class enrollment in a cost-effective manner but ensure a high-quality of educational experience for students,

10.   establish faculty exchanges, fund research projects with seed money, and send faculty to professional workshops and conference,

11. seek extramural funding for the College,

12. establish a College advisory committee,

13. develop, organize, and implement a cost-effective student recruitment plan,

14. offer fully funded scholarships in every academic discipline,

15. enhance recognition of the College through extended community service and projects,

16. utilize a team approach in developing fields of study at both the undergraduate and graduate levels,

17. reassess the characteristics of the health care professions which are common to each discipline and thereby clarify those disciplines,

18. be receptive to the health care needs of the state, region, and country, and

19. establish sufficient numbers of funded graduate assistantships, scholarships, and fellowships to attract and maintain high-quality programs.

RECOMMENDATION:

The College should encompass the School of Nursing, which at present is autonomous.

DEPARTMENT OF DIETETICS AND NUTRITION

Mission

The Department's mission is to teach, conduct research, and serve the community. It develops professional dietetic practitioners at undergraduate and graduate levels, and provides general nutrition education; conducts research in human nutrition, dietetic management, and community/international nutrition; and provides leadership in dietetics and nutrition through technical advice, consulting, education, and public speaking.

Goals

The Department's goals are to

1.   maintain accreditation/approval of professional dietetic programs,

2.   recruit, admit, and graduate students, with emphasis on minorities,

3.   update/revise the master of science curriculum,

4.   expand scholarly research activities,

5.   plan and implement a doctoral program,

6.   implement a nutrition concentration in the master's in public health program,

7.   provide continuing education for community practitioners, and

8.   enhance the prestige of the College and Department.

Objectives

The Department's objectives are to

1.   submit plan V and AP4 approval documents (1989),

2.   expand recruitment and fill a faculty position (1989),

3.   revise the CUP course sequence (completed),

4.   submit an HCOP grant proposal,

5.   increase graduate recruitment through development of a graduate brochure (ongoing),

6.   consider off-campus courses (ongoing),

7.   add/delete courses to update the master's curriculum (1989),

8.   expand laboratory and applied research (ongoing),

9.   submit grant proposals to support research and training (ongoing),

10.   obtain administrative support to place a doctoral proposal on the Board of Regents' agenda and revise the timetable,

11.   negotiate possibilities of a nutrition concentration in the public health program (1989),

12.   develop curricula for nutrition courses for the public health program,

13.   increase publicity regarding regular course offerings (1989),

14.   investigate the feasibility of offering a review course for the RD exam (1989),

15.   add two or more faculty lines as justified by increased FTEs (1989),

16.   provide support for faculty to make presentations at national meetings (ongoing),

17.   support faculty leadership of, and participation in, professional organizations (ongoing), and

18.   participate in the reaccreditation self-study for SACS (1989-90).

RECOMMENDATIONS

The Department recommends:

that it add faculty lines, research labs, and office space to meet expanded and potential FTEs on three campuses, to increase research activities, and to broaden departmental expertise.

that it obtain additional graduate and research assistantships and add student laboratory space.

that the administration support a doctoral program and a nutrition concentration in the master's of public health.

that, with public focus on nutrition, the time is right for real departmental growth and leadership in the Southeast; it urges University-wide support.

DEPARTMENT OF MEDICAL LABORATORY SCIENCES

Mission

The Department's mission is to teach, conduct research, and serve the community. It prepares health professionals at the undergraduate and graduate levels through excellence in teaching; provides assistance at local, state, and national levels by helping solve health-related issues and problems; and provides continuing professional education.

Goals

The Department's goals are to

1. prepare health professionals,

2. provide graduate and continuing professional education,

3. strive for excellence in teaching, research, and service,

4. promote joint/cooperative projects, and

5. provide professional service.

Objectives

The Department's objectives are to

1. provide academic training required of licensed medical technologists for state and national certification,

2. increase undergraduate enrollment,

3. increase graduate specialization options,

4. build the foundation for a doctoral program,

5. increase and expand graduate student enrollment,

6. assist in the upward mobility of professionals,

7. maintain a high quality program,

8.   recruit and retain high caliber faculty,

9.   implement a faculty development program,

10.   obtain an independent building to house the College,

11.   participate in national and international projects and initiate collaborative pro-
       grams,

12.   facilitate collaborative faculty research,

13.   increase cooperation among units within the College and within the University,

14.   assist in solving health-related issues and problems by contributing to
       policymaking at all levels, and

15.   increase communication with hospitals and major health-related industry.

RECOMMENDATIONS

The Department recommends:

enrollment through a vigorous recruitment plan at all levels, and that financial aid be pro-
vided to potential graduate students.

that all research faculty be given adequate research space and facilities.

that faculty be encouraged and required to seek and apply for external grant funding for
projects and for financial aid for graduate students.

that the master's program be a step toward the establishment of a doctoral program.

DEPARTMENT OF MEDICAL RECORD ADMINISTRATION

Mission

The Department's mission is to teach, conduct research, and serve the community. It provides an excellent, relevant course of study, encourages participation in the profession, instills ethical standards, and helps graduates achieve career success.

Goals

The Department's goals are to

1. provide an program which meets or exceeds the CAGEA/AMRA accreditation standards,

2. promote recognition of the profession,

3. attract students locally, statewide, nationally, and internationally, and

4. serve as a professional resource center within the community.

Objectives

The Department's objectives are to

1. comply with CAGEA/AMRA accreditation standards,

2. interface with area hospitals and clinics in providing opportunities for clinical experience,

3. evaluate regular and adjunct faculty,

4. offer courses on contemporary issues,

5. evaluate the program regularly,

6. ensure the quality and growth of the program,

7. increase the enrollment of ARTs in the program,

8. recruit high-caliber students, and

9.　　　　provide continuing education.

RECOMMENDATIONS

The Department recommends:

that student assistants or graduate assistants be retained for special projects, research, and lab assistance.

that an administrative assistant be hired for statistical analysis, research projects, and computer tracking and trending.

that new software provide supplemental course work for students who require credits for graduation or for RRAs and ARTs who need continuing education credits.

that there be a resolution to the continuing problem over FTEs: the Department still shares certain courses with Health Services Administration even though it is no longer under the same College.

that there be additional office space to accommodate anticipated growth of faculty and staff.

DEPARTMENT OF PUBLIC HEALTH

Mission

The Department's mission is to teach, conduct research, and serve the community. It provides fundamental skills to persons seeking a career in public health, practitioners involved in planning and implementing community health programs, and others seeking a broader base of knowledge to improve environmental and personal health services for the community.

Goals

The Department's goals are to

1.   develop various concentrations in public health,

2.   establish a dual degree program in conjunction with the Departments of Social Work, Nutrition, and Public Administration, as well as the Southeastern College of Osteopathic Medicine,

3.   establish a research agenda in health promotion, disease prevention, environmental health, and the delivery of community health services,

4.   continue to provide service to the community through faculty and student participation,

5.   increase enrollment by 25%,

6.   attain accreditation by the Council on Education for Public Health, and

7.   develop programs to enhance the quality and effectiveness of public health practitioners.

Objectives

The Department's objectives are to

1.   develop curriculum for the public health policy and administration concentration (1989),

2. identify faculty who can teach public health students through joint appointments (1989),

3. seek funding for two additional faculty (1989),

4. develop MPH curricular guidelines in clinical preventive medicine (1990),

5. activate a concentration in public health nutrition (1989),

6. publish a newsletter for students and alumni (1989),

7. develop dual degree options in MSW/MPH, MPA/MPH, and DO/MPH (1991),

8. develop an external advisory committee to assess program quality and needs (1991),

9. develop field placement sites and preceptorships (1989),

10. identify research needs in health promotion and disease prevention (1990-1991),

11. stimulate the development of funding sources (continuous),

12. establish a relationship with the Carter Center/CDC, to become a user of health risk appraisal (1990-1991),

13. establish a databank on the efficacy of health risk appraisal with multiethnic populations (1990-1991),

14. seek grants to provide service to government and other agencies (continuous),

15. encourage publication of articles in refereed journals, proceedings, etc. (ongoing),

16. provide technical support to federal, state, and local public health and medical care agencies,

17. encourage faculty and student collaboration with other academic units,

18. establish a committee to develop a marketing strategy for student recruitment (1989-1990),

19. reach minority population (ongoing),

20.   increase financial aid (1989-1991),

21.   increase the number of full-time students by 10% per academic year,

22.   identify a pool of prospective students at predominantly black Florida Colleges (1989-1991),

23.   recruit and train health promotion specialists in the private sector (1989-1991),

24.   establish formal linkages with South Florida health units (ongoing),

25.   publicize the program in print media (ongoing),

26.   take necessary steps to gain accreditation for the public health program (1989-1991),

27.   increase the number of Caribbean students (1990-1991),

28.   orient health professionals to public health work (1990-1991),

29.   identify demand in service areas, assess needs of public health employees, assess interest among prospective public health personnel (1990-1991),

30.   provide short courses,and workshops, to upgrade competence of current public health workers (1990-1991),

31.   develop an undergraduate course on health promotion and disease prevention (1990-1991),

32.   serve as a resource on public health for other academic units (1990-1991),

33.   enhance the quantity and quality of faculty research (1990-1991),

34.   encourage faculty participation in professional organizations and activities (1990-1991), and

35.   increase faculty familiarity with computer applications in public health (1989-1990).

DEPARTMENT OF OCCUPATIONAL THERAPY

Mission

The Department's mission is to teach, conduct research, and serve the community. It prepares qualified occupational therapists at both graduate and undergraduate levels; promotes excellence in practice through educational programs and service to the professional community; expands and validates the knowledge base of the profession; provides resources to the health care system to promote health and ameliorate dysfunction, insuring effective practice to patients; and maintains an effective system for insuring high quality standards.

Goals

The Department's goals are to

1.   provide the academic and clinical education prerequisite to examination and licensure,

2.   recruit and retain students to help meet the need for qualified personnel in South Florida,

3.   provide appropriate technology for educating students,

4.   provide advanced education to practicing therapists,

5.   ensure that the content of the curriculum reflects current clinical practices,

6.   promote active faculty and student involvement in research,

7.   promote development of faculty skills and interests in research,

8.   provide post-graduate professional education to the community, and

9.   promote professionalism within the field.

Objectives

The Department's objectives are to

1.   comply with AOTA/AMA accreditation standards,

2.   interface with area hospitals and clinics to provide students with clinical experiences,

3.   recruit 2-3 times the number of students admitted,

4.   admit a minimum of 35 undergraduate and 20 graduate students each year,

5.   establish informational resources aimed at attracting students to the major,

6.   provide opportunities for graduate-level entry,

7.   identify financial aid resources,

8.   make the technology lab available to students full time,

9.   increase information about, and use of, technology in treatment and administration,

10.   use interactive video to promote independent learning,

11.   hire a technology lab assistant,

12.   enroll more practicing therapists in graduate programs,

13.   promote continuing education by sponsoring at least one program per year,

14.   develop programs to teach post-graduate skills which are not appropriate for the graduate curriculum,

15.   encourage funding for faculty development,

16.   use skilled clinicians as guest lecturers,

17.   provide release time, space, technology, staff, and graduate assistance,

18.   allocate funding for faculty research,

19.   establish a developmental research lab,

20.   recruit at least two additional Ph.D.-level faculty with specific research interests,

21.   encourage faculty to obtain the doctorate by providing flexible schedules,

22.   continue leadership involvement in the Great Southern Occupational Therapy Association Conference,

23.   encourage faculty presentations at all levels,

24.   make the technology lab and resources available to clinicians,

25.   promote student and faculty involvement in state and national professional activities, and

26.   promote involvement in the American Occupational Therapy Commission on Education, network with other educators, and enhance FIU's reputation.

RECOMMENDATIONS

The Department recommends:

that additional budget allocations be used to obtain laboratory equipment, offer graduate assistantships, attract more graduate students, provide start-up funds for new faculty and research funds for current faculty, and recruit new faculty and students.

that additional space be allocated for research and for laboratory teaching.

that faculty lines be added to accommodate the planned expansion of degree programs.

DEPARTMENT OF PHYSICAL THERAPY

Mission

The Department's mission is to teach, conduct research, and serve the community. It offers excellent teaching by practitioners experienced in both academic and clinical education, contributes to both basic and applied research, and improves the quality of physical therapy in the community.

Goals

The Department's goals are to

1.   prepare entry-level physical therapists in all settings,

2.   prepare students to implement and evaluate research,

3.   recruit minority students, and

4.   provide continuing education for practitioners.

Objectives

The Department's objectives are to

1.   comply with accreditation standards of the American Physical Therapy Association,

2.   emphasize the skills in the curriculum,

3.   provide sufficient resources for high-quality instruction,

4.   collaborate with clinical faculty to improve clinical education,

5.   solicit feedback to improve the curriculum,

6.   provide students with the skills and knowledge necessary to evaluate research and participate in clinical research,

7.   provide students with the opportunity to conduct research and report findings to the physical therapy community,

8. ensure retention of minority students while maintaining academic standards,

9. attend local, state, and national conferences, and

10. develop continuing education programs for the practitioner.

RECOMMENDATIONS

The Department recommends:

purchasing motion analysis equipment ($100,000) and teaching equipment ($15,000) 1989-90; these purchases would facilitate teaching and research efforts necessary for promotion and tenure.

two full-time paid sabbaticals in 1990 and one full-time paid sabbatical in 1991 to allow faculty to complete doctoral studies.

providing additional space for faculty offices, equipment storage, and research.

increasing library subscriptions to medical and other health journals.

that the University support the proposed master's program before the Board of Regents and allocate the following resources for it: three new faculty lines and offices in 1989-90, two graduate assistantships annually, and additional funding for operating expenses and equipment purchase.

that the University support cooperative efforts between the Department and Student Health Services and the Department of Athletics: create two joint faculty lines, one between the Department and Student Health Services, and the other between the Department and the Department of Athletics; and provide $75,000 for equipment.

hiring a full-time coordinator for minority recruitment and allocating funds for undergraduate scholarships and tutoring.

DEPARTMENT OF PROSTHETICS AND ORTHOTICS

Mission

The Department's mission is to teach, conduct research, and serve the community. It aims to increase the number of prosthetists and orthotists available for rehabilitative services to the physically handicapped and improve the skills of practicing professionals.

Goals

The Department's goals are to

1. increase the available supply of educated and certified professionals to work in the rehabilitation of disabled persons, and

2. improve the quality of practicing professionals by providing continuing education courses.

Objectives

The Department's objectives are to

1. educate twelve students per year in a fully accredited program, and

2. create a program responsive to practitioners' needs, and

3. develop and implement programs and research.

RECOMMENDATIONS

The Department recommends:

adding additional laboratory space for teaching and research.

hiring one new tenure-track faculty member.

hiring a laboratory manager.

placing a faculty officer in closer proximity to teaching and research facilities.

increasing the E&G budget by one-third.

SCHOOL OF HOSPITALITY MANAGEMENT

Mission

The School's mission is to teach, conduct research, and serve the community. The School, which prepares individuals for management careers in the local, national, and international field of hospitality, is first and foremost a teaching institution, imparting knowledge through excellent teaching, fostering creativity in all areas of academic life, and creating new knowledge through research. It is resolved to meet the needs of the traditional student, the part-time student, and the lifelong learner through its bachelor's degree in hospitality management and its master's degree in hotel and food service management.

The School's successes are numerous. It has been designated by the Board of Regents as a "Program of Distinction" and is recognized by the industry as one of the top four Schools in the U.S. The *New York Times* recently featured the School in a special section on education. One graduate is vice president and general manager of the world's largest hotel, and another is director of the European division of an international hotel chain. The program has experienced phenomenal growth from its small starting class to its current enrollment of over 1,000 students.

Goals

The School's goals are to

1. maintain a preeminent position in hospitality management education,

2. coordinate and be involved in the students' total educational experience from recruitment through placement,

3. offer an educational environment that simulates industry situations in classrooms, laboratories, and professional interactions,

4. maintain an environment which encourages faculty development, collegiality, creativity, and the pursuit of individual career goals, and

5. maintain strong industry relationships which provide financial assistance, job placement opportunities, and mutual support systems for exchange between the academy and the industry.

Objectives

The School's objectives are to

1. recruit distinguished faculty who are academically qualified and substantially experienced in industry,

2. encourage industry and related research,

3. encourage publication in refereed journals,

4. encourage faculty interaction with industry through associations, seminars, and lectures,

5. encourage faculty to continue lecturing in Latin America, Europe, and the Far East, and through contacts develop a better understanding of the international industry,

6. maintain an international faculty exchange,

7. encourage faculty appointments to boards of leading industry corporations and associations,

8. conduct national seminars,

9. provide learning experiences that simulate industry situations,

10. provide excellent academic counseling,

11. provide students with opportunities to develop organizational, leadership, team-work, decision-making, and problem-solving skills,

12. provide comprehensive career counseling and place graduates in entry-level hospitality management positions,

13. provide practical experiences in classrooms, laboratories, and industrial settings,

14. invite industry executives to participate in classroom sessions,

15. provide and coordinate student internships in the area's foremost hotels and restaurants,

16. continue ongoing associations with Schools abroad, such as the British university which exchanges students for a semester,

17.   encourage industry donations for development and scholarship funds,

18.   maintain close association with local and national hospitality organizations through an industry advisory counsel and other contacts,

19.   make the program accessible to older, part-time students by expanding it in Dade and Broward counties,

20.   maintain relations with alumni,

21.   administer the Florida International Hospitality Society, an international professional organization for alumni which conducts educational seminars and publishes a semi-annual newsletter,

22.   conduct an aggressive international student recruitment program aimed at meeting the needs of the international hospitality industry, and

23.   establish student chapters of national professional societies.

RECOMMENDATIONS

The School recommends:

that it capitalize on its new North Miami Campus location, its proximity to the industry, and its expanded facilities to enhance its distinguished program.

the School recommends that it increase enrollment.

the School recommends that it study the feasibility of establishing a state school of culinary arts, which would offer an A.S. degree program, and a state tourism research center.

SCHOOL OF NURSING

Mission

The School's mission is to teach, conduct research, and serve the community. It prepares men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global society; promotes, expands, and validates the scientific base of nursing knowledge and practice through the discovery, organization, and transmission of research-based knowledge, skills, and values; collaborates with local, national, and international health care agencies in promoting excellence through cost-effective, accessible, equitable, and humanistic health care delivery systems for diverse individuals, families, and communities; and maintains and builds a satisfactory funding base supportive of the School's programs from legislative, private, and external sources.

The School started in 1982 through start-up funds provided by nine Miami hospitals concerned about the acute nursing shortage. The present demand for nurses is twice the supply, both in Florida and in the nation.

The School is a self-standing academic unit, based primarily at the North Miami Campus. As of May 1989, it had an undergraduate head count enrollment of 320, and an FTE of about 111. The nurse practitioner program has a head count enrollment of 40, and an FTE of about 63.

The School offers baccalaureate and post-baccalaureate nursing programs designed to prepare professional nurses who can lead, coordinate, and oversee the delivery of accessible, competent, affordable, high-caliber, comprehensive, culturally sensitive, humanistic, and holistic health care. Graduates are prepared to function within the contexts of a cost-conscious, consumer-oriented, litigious, highly mobile, multiethnic, global society and competitive, profit-oriented, highly technological health care system.

The School's upper-division offers a two-year curriculum leading to a bachelor of science in nursing. Upon completion of this program, the graduate is eligible to become licensed as a registered nurse and apply for graduate status. At the post-baccalaureate level, the School offers a one-year program for nurse practitioners. This program qualifies the graduate for state and national certification as an Adult Health Nurse Practitioner and for master's and doctoral studies in nursing.

The School is fully accredited by the Florida Board of Nursing and the National League for Nursing. It holds institutional membership in the American Association of Colleges of Nursing and the National League for Nursing. Nurse practitioner faculty hold membership in the National Organization of Nurse Practitioner Faculty.

The School maintains contractual agreements with forty-six health care facilities in South Florida, through which it provides clinical experience for its students.

Goals

Undergraduate Curriculum

The School's goals are to ensure that

1. the curriculum reflects the mission,

2. prerequisites facilitate successful progress,

3. the curriculum is relevant to trends in nursing, health care, and society,

4. teaching methods, number of faculty, and laboratory resources are adequate,

5. course objectives define the nature and level of course content,

6. clinical teaching sites are appropriate,

7. graduates possess leadership characteristics and competencies, and

8. the quality assurance system adheres to regulatory and accreditation standards.

Goals

Graduate Curriculum

The School's goals are to ensure that

1. the curriculum reflects the mission,

2. the curriculum builds on the bachelor's program,

3. a difference exists between the graduate and undergraduate programs,

4.   learning is relevant to specialization and interests,

5.   students acquire knowledge and skills in research, and

6.   School and clinical laboratories are adequate.

Goals

Recruitment

The School's goals are to

1.   maintain adequate recruitment mechanisms,

2.   attract a diversified student body reflective of the community,

3.   maintain adequate support systems for students,

4.   help students build academic, clinical, and functional skills,

5.   encourage students to participate in activities and committees,

6.   maintain adequate student-faculty, student-adviser interaction,

7.   inform students of policies, curriculum, and resources, and

8.   ensure that graduates are appropriately employed.

Goals

Faculty

The School's goals are to

1.   foster faculty-student participation in academic governance,

2.   recruit minority faculty,

3.   increase faculty holding doctorates,

4.   orient new faculty adequately,

5.   provide adequate office space and secretarial support,

6.   seek comparable faculty salaries and benefits,

7.   encourage faculty collaboration with community health care agencies,

8.   assure that faculty assignments are congruent with professional, academic, and experiential credentials,

9.   ascertain that criteria for evaluating faculty are clear,

10.   ensure that the criteria and process for appointment, promotion and tenure are clear, equitable, and valid,

11.   publish criteria for awarding faculty for creativity, scholarship, and research, and

12.   ensure that there are mechanisms for ongoing faculty development to strengthen and/or upgrade teaching, research, and clinical skills.

Goals

Research

The School's goals are to obtain adequate research space, support, library resources, and time; and to encourage faculty-student collaboration.

Goals

Faculty Participation

The School's goals are to encourage faculty

1.   participation in professional activities at all levels,

2.   sponsorship of symposia, conferences, workshops, and other programs for nursing and other community groups,

3.   consulting, and

4.   leadership at all levels in nursing education and health care.

Goals

Funding

The School's goal is to obtain adequate funding for research and programs.

Objectives

Undergraduate Curriculum

The School's objectives are to ensure that

1.   the School wins state approval and national accreditation,

2.   course prerequisites facilitate successful progression through the program, as gauged by state approval, national accreditation, and 80% or better passage on the licensure exam,

3.   the curriculum is relevant, as gauged by successful employment of graduates,

4.   course objectives define the nature and level of content, as gauged by state approval, national accreditation, and 80% or better passage on the licensure exam,

5.   teaching methods are appropriate for student level and course objectives, as gauged by state approval, national accreditation, and 80% or better passage on the licensure exam,

6.   the number of faculty are adequate for the curriculum, as gauged by state approval, 80% or better passage on the licensure exam, student satisfaction, and successful student progress,

7.   laboratory resources are adequate for the curriculum, as gauged by state approval, 80% or better passage on the licensure exam, student satisfaction, and successful student progress,

8. clinical learning sites are appropriate for the curriculum, as gauged by state approval, 80% or better passage on the licensure exam, and successful student progress,

9. graduates have leadership characteristics and competencies, as gauged by alumni leadership in health care, and

10. effective quality assurance is maintained in adherence with regulatory and accreditation standards, as gauged by state approval, national accreditation, 80% or better passage on the licensure exam, and successful progress.

Objectives

Graduate Curriculum

The School's objectives are to ensure that

1. the graduate curriculum reflects the mission, as gauged by national accreditation,

2. the graduate curriculum builds on the baccalaureate program, as gauged by national accreditation,

3. there is a difference between the graduate and undergraduate programs, as gauged by national accreditation,

4. learning is relevant to nursing specialization and student interest, as gauged by national accreditation and student interest,

5. the curriculum teaches research skills, as gauged by national accreditation and successful student progress, and

6. School laboratory resources are adequate for the goals and objectives of the graduate program, as gauged by national accreditation, and feedback from graduate students and alumni.

Objectives

Recruitment

The School's objectives are to ensure that

1. recruitment is adequate to attract and recruit 100 generic students per year (RN-BSN) and 25 graduate students per year,

2. a diversified student population is recruited - one reflective of the community at the rate of 50% minority,

3. academic and other support systems are adequate, as gauged by national accreditation and 80% or better passage on the licensure exam,

4. students build academic, clinical, and functional skills progressively, with a minimum of one repeat course during the program,

5. students participate actively in School activities and faculty committees,

6. student interactions with faculty and advisers are adequate, as gauged by student satisfaction, retention, and progression,

7. School policies, curriculum, and resources are communicated to effect student satisfaction, retention, and progression, and

8. graduates are employed in leadership positions.

Objectives

Faculty

The School's objectives are to ensure that

1. faculty and students actively participate in academic governance,

2. minority faculty recruitment reflects the student body, as gauged by 50% minority faculty,

3. 100% of tenure-track faculty possess earned doctorates,

4.   new faculty are adequately oriented to their responsibilities,

5.   faculty specialties, expertise, and interests are appropriately utilized,

6.   faculty progress successfully toward promotion and tenure,

7.   merit pay is awarded fairly and objectively,

8.   faculty improve skills in teaching, research, and clinical practice,

9.   faculty have adequate office space and secretarial support,

10.   faculty salaries are adequate relative to other University faculty, and faculty of other schools of nursing, and

11.   faculty regularly increase knowledge and skills in their specialties through collaboration with community-based health care agencies.

Objectives

Research

The School's objectives are to ensure that

1.   faculty and students have adequate space, computers, and secretarial support to conduct research,

2.   library holdings are current and adequate to support research and scholarship,

3.   faculty and students collaborate on research and scholarship resulting in both publication and professional presentations, and

4.   faculty assignments and teaching loads permit active research, writing, publication, and presentations at professional meetings.

Objectives

Faculty Participation

The School's objectives are to encourage faculty

1.   participation in professional activities at all levels,

2.   presentations to nursing and other community groups,

3.   visits/projects which meet the needs of requesting groups, and satisfactory inter-action between faculty and nursing and health care providers at all levels, and

4.   publication in national and international nursing journals.

Objectives

Funding

The School's objectives are to show evidence of financial support for faculty development activities, such as travel, instructional improvement, fellowships, and grants; and to show evidence of faculty seeking grants at local and national levels.

SCHOOL OF NURSING

Institutional Effectiveness

The School has established adequate procedures for planning and evaluation. Detailed in the School's mission statement and assessment plan (available for review) and excerpted in this self-study document, these procedures describe a systems approach to planning and evaluation, an approach at once formative, comprehensive, and summative. It calls for broad-based involvement of nursing faculty and administration, who establish a clearly defined educational purpose in the context of the University mission, goals, objectives, environment, resources, curricular and extracurricular activities, and faculty; cooperating clinics' philosophies, goals, environments, and human and economic resources; the nursing profession's standards, organization, role expectations, and licensure requirements; and societal trends in population, health care needs, and the job market.

Having established an educational purpose, the School formulates goals and objectives consistent with that purpose: academic achievement. In assessing educational results, the School takes into account the context (above), and many other variables: student characteristics and achievement in the cognitive, affective, and psychomotor domains; the program's mission and objectives; teaching and learning characteristics; time, facilities, resources, and cost of instruction; and characteristics of nursing graduates and alumni.

The School evaluates research and service effectiveness through this same systems approach.

SCHOOL OF NURSING

Educational Program

The School is in compliance with criteria 4.1, 4.3, 4.4 (except 4.4.10 , regarding graduate teaching assistants, which is not applicable), and 4.5 (except 4.5.1, regarding consortial relationships, which is not applicable). Criteria 4.2, regarding graduate programs, are not applicable. Documentation for compliance is found in the University *Catalog* and in this self-study, as well as supporting material readily available from the School of Nursing.

RECOMMENDATIONS

We recommend that:

the School consider converting to college status.

the School add faculty lines (consonant with a state-mandated faculty-student ratio of 1:12) as enrollment rises.

the School provide a minimum of two tenure lines for clinical adjunct faculty.

the Board of Regents adjust its funding formula for nursing education to meet the needs of faculty and students who function in a unique contact-intensive, high-risk environment.

nursing faculty salaries be adjusted to stay competitive with those of the health services industry (nursing faculty salaries lag 20-30% behind).

the School conduct regular faculty development programs focused on instruction and evaluation of its diverse, multilingual, multiethnic student body.

the School increase the enrollment of generic and RN students at the baccalaureate level.

the School recruit, retain, and monitor Hispanic, Afro-American, Caribbean black, Latin American, international, and male students.

the School increase its faculty (the current faculty carry a minimum of 16-18 contact hours per week, well above the 12 required of other University faculty).

the School give priority to scheduling classes at flexible times and sites to accommodate working RNs.

the School phase its existing nurse practitioner certificate program in adult health into a master of science in nursing degree and add tracks in gerontological nursing, psychiatric/mental health, maternal/child health, home health care, and midwifery.

the School offer a multidisciplinary graduate program in primary health nursing.

the School equip itself with laboratories reflecting state-of-the-art diagnostic, therapeutic, rehabilitative, and educational approaches used in institutions and community health care settings.

the School increase library holdings and other instructional resources; computers should take priority.

the School expand its instructional space, particularly for research, e.g., develop a demonstration area where faculty and graduate students could test hypotheses in conjunction with an income-generating faculty-practice plan.

the School strengthen its activities in international health by collaborating with other units within the University; external agencies such as the Pan American Health Organization and World Health Organization; and universities renowned for international nursing. Nursing faculty should continue consulting in the Middle East, the Bahamas, and other developing countries.

the School plan, implement, and evaluate continuing education courses for nursing alumni and local nurses in critical care, home health care, care of AIDS patients, nursing liability, risk management, and quality assurance.

the School increase private funding and spend it on endowed chairs in research and primary care practice, faculty development, and student scholarships.

the nursing faculty double their funded research, currently averaging $100,000 per year.

the nursing faculty double productivity in scholarly activities, such as publication and fellowships.

Nursing faculty serve the community through consulting, and board memberships in health care and other agencies.

the School seek the expertise of external consultants when continuing National League for Nursing accreditation and planning the transition from the nurse practitioner certificate to the master's program.

the School increase secretarial staff by at least two.

SCHOOL OF PUBLIC AFFAIRS AND SERVICES

Mission

The School's mission is to teach, conduct research, and serve the community. It fulfills the needs of public service agencies and other organizations in South Florida and Latin America by assisting with professional development, problem assessment, policy formulation, and program implementation. It seeks to advance the frontiers of theory, research, practice, and policy knowledge in criminal justice, health services, public administration, and social work. It offers high quality credit and non-credit graduate, undergraduate, and continuing education and training to enhance the competence of public service professionals. It engages in scholarly, applied, and evaluative research to improve policies, systems, and programs. And it helps public service agencies and other organizations understand and cope with community needs, organizational problems, and other challenges.

Goals

The School's goals are to

1. become the major school of public affairs and services in Florida and the Southeastern United States, and one of the top ten schools in the nation, within five years,

2. increase faculty research productivity and organize research efforts in critical areas of public interest,

3. establish closer links between the School and develop innovative curriculum designs and delivery mechanisms,

4. improve the integration of departments within the School and develop innovative curriculum designs and delivery mechanisms,

5. improve teaching effectiveness,

6. improve the quality of students and increase full-time enrollment, and

7. help public service agencies and other organizations respond to community and organizational needs, issues, and problems.

Objectives

The School's objectives are to

1.   provide additional support for faculty research through the Dean's productivity and excellence committee over two years (Dec. 1990),

2.   recruit at least five new faculty this year and more next year (Dec. 1990),

3.   recruit distinguished visiting faculty and professional practitioners (Dec. 1993),

4.   achieve academic excellence and expand a center of distinction recognized locally, regionally, and nationally (Dec. 1994),

5.   base faculty promotion and tenure decisions on research excellence, in part (Dec. 1989),

6.   provide more graduate assistants for faculty researchers (Dec. 1990),

7.   seek funding to support faculty research (Dec. 1989),

8.   try to reduce faculty course loads to an average of two per semester to encourage research (Dec. 1990),

9.   encourage faculty members to volunteer their expertise to policymakers and professional groups (Dec. 1990),

10.   encourage faculty members to participate in civic, professional, and scholarly organizations,

11.   strengthen the link between the School and local and State governments through the steering committee and the Institute of Government,

12.   teach at various locations in South Florida according to market needs (Dec. 1991),

13.   determine the feasibility of Schoolwide courses in statistical techniques, research methods, economics and public policy, and administration (Dec. 1991),

14.   encourage students in Criminal Justice, Health Services Administration, and Social Work to pursue the doctorate in Public Administration (Dec. 1991),

15.   implement a Schoolwide computerized system to recruit, teach, and advise students (Dec. 1991),

16.   implement a Schoolwide policies and procedures manual (Dec. 1989),

17.   revise student course evaluation instruments and procedures (Dec. 1990),

18.   improve teaching methods and skills (Dec. 1991),

19.   use library and computer science technology to improve teaching and learning (Dec. 1990),

20.   recruit more students (Dec. 1991),

21.   seek increased funding for student fellowships and financial aid (Dec. 1990),

22.   upgrade admissions standards (Dec. 1991),

23.   offer study assistance for students who lack required academic background (Dec. 1991),

24.   involve alumni in student recruitment, support, and other joint ventures (Dec. 1991), ·

25.   establish a doctorate in social work,

26.   offer public policy conferences and workshops for policymakers and professional leaders (Dec. 1990),

27.   provide educational and technical assistance to policymakers and professional organizations, and

28.   establish a professional executive development program through the Institute of Government.

DEPARTMENT OF CRIMINAL JUSTICE

Mission

The Department's mission is to teach, conduct research, and serve the community. The Department prepares students for careers in criminal justice, justice administration, and law through an undergraduate degree, a master's degree, and two certificate programs.

Goals

The Department's goals are to

1. present an excellent undergraduate and graduate curriculum,

2. enhance teaching effectiveness,

3. promote educational opportunities and career development of minority and multicultural students,

4. conduct research and publish findings,

5. support faculty research,

6. support student involvement in faculty research and special projects,

7. recruit distinguished faculty,

8. support faculty development,

9. increase support staff,

10. enhance library resources,

11. expand microcomputer resources,

12. increase faculty office space at the University Park Campus,

13. develop linkages with criminal justice agencies and organizations, and

14. provide expertise to criminal justice groups.

Objectives

The Department's objectives are to

1.   review and update the curriculum (Dec. 1989),

2.   develop and involve student associations in the Department (Dec. 1989),

3.   prepare two-year course schedules (Dec. 1989),

4.   improve internships (Dec. 1989),

5.   evaluate the role of adjunct faculty (Dec. 1989),

6.   evaluate the scope of services provided at University Park (Dec. 1989),

7.   explore interdisciplinary ventures (May 1990),

8.   evaluate the off-campus graduate program (May 1990),

9.   develop a recruitment and marketing plan for program offerings and sites (May 1990),

10.   develop plans to recruit, assist, and retain minority and multicultural students (Dec. 1989),

11.   discuss the feasibility of a Departmental research plan (May 1990),

12.   seek additional funding for faculty research (continuing),

13.   develop research opportunities involving students (continuing),

14.   recruit distinguished faculty members (May 1990),

15.   send faculty to professional conferences (continuing),

16.   create an advisory council of prominent criminal justice leaders and professionals (May 1990),

17.   develop a faculty development plan for teaching, research, and service (May 1990),

18.   request additional secretarial and clerical support (ongoing),

19.   develop secretarial training (ongoing),

20. evaluate advisement and publish an advisement manual (May 1990),

21. evaluate and improve library holdings (ongoing),

22. improve microcomputer resources and access (May 1990),

23. increase office space at University Park (Fall 1989),

24. develop continuing education activities for alumni, professionals, and others at all levels, and

25. provide technical expertise through joint projects and consultation with criminal justice groups (ongoing).

DEPARTMENT OF HEALTH SERVICES ADMINISTRATION

Mission

The Department's mission is to teach, conduct research, and serve the community. It seeks to improve the delivery of health care services by providing undergraduate and graduate students with the professional knowledge and skills necessary to manage hospitals, health maintenance organizations, health planning agencies, public health programs, and regulatory agencies with care, competence, and integrity. The Department operates in an urban, multi-cultural area, one which is at the leading edge of health care delivery to diverse populations, including the elderly, the homeless, migrants, AIDS victims, and children. The Department is particularly committed to its experienced, working, adult students, many of whom represent minority and multicultural groups.

Goals

The Department's goals are to

1.   deliver a high-caliber, competency-based, professional curriculum,

2.   enhance teaching effectiveness,

3.   serve both full-time students and part-time, working, adult students,

4.   promote educational opportunities and career development for minority and multicultural students,

5.   extend linkages to other University schools and colleges and to area community colleges,

6.   recruit, maintain, and develop a faculty recognized for excellence in teaching, research, and service,

7.   increase resources available to the Department,

8.   enhance student and alumni relations,

9.   engage faculty, students, and the health systems community in research,

10.   provide services to the local community, and

11.   provide services to the international community, particularly the Caribbean and Latin America.

Objectives

The Department's objectives are to

1.   define competencies for health services administration and adjust the curriculum accordingly (Dec. 1989),

2.   promote student and alumni input through committees (Sept. 1989),

3.   assess student competencies (Dec. 1989),

4.   enhance teaching effectiveness (June 1990),

5.   become accredited by the Accreditation Commission on Education for Health Services Administration (Fall 1990),

6.   invite other undergraduate directors to review the Department's undergraduate program (June 1989),

7.   establish an internal review and monitoring plan and schedule, including faculty, administrators, practitioners, students, and alumni (Fall 1990),

8.   establish a main teaching center at North Miami and regional centers at University Park and Broward sites (Feb. 1989),

9.   develop program sequences and schedules for each site for three years (June 1989),

10.   develop a marketing plan (Oct. 1989),

11.   improve student recruitment, admission, and retention (Jan. 1990),

12.   provide students with field experience,

13.   develop a career counseling program (Sept. 1989),

14.   recruit, assist, and retain minority and multicultural students (Sept. 1989),

15.   prepare written articulation agreements with area community colleges (Sept. 1989),

16.   explore interdisciplinary opportunities within the school (1989-90),

17.   explore relationships with other University departments (1989-90),

18.   prepare written articulation agreements with public health and medical records (June 1989),

19.   develop a long-range faculty recruitment plan (Sept. 1989),

20.   recruit highly qualified faculty (June 1989),

21.   seek resources to support faculty development (Fall 1989),

22.   support faculty participation in professional conferences (ongoing),

23.   create an advisory committee of local practitioners (April 1989),

24.   seek public, private, and philanthropic funds (ongoing),

25.   enhance support staff (Jan. 1990),

26.   enhance library resources (Feb. 1989 and annually),

27.   extend the department's microcomputer resources (April 1989 and annually),

28.   improve physical space of the Department (August 1989 and annually),

29.   form an alumni association (Fall 1989),

30.   form a student association (Fall 1989),

31.   increase student financial aid (Fall 1989 and annually),

32.   improve student advising (July 1989),

33.   develop a Departmental plan for research focus, priorities, needs, and productivity (Dec. 1989),

34.   support faculty research (ongoing),

35.   support student involvement in Departmental research and special projects

(Spring 1989),

36. promote experts' involvement in research (Dec. 1989),

37. explore the feasibility of developing a health policy research center (Sept. 1989),

38. support research through linkages inside and outside the University (Fall 1989),

39. provide continuing education activities for the community (Spring 1990),

40. provide technical expertise for the community (Fall 1990), and

41. cooperate with appropriate international organizations (Fall 1990).

DEPARTMENT OF PUBLIC ADMINISTRATION

Mission

The Department's mission is to teach, conduct research, and serve the community. The Department educates students and trains professionals to enhance the quality and efficiency of public management and public policy. Administrative viability, political dynamics and feasibility, and equity and social justice are three perspectives from which management and policy issues are analyzed.

Goals

The Department's goals are to

1.   develop a nationally and internationally recognized doctoral program,

2.   develop an MPA program which meets the emerging needs of South Florida, expands into new specializations and cooperative efforts with other departments, and supports the University's mission in the Caribbean and Latin America,

3.   develop the undergraduate program,

4.   provide research service, technical assistance, and training for state and local governments, private organizations, and the general community,

5.   support lifelong learning,

6.   increase scholarly research activities and productivity, and

7.   increase the number of sponsored faculty research projects.

Objectives

The Department's objectives are to

1.   hire new faculty (1988-90),

2.   implement a systematic faculty development program (1989-90),

3.   increase interdisciplinary work with other academic units (1989-91),

4.   increase library allocation (1989-90),

5.   obtain additional research space for students (1989-92),

6.   improve microcomputer resources (1989-90),

7.   recruit national-level, research-oriented students by developing relationships with feeder schools (1988-90),

8.   market an accelerated doctorate for students with a baccalaureate degree (1989),

9.   recruit students at major professional conferences (1988-90),

10.   recruit international students (1988-90),

11.   actively recruit minorities and women,

12.   develop a plan for retention, program completion, and placement issues (1989-91),

13.   increase research opportunities for doctoral students (1988-89),

14.   fund doctoral students' presentation of papers at conferences (1988-89),

15.   increase financial aid for doctoral students (1988-90),

16.   continue informal research presentations by faculty and students,

17.   strengthen the master's program by recruiting faculty (1988-91),

18.   recruit distinguished community practitioners as faculty (1988-90),

19.   acquire additional financial aid for master's students, particularly out-of-state and minority students (1988-90),

20.   increase support staff at all instructional sites,

21.   become reaccredited by NASPAA (1988-90),

22.   develop marketing plans to recruit master's students, particularly minorities, women, the disadvantaged, and others,

23.   increase the master's program's visibility throughout South Florida,

24.   develop new interdisciplinary master's specializations (1988-91),

25.   add new courses to the curriculum (1989-91),

26.   survey alumni for suggestions on how to enhance the master's curriculum (1989-92),

27.   enhance teaching effectiveness in the master's program (1989-91),

28.   enhance student placement and career counseling activities in the master's program (1988-90),

29.   expand activities of the alumni association (1988-90),

30.   support the student association,

31.   enhance the Broward advisory board and create a similar one for Dade County,

32.   increase emphasis on articulation agreements with community colleges (1989-90),

33.   attract more undergraduates into the program (1988-90),

34.   survey alumni for suggestions on how to enhance the baccalaureate program (1989-92),

35.   enhance teaching effectiveness in the baccalaureate program (1989-91),

36.   enhance student placement and career counseling activities in the baccalaureate program (1988-90),

37.   appoint a Departmental advisory board to increase contacts with the community and encourage feedback (1988-90),

38.   network with government and community organizations to increase visibility of and support for departmental research,

39.   increase efforts to obtain sponsored research and technical assistance,

40.   increase the number of faculty proposals to local, State, and national organizations, and foundations; increase faculty participation in Schoolwide and University-wide research, and

41.   establish an endowment fund for research and faculty development (1989-91).

DEPARTMENT OF SOCIAL WORK

Mission

The Department's mission is to teach, conduct research, and serve the community. The Department teaches knowledge and professional skills and inspires the dedication necessary to work effectively with people and help solve social problems. It conveys a scientific understanding of society and human behavior and instills the values of the profession. Graduate students acquire a common base of professional knowledge and concentrate in services to the elderly or to children and families.

Goals

The Department's goals are to

1.   review and renew the curriculum,

2.   improve student enrollments and advising, and

3.   increase the Department's scholarly productivity and productivity.

Objectives

The Department's objectives are to

1.   institute structures and committees to complete the departmental self-study for reaccreditation by the Council on Social Work Education (1989-90),

2.   create a self-study team (Jan. 1989),

3.   revise the sequence and concentration narrative (March 1989),

4.   revise course syllabi (April 1989),

5.   create a community advisory board (Feb. 1989),

6.   survey BSW and MSW alumni (Summer 1989),

7.   create a field practicum advisory board (Feb. 1989),

8. survey field instructors on the quality of students and curriculum (Summer 1989),

9. revise the field manual (Summer 1989),

10. revise the faculty governance document (Spring 1989),

11. revise the student handbook (Spring 1989),

12. draft a self-study document and hire a consultant to review it (Summer 1989),

13. have faculty review the self-study document (Fall 1989),

14. submit the self-study document to the Council on Social Work Education (Dec. 1989),

15. conduct a faculty simulation of the site visit (Jan. 1990),

16. hold the Council on Social Work Education site visit (Spring 1990),

17. initiate a curriculum review, focusing on MSW specialization (Fall 1989),

18. improve efficiency in admitting students (Feb. 1989),

19. review the interview requirement for Advanced Standing (Jan.-Feb. 1989),

20. review the evaluation procedures for applicants (Jan.-Feb. 1989),

21. improve advisement of all students (Feb. 1989),

22. recruit students from community colleges and elsewhere statewide (Feb.-April 1989),

23. provide baccalaureate alumni with information about the MSW program (Summer 1989),

24. provide graduate alumni with information about continuing education and/or licensure offerings through the department (Summer 1989),

25. recruit potential graduate students from social science disciplines statewide (Fall 1989),

26. discuss strategies for increasing support for faculty research (April 1989),

27.   increase faculty input on teaching assignments and course scheduling (April 1989),

28.   expand faculty workshops for field instructors and colleagues in the School (Spring 1989),

29.   recruit senior faculty (Spring 1989),

30.   increase funding for faculty research (Fall 1989),

31.   expand opportunities for graduate students to work with faculty mentors (Fall 1989),

32.   offer minority student stipends (Fall 1989),

33.   reduce teaching loads to encourage faculty research (Fall 1989),

34.   grant mini-sabbaticals for faculty research and publication (Fall 1989),

35.   offer faculty merit raises, workload, teaching assignments, etc., on the basis of contracts assuring scholarly productivity (Spring 1990),

36.   raise tenure and promotion standards (Spring 1990),

37.   institute a rigorous two-year review of untenured faculty to direct their progress (Fall 1990),

38.   increase funding for non-teaching summer assignments (Summer 1990),

39.   reduce the teaching course-load to a maximum of five per academic year (Fall 1990), and

40.   plan and implement a doctorate in social work (1989-92).

DIVISION OF BUSINESS AND FINANCE

Mission

The Division's mission is to support the University's teaching, research, and service mission. The Division expedites the delivery of support services and helps FIU make the most of its resources.

Goals

The Division's goals are to

1.   manage financial operations,

2.   design systems,

3.   prepare and present financial reports,

4.   conduct financial analyses,

5.   provide appropriate controls and audits,

6.   calculate costs,

7.   bill and collect,

8.   help prepare and control budgets,

9.   manage the Physical Plant,

10.   manage Personnel,

11.   manage Purchasing, Central Stores, Property Control, and some Auxiliaries,

12.   control the finances of Auxiliaries and services,

13.   oversee Legal Affairs, and

14.   manage safety and security, including Environmental Safety and Health, and fire and handicapped compliance.

Objectives

Associate Vice President for Business and Finance

The Vice President's objectives for 1990-1991 and beyond are to

1.   complete plans to construct a plant complex building for (a) the Plant Division (Maintenance, Grounds, Automotive, Architects and Engineers, Administrative Operations, Solid Waste Management, and Energy Conservation), (b) Physical Planning, (c) Safety and Environment, (d) Training and Development, (e) Special Nuclear and Toxic Waste Storage, and (f) selected Purchasing Units,

2.   re-evaluate the replacement value of all facilities and equipment and develop a computer package to keep it current,

3.   refine the newly installed computerized work-order system,

4.   cogenerate,

5.   obtain grants for starting a University-wide Solid Waste Management Program, and

6.   increase energy conservation grants.

Objectives

Administrative Operations

The objectives of Administrative Operations are to

1.   continue master planning the facilities, utilities, roads, and parking of both campuses,

2.   develop parking garages for University Park and allow more land for future buildings,

3.   attempt to use a portion of the Tamiami Park,

4.   complete the western loop of the north University Park Campus road system,

5.   seek additional funding for the continued development of the University Park mall road and landscaping,

6.   remove all temporary trailers and replace them with permanent buildings, saving over $ 300,000 in repairs, maintenance, and utilities,

7.   give high priority to needed Physical Plant facilities, such as the University Park Computer Center Building,

8.   improve staff salaries,

9.   either expand day care for faculty, staff, and students on both campuses, or close it; the current operating level is unacceptable,

10.   seek additional storage space at both campuses; this is a major problem for academic and administrative units,

11.   seek a more active role for Personnel in training, benefits, reclassification, and pay issues,

12.   seek additional staffing for Personnel,

13.   increase space for administrative staff; pay special attention to the need for a large records storage area and a more responsive archival function,

14.   develop a weekly faculty/staff newsletter or newspaper for more effective communication,

15.   produce the annual report, including financial statements and major accomplishments, on time,

16.   establish standard operating procedures for all units and provide enough funding and staff to keep those units useful and up-to-date,

17.   develop secretarial training guides in travel, bill (invoice) payment, requisition and purchasing, property records, staff benefits and optional programs, requisitioning temporary staff and other OPS, using and paying for consultants, and reporting problems in cleaning, broken equipment, lights, etc.,

18.   develop a plan for cleaning up the ninety acres south of the North Miami Campus; this would include a plan for the clearing and development of roads, utilities, recreational facilities, and future development,

19.   develop a charge system (debit card) for students so that they can charge food, books, and tuition on one master account; they would get a monthly statement but would be allowed to spend only money on deposit or guaranteed by a major credit card,

20.   devote more time and energy to treating regular and hazardous waste, and

21.   increase the service level of Cashiering and Financial Aid Check Disbursing so as to eliminate the need for long lines and repeated visits.

Objectives

Controller

The Controller's objectives are to

1.   improve the format of financial reports and coordinate with other state universities,

2.   develop a procedures manual to explain the various types of forms that must be submitted to the Controller's Office, and the general steps that must be followed when interacting with the Office,

3.   improve employee training programs: send high-level accountants to seminars and train other employees on the specifics of their day-to-day work, and

4.   strengthen the internal control and review program.

Objectives

Environmental Health and Safety

The objectives of Environmental Health and Safety are to

1.   increase the use of data management systems for the inventory and disposal of hazardous wastes,

2.   increase the Departmental staff by one full-time position and one part-time student,

3.   increase the quantity and quality of training programs; prepare videos on fire safety,

4.   minimize FIU's vulnerability to loss of assets by revising building cost and replacement values, developing alternate insurance strategies, and increasing safety inspection in laboratories, and

5.   improve staff orientation and training.

Objectives

Internal Management Auditing

The objectives of Internal Management Auditing are to

1.   complete systemwide audits required by the BOR within the established time allotted, and in accordance with audit standards,

2.   continue to improve audit efficiency by developing a computer spreadsheet--where practical and cost-efficient--to perform mechanical tasks such as computations, sorts, and random sample selections,

3.   reassess the audit approach and the timing of the Housing audit in order to reduce the current one-year lag between the end of the fiscal year and the release of the audit report,

4.   review the reliability and integrity of financial and operating information, and the means used to identify, measure, classify, and report such information,

5.   review the systems established to ensure compliance with policies, plans, procedures, laws, and regulations which could have a significant impact on operations and reports, and determine whether the organization is in compliance,

6.   review the economy and efficiency with which resources are employed, and

7.   provide advice, as requested, regarding programs, systems, or procedures.

Objectives

Personnel

Personnel's objectives are to

1.   implement the Restructure Project, the new UWF Payroll System, and the Meritorious Service Award Program,

2.   work with the BOR/Office of Human Resources, other universities, and the Department of Administration to complete a comprehensive analysis of the

Cooperative Personnel Employment System (COPES) (FIU is scheduled to convert to this system by May 1993); COPES is a centralized State personnel system designed to provide improved support for other State subsystems, such as the State payroll system, SAMAS, and the LAS/PBS budget system,

3.   implement several new benefit programs, including Phase I of the Pre-tax Benefit Program, which placed employee State health and life insurance premiums on a pre-taxed basis and resulted in the reduction of withholding and Social Security taxes for employees; Phase II, which will be implemented in 1989-1990; and an SUS Long-Term Disability Plan,

4.   identify and begin addressing employees' child care needs,

5.   expand the use of microcomputers to improve the ability to track applicants, keep records, make reports, provide services for employees and applicants,

6.   publish a handbook for A&P and USPS employees, and

7.   implement, or assist in the implementation of, an Employee Assistance Program.

Objectives

Purchasing

Purchasing's objectives are to

1.   restructure the bid operation,

2.   eliminate multiple orders and requisitions,

3.   switch to NCR paper purchase orders,

4.   use a new, one-page service contract,

5.   update the Purchasing manual,

6.   convert property control to a computerized bar-code system (1991),

7.   eliminate inventory records as a result of the OCO law change,

8.   reorganize the warehouse,

9.   revise and update the Mailroom guide,

10. prepare a training handbook for new Mailroom employees,

11. add new mail routes to accommodate new office buildings,

12. replace the oldest delivery van,

13. improve mail delivery,

14. hold a mail preparation workshop for all users,

15. produce a new Stores catalog,

16. plan for the expansion of the furniture warehouse,

17. plan to store University *Catalogs*,

18. change the present method of inventory pricing to a system of average pricing,

19. improve working conditions in Central Stores,

20. expand the Central Stores work space (1991),

21. add a new position in Stores,

22. construct a specialized receiving facility for scientific materials (1991),

23. construct a mini-warehouse to relieve storage problems (1991),

24. improve security for the University Park Purchasing compound (completed),

25. implement an online inventory system by which the University can access Central Stores (1990),

26. provide the University with a broader selection of computer supplies and furniture (1990),

27. provide adequate facilities for the operation of support services (1994),

28. implement conversion of the State-mandated purchasing program (1990),and

29. add much-needed staff in all units.

DIVISION OF UNIVERSITY RELATIONS AND DEVELOPMENT

Mission

The Division's mission is to promote FIU among key external constituencies, such as alumni, the media, community leaders and groups, current and potential donors and benefactors, and the public at large.

The Division consists of four units. The Foundation Office serves as liaison between the University and the FIU Board of Trustees. The Development Office seeks financial support for the University from private individuals, corporations, foundations and other organizations. The Office of Alumni Affairs serves as liaison between the University and its former students. University Relations is divided into three offices: The Office of Media Relations, which disseminates information about the University to the general public through the media; The Office of Publications, which oversees the design, copywriting, and production of major University publications; and Community Relations, which initiates, develops, and coordinates programs designed to present a positive image of the University to external organizations.

Goals

The Division's goals are to

1.   raise funds from private sources,

2.   relate the University to its constituencies,

3.   increase involvement of alumni and community leaders in University affairs,

4.   cultivate a positive University image in the media,

5.   disseminate information about the University,

6.   ensure high standards in all University publications, and

7.   project a clearly defined and consistent University image.

Objectives

The Division's objectives are to

1. encourage alumni attendance at University events by informing and reminding members of the faculty, student body, and staff the of importance of the alumni community to the University,

2. work with the Student Government Association officers to implement two alumni-student activities per year,

3. develop four traditional alumni activities,

4. provide opportunities for alumni to have a participatory relationship with their alma mater,

5. increase membership of the alumni association by 5,000,

6. establish two geographically based chapters,

7. increase contact with the alumni community,

8. insure successful contact with the alumni,

9. assist colleges/schools in efforts to reach alumni,

10. assist in evaluation of institutional effectiveness,

11. increase membership in the Alumni Association,

12. stimulate more alumni participation in University activities,

13. update alumni records,

14. identify potential volunteer alumni leadership,

15. increase staff size of the Alumni Office to include an assistant director and an information manager,

16. add at least one clerical staff person in the Alumni Office,

17. serve the University mission and divisional goals and objectives,

18. better organize the Alumni Association,

19.   standardize University special events to assure uniformity and quality control,

20.   plan and implement major University events for the president and vice presidents,

21.   assist in planning and implementing new University events,

22.   assist in implementing public activities on campuses,

23.   assist in planning fund-raisers,

24.   strengthen University-community ties and existing partnerships,

25.   provide opportunities for dialogue between the community and faculty,

26.   promote a special program of community participation at the North Miami campus,

27.   support current programs such as the United Way Campaign, the Red Ribbon Campaign, and Boss for a Day,

28.   support activities with the Dade County Public Schools,

29.   create activities with Broward County similar to ones stated above,

30.   add permanent staff positions in Community Relations to support projects listed above,

31.   increase Community Relations' annual budget to cover expenses of projects listed above,

32.   implement a series of dedicated campaigns to complete the Cornerstone Campaign goals of Development,

33.   revise the Cornerstone Campaign committee strategy by increasing the number of active volunteers serving from 6 to 10,

34.   increase the number of corporations, foundations, alumni and individuals contributing by 10% annually,

35.   seek annual increases in the level of support of the current donor base by a minimum of 10%,

36. add five new multi-year commitments to the fund-raising campaign annually,

37. expand the fund-raising executive committee roster from 10 to 15 members, who will assist with solicitations of corporations and individuals,

38. increase the direct mail response rate from the current 2% to 10% annually,

39. establish and maintain an alumni phonathon collection rate at the 75% level from the current 41%,

40. create a permanent position as phonathon coordinator,

41. increase the pool of student Phonathon callers to a minimum of ten per evening,

42. develop and implement a systematic incentive program for student achievement in the alumni phonathon program,

43. engage a consultant to develop a strategy for the planned giving program,

44. prepare written material on the benefits of planned giving and individual planned gift opportunities,

45. employ a full-time director of planned giving and individual planned gifts,

46. employ a full-time director of development management services,

47. employ additional clerical support staff to improve the efficiency and timeliness of gift processing and acknowledgement, maintenance of current biographical data on major prospects and alumni donors, data entry, and filing,

48. develop and implement a series of improved, comprehensive, weekly, monthly, and yearly management reports dealing with gifts, pledges, requests, and expectancies,

49. develop and implement an automated system of gift receipts, pledge reminders, and pledge billing,

50. work closely with Board of Regents to enhance the capability of the alumni/development computer system shared with other SUS universities. In particular implement a relational database system for FIU,

51.   hold monthly meetings between Development and Academic Affairs to prioritize University-wide needs for external support,

52.   hold quarterly meetings between Development and Academic Affairs to plan for future fundraising efforts and to discuss progress of current fundraising activities,

53.   hold bi-monthly meetings with deans and academic center directors to determine fundraising needs and provide information to the provost and director of Development that will facilitate decisions on University-wide funding priorities,

54.   plan and conduct a series of workshops on various aspects of institutional advancement,

55.   establish a day each week for faculty consultation on funding sources, foundation and corporate contribution policies, proposal development, and other needs,

56.   hold a series of annual recognition events for established donor levels to recognize both annual and cumulative giving,

57.   publish an annual report of donors to be distributed to donors, University supporters, and community leaders,

58.   establish a permanent list of donors,

59.   hire a consultant to conduct a feasibility study for next capital campaign,

60.   hire a consultant to restructure the staff and identify and obtain resources to conduct new campaign,

61.   begin preparation of case statements and campaign materials,

62.   identify and establish campaign leadership,

63.   increase capability for prospect research for major gifts by adding two additional research positions,

64.   implement an automated prospect-tracking system to assist with donor solicitation and coordination,

65.   publish a faculty sourcebook listing faculty members' areas of research and expertise. Promote and distribute regionally and nationally,

66.   coordinate the publication of articles by the president, key administrators and faculty members,

67.   coordinate the preparation of video news releases to enhance opportunities for getting the University featured on television,

68.   publish a sourcebook of Hispanic faculty experts, disseminate locally and nationally,

69.   emphasize the top 12 priority academic areas denoted by the provost and place 30 significant stories per year in major state/regional media, five per year in national media,

70.   develop *FIU In View* TV program for Channel 17,

71.   market stories about FIU which relate to major current events or news of day,

72.   coordinate extensive, positive coverage of major University events, emphasizing commencement,

73.   require all staff to be responsible for handling assignments for alumni and faculty/staff publications,

74.   encourage use of Media Relations staff as consultants for all communications challenges presented to the division,

75.   offer media representatives special amenities,

76.   organize special media briefings or events with the president, key officials, and the faculty,

77.   seek recognition for the University by entering and winning news-related categories in CASE district and national contests,

78.   organize tables at Hospitality Management luncheons to bring together media and faculty and/or administrators,

79. utilize special occasions, holidays, or national and regional events as opportunities to get coverage,

80. fine tune the define use of the media update, calendar, public service announcement, letter, and news release,

81. develop a computerized filing systems, mailing lists and general information for easier, more efficient access,

82. know legislative and budget goals and ascertain that key opinion leaders in media are familiar with University priorities,

83. seek editorial comment on special projects or goals,

84. make a special effort to develop and market minority-related story ideas,

85. provide the most efficient Media Relations staff structure possible,

86. provide promotion and salary upgrading opportunities for Media Relations staff,

87. provide adequate coverage of University and news media,

88. provide a new level of emphasis on broadcast media,

89. create USPS positions from the OPS category,

90. enhance the Media Relations computer network, software, hardware and supplies,

91. enhance the budget to support the Negritude Conference,

92. publish and distribute a faculty sourcebook,

93. contract with a national media consultant, or budget for Media Relations staff to meet travel to with key national education writers,

94. publish and distribute a Hispanic media sourcebook,

95. sponsor media receptions hosted by the president, vice president and Media Relations,

96. fund a training session for "CASE on Your Campus" for Media Relations director,

97.   audit the faculty and prepare a database of expertise,

98.   publish a faculty sourcebook and speakers' bureau brochure,

99.   establish a system for communicating faculty story ideas,

100.   continue to develop faculty sources to obtain story ideas,

101.   hold a regular briefing by the Division of Sponsored Research and Training,

102.   review *Inside* research,

103.   emphasize faculty experts and breaking news,

104.   conduct a half-hour morning "Newswatch" to determine primary topics of the day in the media; provide FIU experts on topics,

105.   serve as consultants to the annual fund, the Cornerstone Campaign, and the Hispanic radio marathon,

106.   provide media relations contacts and materials,

107.   tell success stories,

108.   publicize special events and people,

109.   emphasize publicity on Annual Fund, Cornerstone Campaign chairmen to help achieve program goals,

110.   serve as consultants in development of media plan for alumni; assist in implementation,

111.   provide reporting/writing support for special publications,

112.   provide newspaper clips and other information to aid in locating alumni and evaluating their potential for involvement,

113.   provide support for all internal and external communications,

114.   assist in the development of a system for communicating to students,

115.   provide opportunities for the Media Relations staff's professional development,

116.   offer staff involvement on key search and screen committees,

117. encourage staff participation in professional associations,

118. network when hiring consultants and staff,

119. develop computer, word-processing and electronic mail capabilities,

120. provide support in media relations for the president and provost,

121. publish a University style manual and publications guide,

122. prepare and promulgate standard formats for common University publications,

123. plan a University identity program which stipulates usage of approved logos, designs, and type styles,

124. Initiate a campaign to establish *Inside* as primary medium for internal communications,

125. publish *Inside* twice a month,

126. encourage the use of *Inside Extra* to provide bulletin information,

127. publish an expanded edition of *Inside* twice a year,

128. revise the format of the University calendar and increase its circulation,

129. produce a series of promotional programs,

130. work toward publishing a University magazine,

131. assist the following clients in planning and producing of promotional materials: the president/vice presidents, Admissions Office, Development/Foundation, Alumni Office,

132. provide ongoing publications staff training in desktop publishing,

133. create a new position of desktop publishing manager,

134. establish a formal or informal system to share hardware and software,

135. upgrade desktop publishing operations,

136. upgrade typesetting equipment and personnel,

137. convert the typesetting auxiliary to a publishing auxiliary,

138.   develop a pool of reliable printing vendors,

139.   add several new staff positions in publications, and

140.   provide more opportunities for professional development in publications.

SECTION IV

Educational Program

4.1 UNDERGRADUATE PROGRAM

One of Florida International University's several purposes is to serve a diverse constituency of undergraduate students by offering a variety of degree programs with excellent teaching and support services in a context responsive to this diversity. In this respect the undergraduate program is clearly related to the institution's purposes.

The focus on high-quality undergraduate education is evident; in most departments undergraduate courses, including introductory survey courses, are regularly taught by senior faculty members rather than by part-time instructors or graduate teaching assistants (who, in fact, teach few University courses).

Most University colleges and departments report that their undergraduate programs have sufficient enrollment to fulfill identified goals and objectives, but the self-studies of several departments expressed doubts that sufficient financial resources were being committed to established programs. Library resources are found to be adequate to meet most undergraduate program goals. However, library resources for courses offered at the Davie instructional site may not fully meet the needs of programs taught there. The Library Issue Focus Group and the Library report address this question.

UNDERGRADUATE ADMISSIONS

The 1989-90 FIU *Catalog* is the most comprehensive and readily available admissions-information source. In addition, however, school and college brochures and pamphlets contain abbreviated admissions information, as well as other points of interest to prospective students.

Admissions policies are firmly linked to the University Mission and are stated clearly and accurately. They are evaluated regularly and administered in conformity with institutional standards.

The Ofvice of Admissions in the Division of Student Services is the primary unit responsible for administering undergraduate admissions policies. Where University subdivisions maintain separate admissions requirements, there is provision for institution wide coordination. When specialized programs have additional admissions requirements, these are administered by the appropriate department or college.

University policy governing the granting of credit on advanced placement examinations is available readily and stated clearly, although there is variation among the several colleges. Each college provides information about the Advanced Placement (AP) and the College Level Examination Program (CLEP); individual departments provide any additional standards for their areas.

The University defines its policies concerning suspension, dismissal, and readmission of students. These policies are described, and readmission procedures are consistent with other academic policies.

In the implementation of all admission policies, the procedures to be followed are under the direction of the Office of Admissions, which is required to make regular reports of admissions activities. Other University bodies, such as the Faculty Senate and the Office of Academic Affairs, make ongoing reviews of admissions policies, procedures, and data. Information documenting the selection of students whose qualifications meet the admissions policies, as well as all other information regarding student records, is maintained by the Office of Admissions; through the Office of Institutional Research this information is reported to the Board of Regents.

To be admitted to the degree programs, students must show the following evidence of their ability to make satisfactory progress:

For freshmen: graduation from an accredited secondary school, with college preparatory courses, and other requirements indicated in the *Catalog*, unless being considered under the admissions exception rule. In exceptional cases the appropriateness is assessed of experiences offered in lieu of a high-school diploma and justified as follows: freshman applicants who do not meet standard criteria are reviewed by the Committee on Admissions; those demonstrating potential in areas not easily evaluated by standard tests are considered for admission under the admissions exception rule.

For undergraduate transfer students: the same admission requirements as those for freshmen must be satisfied, and above-satisfactory performance demonstrated in previous college studies. FIU informs transfer students of the amount of credit that will transfer as follows: all conditions governing the granting of credit based on AP or CLEP examinations, armed forces and service school training, professional certification, or for experiential learning are outlined in the *Catalog* under "General Information." The University

awards credit for AP test scores of 3, 4, and 5; the *Catalog* lists recognized courses. The University awards a maximum of forty-five semester credits.

For CLEP, subject and general education exam scores at the 50th percentile or higher are required. The *Catalog* lists acceptable general education areas and subjects.

Each academic department or program decides whether to award credit for non-college learning. Only degree-seeking students are eligible to receive such credit. The significant learning must be applicable to the student's degree program, and must be discussed and appropriately documented when the desired program of study is initially discussed with the program advisor.

The *Catalog* also lists clearly defined policies regarding "Academic Warning, Probation, and Dismissal" of students. In brief, a student whose cumulative GPA falls below 2.0 is placed on warning; a student on warning whose cumulative GPA falls below 2.0 is placed on probation; and a student on probation whose cumulative GPA falls below 2.0 is dismissed.

A dismissed student may apply for readmission to the University after one year. The University's philosophy is that the period of dismissal before readmission is necessary to permit the student to mature sufficiently and rededicate himself seriously to excellence in education, the University's major academic goal.

UNDERGRADUATE COMPLETION REQUIREMENTS

The *Catalog* states the requirements of each certificate and degree the University awards. The number and distribution of Core Curriculum Requirements and General Education Requirements are specified. These include minimum and maximum credits to be earned in the major area of concentration, the total number of credits to be earned, and the competencies necessary for the bachelor's degree, two bachelor's degrees, two majors for a bachelor's degrees, minors, associate of arts degrees, and certificate programs.

The *Catalog* states that students may apply for the associate of arts degree after having satisfactorily completed several requirements, among them at least twenty semester hours in residence at the University. The baccalaureate degree requires completion of the last thirty credit hours in residence at the University.

To obtain an associate of arts degree, a student must complete the Core Curriculum, which includes six semester hours each of English composition, mathematics, and social sciences; eight semester hours of natural sciences, two-semester competency in any one foreign language; three semester hours each in arts, historical analysis, and world prospects and issues.

Students seeking a bachelor's degree, but entering the University with fewer than forty-eight semester hours, must complete the Core Curriculum. Students transferring forty-eight or more semester hours may opt to fulfill the General Education Requirements: thirty-six semester hours, including twelve of writing courses (six in composition), the remainder from the humanities, mathematics, natural sciences, and social sciences. Thus, a student who successfully completes the Core Curriculum or the General Education Requirements is competent in reading, writing, oral communications, and fundamental mathematical skills.

The undergraduate curriculum--clearly and accurately described in the annual *Catalog*, which is available on request--is directly related to and consonant with the University's purposes and goals. It is intended to challenge and stimulate students, prepare them to choose a major, and guide them in selecting a profession or occupation. Moreover, the curriculum encourages each student, as an educated citizen, to pursue a lifetime of personal enrichment and contribution to society and the world. Therefore, the curriculum begins with the time-honored study of fundamentals: the ability to appreciate the world and its diverse peoples and cultures, to develop aesthetic awareness, to understand the world of nature, to comprehend their heritage, to explore ideas, to become familiar with global issues, and to ask critical questions. Thus enlightened, the student can pursue major interests and a career.

The upper-division curriculum seeks to expand the intellect, to deepen and temper it, and offers beginning professional skills or further discipline content.

The Office of Undergraduate Studies periodically tests all students to determine their preparedness for, and progress through, the curriculum. It offers academic assistance when necessary, and collaborates with other University units and departments in the development of curricula.

The University develops curricula through a careful internal review process involving academic units, administration, faculty and governing bodies, and an array of system-wide checks and balances.

There is a clearly defined process by which curriculum is established, reviewed, and evaluated. Upper-division programs build on the basic core of general education requirements. The Core Curriculum of thirty-six hours represents about half the total number of hours required by most degree programs and, as noted, includes courses designed to develop oral and written communication and mathematics skills. The Core also includes courses in the humanities or fine arts and in the natural and social sciences.

For advanced course work, at least thirty credit hours must be earned in courses above the Core Curriculum level and must include a clearly defined, orderly, identifiable sequence of courses in the major that leads to the degree. The minimum and maximum number of credits contributing toward the major are specified in the *Catalog*.

Whether students are able to take elective courses outside the major discipline depends on the particular program. There is much diversity; department rules vary regarding permissible elective credits. Some departments allow many options among courses available in stipulated programs of study, especially in the curriculum's lower-division segment. The School of Hospitality Management and departments in the College of Health have study programs that do not permit the choice of "free" upper-division electives from disciplines other than the area of specialization. In many cases, the restriction is explained in terms of the need to satisfy standards established by professional organizations responsible for accreditation and competency examinations, coupled with the desire not to increase the number of credits required for the degree.

The University provides basic computer instruction for undergraduate students through its School of Computer Science, e.g., "Introduction to Microcomputers," COBOL, FORTRAN, BASIC. In addition, University Computer Services offers students introductory seminars and workshops on the most widely used equipment and software; comprehensive documentation libraries; numerous phone lines and several public terminals, labs for dial-up and direct VAX/Sun access; an open microcomputer lab; a discount microcomputer store, assistance with micro-to-larger-system data communications; and peer and professional consultation.

For student use, the University Libraries also have microcomputers and an excellent supply of software, most with tutorials, including word processing and desktop publishing. Computer literacy programs are available throughout the University, including, for example, certificate programs in the School of Journalism and Mass Communication.

Curricula intended to provide basic preparation for students who will transfer to another institution are designed to consider those institutions. For example, the *Catalog* recommends that premedical and pre-law students seek academic advisement from designated advisors at the earliest possible time.

Some faculty have expressed concern that even stronger steps should be taken through the curriculum development process to address the problems and opportunities intrinsic to the heterogeneity of peoples, societies, and cultures and their contemporary interactions. Given the multicultural and multiracial constituency of this University, as well as of the world our graduates must enter, some faculty believe that increased emphasis upon this aspect of the curriculum should be considered.

UNDERGRADUATE INSTRUCTION

Instruction is carried out under the direction of the various departments to further the educational goals of the University, the college, and the department. Individual instructors are expected to define the goals of the particular courses within this framework. Departments provide syllabi for every course. Each instructor must prepare a detailed syllabus to ensure that students are aware of the course goals, requirements, and content, and the methods of evaluation to be employed. Departmental chairs are expected to monitor course syllabi to ensure clarity and completeness. The syllabi, course evaluations, grade distributions, and other pertinent data are assumed to be an appropriate part of each faculty member's annual conference with his or her departmental chair.

All departments, with one exception, report that the evaluation of students reflects a concern for quality and properly discerns levels of student performance. Some departments (e.g., Accounting) use departmental examinations for Core courses. They also report monitoring their offerings to ensure that courses fit coherently into sequences and that students are challenged and appropriately evaluated at each level.

The effectiveness of instruction in the University is studied in various ways, including evaluation of faculty by students and, in some departments, by performance on national and state licensing examinations. The academic departments believe that the University effectively evaluates instruction. Beyond evaluation, other means are employed to encourage effective instruction. One example is the annual series of awards for undergraduate instruction.

The issue of teaching effectiveness, however, emerged as a major self-study concern, and the Issue Focus Group on Teaching Effectiveness has made a series of recommendations aimed at placing increased emphasis on improving the quality of teaching throughout the University.

As measured by advanced degrees earned, grants awarded, and research conducted, the quality of the faculty in many University departments is high. Nevertheless, most departments note the need for additional financial support for faculty research and travel, and for employment of additional faculty. The School of Nursing reported the need for more faculty with terminal degrees. Many departments, for example, reported a desire to achieve a more workable student-faculty ratio so faculty can be freed from non-teaching duties and thus spend more time with students and on research.

The University does provide a learning environment in which scholarly and creative achievement is encouraged. In professional and technical programs, appropriate internship and clinical affiliations with outside agencies are provided. However, learning experiences for which credit is awarded are under the ultimate control and supervision of the University.

For programs designed to prepare students for a specialized profession or occupation, the University maintains an effective relationship between curriculum content and current practices in the field of specialization. The Self-Study program descriptions for the disciplines detail the efforts faculty make to stay current. All faculty are expected to maintain contact with the disciplines they profess. Some perform applied research for government agencies, advise businesses and schools, consult, and undertake related activities. All are encouraged to continue to develop professionally through attendance at organizations, and through reading and research.

Students also benefit from Cooperative Education, offered through Student Affairs. Cooperative Education arranges for students to work in professional-level training positions related to their major field of study. The University Mission addresses the training of students for the urban professions. It attracts many older students already working in their professions and seeking career advancement through education. Students with work experience can thus learn and teach, bringing to the class knowledge of current developments on their jobs.

Faculty evaluation of the University facilities available for undergraduate instruction is quite good. Library resources are generally reported as more adequate for undergraduate instruction than for graduate instruction or faculty research. Library accommodations for courses offered

at the Davie instructional site in all disciplines have been found to be unsatisfactory. In the book-based disciplines, particularly, the institution's holdings are said to require augmentation with loaned material.

Many faculty complain about inadequate office space and the lack of space for informal student-faculty meetings and activities. These concerns have been recognized by the administration and are shared concerns. Proposed building plans, if implemented, can deal with this issue, but the University's rapid development has created identifiable deficiencies in space and related resources.

4.2. GRADUATE PROGRAM

FIU's graduate programs all are clearly related to, and flow from, the University Mission in that they are engaged in advanced education, the conduct of research, and the preparation of scholars and advanced professional practitioners. Units with doctoral programs support these programs with master's- and bachelor's-level programs.

In all cases new programs require approval by the academic unit/department faculty, the college faculty, the dean of the college, the University Graduate Council, the Provost, and the President. Following institutional approval, the proposal is forwarded to the academic staff of the Board of Regents for review and ultimate approval. The Regents' approval requires detailed evidence of need for the program, faculty strength, and the availability of necessary resources (4.2.A). Both the institution and the Regents subject all graduate program plans to thorough review. These internal and external reviews are intended to assure that the curriculum is appropriate, that faculty and other resources are available to support graduate education, and that in all ways the program merits support. The planning process normally takes from two to three years at a minimum.

Through the availability of Comprehensive University Presence (CUP) special funding, the University has been fortunate to have received adequate support to carry out its graduate educational program. While much always remains to be done, the University is fully conscious of the need to assure adequate library, computer, and laboratory facilities to support graduate programs before such programs are started.

The University's Dean of Graduate Studies manages the Graduate Studies program and assures adherence to the regulations governing graduate education.

Periodic review of existing programs is accomplished by standing or ad hoc faculty committees, as well as by departmental and college administrative officers. In addition, graduate programs in the disciplines are subject to the five-year peer review mandated and managed by the Board of Regents. Changes in curricula, requirements, and other aspects of a program must be approved by departmental and/or college faculty and administrative officers, depending on the level at which the requirement was initiated.

The University places a high priority on the conduct of research. This aspiration is being translated at the departmental level into higher expectations for faculty scholarship. These expectations have an obvious impact upon graduate programs at the departmental level (4.2.B).

Faculty success in meeting these strong expectations is particularly commendable in light of the historical perception that FIU is not considered to be a "research institution" by State funding sources. Its research efforts are not yet adequately funded. The research commitment to, and support for, graduate programs is carried out in the face of heavier teaching and service loads than exist at some other institutions in the State University System.

There is, however, substantial support of, and encouragement for, research within FIU. The Division of Sponsored Research and Training provides monthly reports on sources of external funding and assists faculty in the preparation of grant proposals. The Provost provides a limited amount of money, awarded competitively, for research projects that hold the promise of attracting additional external support. That these efforts have been successful is seen in the fact that over $10 million in outside funding was received in FY 1989, an increase of * percent in one year. This is further evidence of the quality of the faculty who are responsible for this research and of the institution's commitment to research.

While many academic units report the availability of adequate resources to support departmental research, scholarly activity, and advanced professional training for graduate programs, most units indicate that more support is needed. Several departments indicate that resources for graduate programs--that is, resources substantially beyond those needed for undergraduate programs--are not yet adequate (4.2.A). Additional resources are needed to support graduate students, equipment, and travel for faculty and advanced graduate students. Most units indicate that library facilities must be expanded to accommodate serious scholarly research. Some doctoral program faculty indicate that the Libraries do not yet have sufficient journals for specific subjects. On the other hand, the University interlibrary loan program is seen as useful (please see Library/Faculty Focus Group report in Section VIII). Many departments indicate the need for additional computer facilities and for funds for the upgrading and maintenance of adequate graduate-level instructional and laboratory equipment. A number of science departments report the need for improved laboratory facilities. A new building to house the Departments of Chemistry and Physics has been a top priority; construction on this building began in 1988 (4.1.C).

There is widespread agreement that what is needed to make the graduate programs distinctive is recognition that FIU is in fact both a teaching and a research institution. In addition, the Steering Council believes that FIU must continue to pressure the State for funds to support the research mission. This call for recognition and State support of research at FIU is not gratuitous. With the exception of the Ed.D., all doctoral degrees offered at FIU are Ph.D. degrees. It is imperative that FIU's research mission be affirmed at all levels (4.2.C).

4.2.1: GRADUATE ADMISSIONS

Graduate admissions policies are formulated by the faculties of the several schools/colleges in accordance with the goals of their respective graduate programs (4.2.1A). Overall, the policies give the greatest range of opportunity to the individual applicant in accordance with the University Mission. Criteria and required materials are published in the University *Catalog* and in the graduate bulletin developed during the Self-Study. They include University-wide, college-wide, and special departmental requirements. The following are the general admission requirements listed in the *Catalog*:

> Applicants to a graduate program of the University must meet the minimum standards set forth by the Florida Board of Regents, the University, and when applicable, additional requirements set by each department for admission to a graduate program.

> A student seeking admission into a graduate program of the University must have a bachelor's degree or equivalent from a regionally accredited institution or, in the case of foreign students, an institution recognized in its own country as preparing students for further study at the graduate level. The applicant must submit official copies of all transcripts.

> In most cases, an applicant must, at a minimum, present either a "B" average in upper level work, or a combined score of 1000 on the *Graduate Record Exam (GRE)* or a score of 500 on the *Graduate Management Admission Test (GMAT)* when applicable and required by the individual department, or a graduate degree from an accredited institution.

> All graduate applicants, regardless of previous grade point average or degrees, are required to submit the appropriate test scores.

> An applicant who fails to meet these criteria may appeal the admission decision and be considered under the Board of Regents' exception policy. This policy allows up to ten percent of the graduate students admitted for a particular academic year as exceptions to the above criteria.

Foreign graduate applicants are accepted subject to space and fiscal limitations. In addition to the above University admission requirements, foreign applicants must be academically eligible for further study in their own country and must demonstrate proficiency in the English language by presenting a score of 500 or higher on the *Test of English as a Foreign Language (TOEFL)*.

As noted, each school and college establishes individual policies for graduate admission.

In all cases admissions criteria are formulated clearly for each level of graduate work and published in special bulletins. The Colleges of Arts and Sciences, Education, Health, Business Administration, and Engineering and Design; and the Schools of Hospitality Management, and Public Affairs and Services all make provision for conditional graduate admission to accommodate selected students who appear to have the potential for graduate study but at the time of application are not able to fulfill all of the requirements for admission to full graduate status (2.4.1B).

Admissions policies are reviewed periodically within the colleges and departments, as well as by the Graduate Council, and revisions may be made as the result of feedback from colleagues and students, or in response to procedural problems that may have been identified.

4.2.2: GRADUATE COMPLETION REQUIREMENTS

The University has established and approved regulations for graduate degree programs. These regulations are compiled and published in the *Graduate Policies and Procedures Manual*. Graduate policies and procedures are initiated by the Graduate Council, a standing subcommittee of the Faculty Senate. The Graduate Council recommends graduate policies and procedures to the Faculty Senate, which then approves and recommends to the Provost. Once the Provost approves of policies and procedures, they are included in the *Manual*, disseminated to the faculty, and implemented through the Division of Graduate Studies.

Completion requirements for all degree programs are determined by the faculty of the units offering the degrees. The rules of each school and college specify the development of degree completion requirements as a power of the faculty (4.2.2).

Each graduate program specifies all requirements for competence in foreign languages and research skills where applicable, as well as special requirements associated with majors in individual academic departments. Departments publish handbooks for their graduate students, especially doctoral students, which give more detailed information about degree requirements (e.g., formats for comprehensive examinations, required contents of dissertation proposals), and other helpful guidance. The completion requirements are judged by the faculty to be appropriate for the degrees to which they apply:

1.   students enrolled in a master's degree program must complete requirements for that degree within six years of their first enrollment in the program;

2.   students enrolled in a doctoral degree program must complete requirements for that degree within nine years of their first enrollment in the program;

3.   the University has established and approved policies and procedures for the completion of thesis and dissertation requirements;

4.   the minimum number of hours required for a doctoral degree is the equivalent of ninety semester hours beyond the bachelor's degree; the minimum number of hours required for a non-thesis master's degree is the equivalent of thirty semester hours beyond the bachelor's degree;

5.   the minimum acceptable grade-point average to maintain good standing as a graduate student is 3.0 on a 4.0-point grading scale.

Generally, a student must have completed all course work and passed a candidacy examination before being admitted to candidacy for the doctoral degree. Qualifying and exit examination(s) are individualized and are decided by each academic department.

4.2.3: GRADUATE CURRICULUM

The graduate curriculum is related clearly to the University's goals and objectives. In all the graduate programs the focus is upon development of teachers, scholars, and researchers, or professional practitioners of applied skills. The focus may vary from department to department, depending on the discipline, but each department has clearly and concisely stated curricular requirements supporting its particular focus.

Graduate curricula are reviewed on an ongoing, annual basis by the appropriate departmental committees, and recommendations for change are submitted to the faculty of each college and the Graduate Council for approval. New course proposals are submitted to each college for review and advice as to potential redundancy.

The University is aware of the distinction between graduate and undergraduate programs and maintains that difference in instruction. This distinction is evidenced by the program descriptions in the *Catalog* and the various graduate bulletins, by course numbering, course syllabi (particularly the limited number of courses that enroll both graduate and undergraduate students), and, in some cases (by departmental option), faculty assigned to the different levels of instruction. While such a decision is departmental, it is understood that faculty involved in teaching graduate courses and in directing master's theses and doctoral dissertations have fully demonstrated abilities and experience in those areas.

Courses numbered 5000 and above are open only to graduate students, but certain highly qualified undergraduate students may enroll in graduate courses and are expected to perform at the same level as graduate students. Such qualifications usually include: completion of all but thirty hours required for the undergraduate degree, recommendation by the instructor, and approval by the departmental chairman. Also, some 5000-level courses may be offered in conjunction with 3000- and 4000-level (upper division) undergraduate courses in some Arts and Sciences departments, such as studio courses in Visual Arts, and Theater and Dance. This mixture usually occurs when the subject matter is particularly appropriate for both levels of students. In such cases the distinction can be made by course number, by separate class rolls, and/or by prerequisites for the course. While there are no formal University policies that graduate and undergraduate students be treated differently, most departments report that they expect graduate students to do more work and at a higher level. Whether or not this distinction is maintained is, of course, ultimately up to the course instructor.

All master's programs at FIU provide students with a background of theory, content, research methodology, and specialized training; these requirements are specified in the *Catalog* and in the various bulletins and departmental brochures. No department or college requires fewer than thirty hours of non-thesis coursework. In many cases, curricula and practicum training experiences are developed in conformity with academic standards of professional accrediting agencies. Cross-checks on the adequacy of curricular offerings include the reputations of the various programs, the success of their graduates, departmental and college reports which show the records of graduate students, and periodic Board of Regents reviews. In some cases students' preparedness is further monitored by the requirement that they pass a departmentally administered general examination or demonstrate adequate scores on national exams. Theses or other research/creative projects provide evidence that master's-level students have acquired an understanding of research methodology.

The Ed.D. or the Ph.D. at FIU is awarded in recognition of the attainment of independent and comprehensive scholarship in a selected field of study. The doctoral-level degree emphasizes research in conjunction with the mastery of a substantial body of knowledge. To satisfy the residency requirement, a doctoral candidate must complete a minimum of eighteen credit hours within a twelve-month period. In all schools and colleges, students must pass a departmental comprehensive examination at least one year prior to receiving the doctorate.

Doctoral students are admitted to candidacy upon (1) completing all particular departmental requirements, (2) passing the general examination, and (3) securing departmental approval of a dissertation topic.

All candidates for the doctoral degree must complete and defend a dissertation, which must be an original contribution to knowledge in the particular field of study.

4.2.4: GRADUATE INSTRUCTION

All schools and colleges assign students to advisers, appoint graduate committees, and monitor academic progress. These processes are delegated to individual departments, although there is oversight by the Dean's office in each school and college. In all schools and colleges the department provides students with information, advisement, and support services. It is the responsibility of the Dean's office to provide qualitative oversight.

Doctoral-level students in each school and college are provided with guidance on the assignment of an adviser and eventually a doctoral committee; this process is generally supervised by one designated person in the department (e.g., Doctoral Coordinator, Director of Graduate Studies).

Although the procedure varies by academic unit, information is provided to the graduate students specific to their discipline and program of study through the use of departmental guides and handbooks, and the University *Catalog*, but primarily through advisers or the Doctoral Coordinator.

Procedures for monitoring students' academic progress are varied. As noted, some departments employ a Director of Graduate Studies, while others use a committee, the student's adviser and committee, or the departmental chairman.

All departments provide for systematic and frequent evaluation of graduate instruction and for the revision of the instructional process based on the results of the evaluation. This function is accomplished in several different ways. Most frequently mentioned is the student evaluation of graduate courses. This practice varies among colleges and departments, but such

evaluation is carried out on a University-wide basis. Various questionnaires are used to provide instructors with feedback about student perceptions of the effectiveness of instruction and the value of their courses. Some departments and colleges also report the use of follow-up studies of students receiving graduate degrees. Some departments survey students regularly for ideas on improving instruction.

The extent to which student feedback and evaluations are utilized to revise existing graduate programs is not evident from most self-study reports, and there are variations among the academic units with respect to the procedures used for collection of course- and program-evaluation data from students.

Within each school or college there is a committee that is responsible for monitoring graduate programs. And as noted, given Board of Regents requirements for systematic review of all graduate programs, there are regular programmed opportunities for systematic evaluation.

Another form of evaluation reported is student performance on professional examinations. In addition, the impact of State, regional, and professional accreditation agencies upon program revision is cited by those departments subject to such external reviews.

The promotion of excellence in teaching has become a major priority at FIU. Each school and college, as it has developed its own mission statement, shares, as part of the self-study, the common commitment to instructional excellence through faculty expertise, effort, methodology. Good graduate instruction results from an optimal balance among the three University Missions of teaching, research, and service. Many faculty, as well as the Focus Group on Teaching Effectiveness, are concerned about this balance. There are strong suggestions from faculty that effective teaching should be specifically recognized. It has been suggested that a program be established, University-wide, to recognize and reward outstanding graduate-level instruction just as FIU already recognizes outstanding undergraduate-level instruction.

Effective instruction is linked to the goals and objectives of each department and discipline. These goals and objectives flow from the Mission Statements of the schools, colleges, and University. The extent to which the instructional program relates to the purpose of the University, college, school, and department thus rests, in part, on the goals and objectives of individual courses, as reflected in course syllabi. Brochures and *Catalogs* provide information concerning courses and their relationship to departmental goals, but in the end it is the course syllabus that usually communicates most directly with the student.

In accordance with University policy, any course developed and approved within a department is submitted, through the curriculum approval process, to all academic departments for review and advice. The intention here is to avoid unnecessary overlap or the development of courses that do not adhere to institutional purposes.

As part of the self-study process a special Issue Focus Group on Graduate Education was designated. To avoid duplication, the Graduate Council of the Faculty Senate was constituted as the issue focus group, and the Council's appointed chairman and the Dean of Graduate Studies served as co-chairmen. In addition to this effort the Dean of Graduate Studies developed a set of goals for the Office of Graduate Studies. These are summarized here. The full report of the Graduate Issue Focus Group can be found in the Appendix.

Goals

The goals of the Office of Graduate Studies are to

1. increase full-time graduate enrollment,

2. increase minority participation in graduate education,

3. increase faculty participation in Centers and Institutes, and

4. increase participation between local school systems and academic programs.

Objectives

The objectives of the Issue Focus Group are to

1. enhance the processes and outcomes of graduate program planning implementation and assessment,

2. enhance the system for reviewing and evaluating new proposals for graduate programs,

3. systematically assess existing programs and assure compliance with established standards,

4. develop and/or regularly review policies and procedures for orienting graduate students, granting financial aid, and training teaching assistants,

5. maintain and enhance the quality of graduate education, and

6. enhance all phases of graduate program planning and implementation through the Office of Graduate Studies, including systems of data collection, allocation of financial aid, and procedures for administration of the graduate assistant program.

DEPARTMENT OF OFF-CAMPUS AND WEEKEND CREDIT COURSES

The Department offers credit instruction off-campus for public agencies, hospitals, business and industry, and schools; weekend courses on campus; credit courses or complete degree programs statewide and in other states (as permitted); study and degree programs in foreign countries. The criteria apply to all credit programs.

The Department registers students and contracts faculty in accordance with State and University policy and procedures. A registration supervisor--supported in full by the Division and located in the Office of Registration and Records--is responsible for all registration. The minimum enrollment is twenty in Dade and fifteen each in Broward and Monroe.

The Director of Off-Campus and Weekend Credit Courses coordinates all courses in his unit. This includes arranging for a site and facilities; ensuring that instructional assignments conform to those of academic units; processing administrative forms and contracts; modifying course schedules; and managing registration, budget, and enrollment.

Full-time faculty receive the same consideration as faculty teaching in other areas in matters of salary, promotion, professional security, and other benefits. Qualified instructors, regular or adjunct, are assigned by the appropriate academic unit. Faculty can teach courses in-load or for overload.

The Department also administers Sponsored Credit Institutes, i.e., externally funded credit courses or degree programs.

DEPARTMENT OF CONFERENCES AND SHORT COURSES

The Department offers non-credit programs, including (1) certificate and licensing programs (e.g., legal assistant, legal secretary, travel consultant, etc.); (2) conferences, short courses, workshops, and seminars (in personal enrichment, business and career management, cultural interests, and health issues); (3) service to academic units, centers, and institutes (program coordination, marketing, registration, etc.), which are charged to the unit except when prohibited.

The Department follows national guidelines for the recording of Continuing Education Units as stated in the Commission on Colleges' "Guidelines for Awarding the CEU."

The Department does not award credit for work taken on a non-credit basis.

4.4 FACULTY

Florida International University consists of eight academic units--Schools and Colleges. These units employed a total of * faculty members as of the Fall-Winter semesters of 1988. Of these, * were regular full-time members and * were adjunct faculty. The full-time faculty representation and salary analysis for each college and school for 1988-1989 is shown in the Appendix, Table *.

Approximately * percent of the regular faculty hold advanced degrees in their respective fields. Of the regular faculty *, or * percent, hold the doctorate degree, and an additional *, or * percent, hold the master's degree. Regular faculty members are distributed among the four ranks as follows: * percent, or *, are full professors; * percent, or *, are associate professors; * percent, or *, are assistant professors; and * percent, or *, are instructors (please see Appendix, Table *).

Of the adjunct faculty and teaching fellows, * percent have degree status beyond the baccalaureate and at least eighteen hours of graduate study in their field to meet the SACS criteria for temporary teaching appointments. All adjunct faculty and teaching fellows hold bachelor's degrees.

4.4.1 SELECTION OF FACULTY

Florida International University has an orderly process for faculty recruitment and appointment. Each academic department or unit decides whether to employ a faculty member. This decision is made with the advice and counsel of the dean and is based upon departmental and college/school needs as related to the academic unit's mission. The request for additional faculty or replacement is forwarded from the department to the dean, and with the dean's approval to the Office of Academic Affairs and the Provost. The University President is the designated officer who offers employment, accepts resignations, and determines rank, title, and salary of appointed faculty and staff members. If the request to employ a new faculty member is approved, a search is initiated, usually at the department level, but in some instances at the college or school level--to fill the position.

The search process is closely supervised by the University's Office of Equal Opportunity, which has the responsibility of assuring that all University, Board of Regents, and State and Federal laws, rules, and regulations are followed. The search for a new faculty member includes advertisements in national, regional, and local media, and announcements in appropriate aca-

demic and professional journals. The extent of the search, including the time schedule for filling the position, is determined by the department head in counsel with the dean or in some instances by the dean.

The applicants' files, including academic credentials and letters of recommendation, are evaluated by the faculty. Interviews are held with those candidates deemed to be most qualified after the Office of Equal Opportunity has certified that the candidate pool is sufficiently representative of the pool of potential candidates for the position. In most searches for a new faculty member the candidate makes a final, oral presentation of his work to faculty and students. This verifies that the applicant is proficient in English (4.4.1.D). All candidates are interviewed by department faculty members and deans, and, when possible, by the Provost. All candidates for the rank of associate professor or above are interviewed by the Provost. When these interviews are completed, a recommendation based on the candidate's credentials, experience, and potential for contributing to the academic unit's excellence is sent to the Provost and the President. This procedure is detailed in the Office of Equal Opportunity *Search and Screen Procedure Handbook*.

4.4.2 PROFESSIONAL AND SCHOLARLY PREPARATION

No uniform measure of scholarly preparation can apply equally to all University schools, colleges, departments, and programs. The possession of the appropriate academic degrees and levels of experience for the position are the basic criteria used in judging a potential faculty member's scholarly preparation.

As noted above, * percent of the full-time teaching faculty hold the doctorate as their highest degree, * percent a master's, and only * percent a bachelor's. One hundred percent of the faculty, * in * departments, hold doctorates.

4.4.2.2 BACCALAUREATE

All full-time and adjunct faculty teaching at the baccalaureate-degree level in the humanities, fine arts, social and behavioral sciences, natural sciences, mathematics, business administration, and education have completed in excess of eighteen graduate semester hours in their respective teaching fields and hold a master's or doctorate.

The vast majority of all courses taught at the University's upper-division level are taught by faculty members holding the terminal degree in their fields (4.4.2.3.A).

In each undergraduate major almost all courses are taught by faculty members holding the terminal degree, usually a doctorate, in the discipline (4.4.2.3.B). There are exceptions in such programs as Visual Arts, Music, Dance, Hospitality Management, and Nursing; however, the total number of credit hours taught by terminal degree-holders is substantially in excess of the minimum SACS requirement, which is strictly adhered to in off-campus locations.

The University maintains full documentation and work experience records on all faculty, and all appointees must meet the eighteen-hour graduate training minimum.

In one off-campus program offered by the University, in Mexico, almost the entire faculty consists of regular, full-time College of Education instructors.

4.4.2.3 GRADUATE

The University, by policy, does not distinguish between graduate and undergraduate faculty. The *Graduate Policies and Procedures Manual*, states the following:

> As a faculty eligibility requirement, all graduate-level courses (courses at the 5000 level or above) shall be taught by faculty members who hold the highest earned degree in their disciplines. Exceptions to this rule (in those cases where experience and/or scholarly or creative activity may substitute for this requirement) will be made only with the approval of the degree granting program, the appropriate academic dean and the Dean of Graduate Studies. Such exceptions shall be reported to the Graduate Council. Individuals who do not hold regular faculty appointments must have such exceptions renewed each semester. Each graduate-level course shall be taught by faculty with a degree appropriate to the subject field. More stringent requirements may be established by individual programs. These more stringent requirements must be published in that program's graduate policies and procedures manual.

One index of the University's scholarly and research capability is the number of proposals processed by the Office of Sponsored Research. The numbers of proposals submitted and the record of successful awards is described in Section 6, "Administrative Processes," subsection 6.5 "Externally Funded Grants and Contracts," (Division of Sponsored Research and

Training).

The University and its faculty have undergone rapid growth in the past decade and have succeeded in attracting scores of new faculty at nationally competitive salary levels. The University continues to attract scholars of national distinction as well as enormously promising younger faculty.

In every department offering a master's degree program the University meets and usually exceeds the requirement for four full-time faculty members in the subject field and related disciplines.

In every department offering a doctoral program the University meets and usually exceeds the requirement for four full-time faculty members whose scholarly field is directly relevant to, or interdependent with, the candidate's doctoral program.

All policies and regulations affecting graduate curricula and requirements leading to graduate credits, certificates, and degrees are formulated by the Faculty Senate Graduate Council, a formal arm of the Faculty Senate.

As noted, the Faculty Senate Graduate Council has defined and published requirements for faculty who teach graduate courses and supervise research. These requirements are published in the *Graduate Policy and Procedures Manual*.

As noted, in all off-campus programs, instruction is usually provided by regular full-time faculty who are available to the students for substantial blocks of time to advise students and help socialize them to the University.

4.4.3 FACULTY COMPENSATION

Faculty compensation is subject to the guidelines, policies, and actions of the Board of Regents, and eventually the actions of the State Legislature. The Legislature mandates faculty salary increases, including percentages for across-the-board, merit, and discretionary increases. The rate of salary increase proposed to the Legislature is usually determined by negotiations between the faculty union (the United Faculty of Florida) and the Board of Regents.

Faculty members are covered by the non-contributory State of Florida Retirement System. Faculty can also select from several other retirement fund options. The State of

Florida also offers several insurance options as well as access to a choice of life insurance and health insurance coverages, as well as deferred compensation programs.

4.4.4 ACADEMIC FREEDOM AND PROFESSIONAL SECURITY

The *Collective Bargaining Agreement* (the formal contract between the faculty union, The United Faculty of Florida, and the Board of Regents) constitutes the statement of principles governing faculty academic freedom and the requisite rights and responsibilities assuring freedom in teaching, research, and publication. Grievance procedures are specified in the contract.

Tenure policy is governed by University and Board of Regents requirements, which follow standard and widely accepted procedures. Each college and school establishes and publishes internal guidelines and procedures that must conform to those set by the University and the Board of Regents. Each faculty member receives an initial letter of appointment stating the terms of appointment and a subsequent annual or periodic contract.

Employment policies are established by the Board of Regents and conditioned by the details of the *Collective Bargaining Agreement* with the United Faculty of Florida. The text of the agreement, i.e. the contract, is distributed to all faculty. Official rules and regulations governing faculty are set forth in the *Faculty Handbook*. Termination and non-renewal procedures are governed by Board of Regents regulations and contain adequate and appropriate safeguards for protection of academic freedom.

4.4.5 PROFESSIONAL GROWTH

Continued professional growth and development of the faculty is a major University goal. While the responsibility for professional growth ultimately rests with the individual faculty member, the University administration is determined to contribute actively to continuing professional development. However, this issue has been identified in almost all self-study unit focus group reports as a matter of continuing concern. To examine this question in detail, an issue focus group was organized as part of the self-study, and the results of its faculty survey, review of the literature on the subject, and thoughtful recommendations can be found in the Appendix. The University encourages and supports faculty attendance at professional meetings and awards leaves for research, creative efforts, and professional development on a competitive basis. Department heads and deans are expected to stay abreast of the progress of

faculty members' professional development regularly. Individual development, the character and quality of research and scholarship, teaching effectiveness, travel for academic purposes, and continuing professional preparation are monitored. Chairmen and deans are expected to consult individually and regularly with faculty members on all these issues. While this is the expected policy and procedure, the University has no well organized program for training department chairmen for these responsibilities. These questions will be the subject for more in depth examination by the Quality of Academic Administration issue focus group.

4.4.6 THE ROLE OF THE FACULTY AND ITS COMMITTEES

The University recognizes the faculty's role in formulating academic policy. The Faculty Senate and its committees are at the heart of this process. In addition, the President and Provost have an array of faculty councils, committees, and task groups upon which the Office of Academic Affairs can rely for assistance in formulating policy. The University not only encourages faculty participation in such efforts and in these organizations, but also views such involvement as an important faculty responsibility. Committee work is monitored by the annual evaluation process and is expected to be viewed favorably in the annual evaluation.

4.4.7 FACULTY LOADS

The standard teaching load for University faculty is established by the Legislature and regulated by the Board of Regents. Called the "twelve-hour law," it is interpreted as twelve contact hours and is created by a combination of credit courses, research, public service, student advising and other educational responsibilities. There is no variation between undergraduate and graduate instruction in terms of the twelve-hour law, but deans are granted the authority within this rule to establish the appropriate ratios of responsibility for direct class-room instruction and related educational responsibilities. Exceptions can be made for very large classes, for individual study classes with a number of students requiring an unusually large number of contact hours, for thesis or dissertation chairmanship, for direction of special programs, and/or for departmental or college administrative duties. Other adjustments may be made to ensure fair and equitable workload distribution.

Full-time faculty members, in specific circumstances, are permitted to work for compensation outside the institution, but must apply for, and request, permission to do so. This issue was of special concern during the self-study, and the report of the Faculty Responsibility issue focus group specifically addresses concerns in this area and makes specific recommendations.

4.4.8 CRITERIA AND PROCEDURES FOR EVALUATION

The following faculty activities are evaluated annually by their respective department heads and deans: performance of professional duties, activities, and responsibilities, including classroom instruction; scholarly research and publication; other creative activities; participation in departmental, college, and University affairs; community service; and professional development. Faculty members annually submit a report in which each is expected to detail a self-evaluation of performance and activities in each area, as well as submit the official "Faculty Report Form," for review by the department head and academic dean. These reports may be used by the department heads and deans to support recommendations concerning such questions as salary increments or released time for research. The University's schools and colleges may also use student course evaluations in making salary and promotion decisions. The period evaluation is of special importance in the case of junior faculty members, who have to rely on this process to assess their own progress toward tenure.

In the early stages of the self-study process the development of the list of University-wide concerns indicated that although University policy mandates and expects comprehensive individual faculty reviews by unit heads, the practice is in fact quite uneven--enough to warrant the special attention of an issue focus group.

There is also concern over the quality of administration in some academic units. A faculty-wide survey was undertaken during the Fall of 1988 to determine the nature of the problem; when results are available, the Administrative Quality Issue Focus Group is expected to recommend appropriate remedies.

All academic units in the University use student evaluations to gain student feedback on the quality of instruction. There are wide variations in the faculty's evaluation of the usefulness of these evaluations. The issue of teaching effectiveness was also deemed to be one requiring special attention, and the report and specific recommendations of the Teaching Effectiveness Issue Focus Group can be found in Section 8, and the full report in the Appendix.

4.4.9 PART-TIME FACULTY

Part-time faculty are subject to the same academic preparation requirements as their full-time counterparts in the same disciplines. They are also subject to the same general policies and procedures as full-time faculty, including: attendance; preparation; distribution of syllabi; grading; student evaluations; and performance evaluation. Responsibility for orientation and supervision of part-time faculty rests with the chairman or dean of each academic unit.

Part-time faculty are screened for employment by the chairman of the department, who ensures that the candidate meets the University requirements for academic preparation. The dean and the Provost review the department chairman's recommendations and issue contracts for part-time faculty. Present University contracts do not include statements ensuring students access to the faculty outside the classroom.

The departments vary in their dependence on part-time faculty for instruction, and there is a perception that some units are overreliant on part-time instructors. Self-study reports of individual units speak to the necessity to include such reliance or eliminate it entirely. The University has no formal, systematic procedure for monitoring and controlling the use of part-time faculty.

RECOMMENDATIONS

The Provost should appoint a special committee to develop procedures and standards for the use of part-time faculty. Comprehensive policies concerning the employment of part-time faculty should be published. Such policies should assure that students have access to part-time faculty as a matter of contractual obligation.

4.4.10 GRADUATE TEACHING ASSISTANTS

NOTE TO READERS OF THIS DRAFT REPORT: This Section on Graduate Teaching Assistants will be completed for the final Self-Study Report and will be based on the guidelines now being developed by the Faculty Senate Graduate Council.

4.5.1 CONSORTIAL AND CONTRACTUAL RELATIONSHIPS

The University has entered into a variety of consortial and contractual agreements in order to fulfill its mission. In all cases, careful consideration has been given to meticulous adherence to SACS definitions and requirements.

Southeast Florida Educational Consortium

FIU, Broward Community College, and Miami-Dade Community College are charter members of the Southeast Florida Educational Consortium, which was established in 1977. This organization links

the member institutions in planning, maintaining, and evaluating cooperative efforts in academic programs, student services, and administrative support services.

Objectives

The overall objectives of the Consortium are to

1.   increase and improve educational opportunities,

2.   ensure smooth transition from the community college to the University,

3.   provide easy access to institutional services for students and faculty, and

4.   effectively utilize human and fiscal resources.

The New World School of the Arts

The New World School of the Arts (NWSA) is a new entity serving the Southeast Florida community. NWSA is a joint venture of FIU, Miami-Dade Community College, and the Dade County Public Schools. During the period of the Self-Study, no FIU students were enrolled. Permission to teach off-site and to develop this new program will be formally requested and reported to SACS. All of the collaborating institutions are accredited by SACS. Plans are underway to integrate this program into the BFA and MFA.

The University of Miami/Florida International University
Master's Degree Program in Public Health

Master's degree candidates in public health are permitted to take courses for credit in the Master's Degree Program in Public Health at the University of Miami, and reciprocal privileges exist for University of Miami students. This arrangement was developed by legislative action. The University of Miami is reimbursed for its services.

Cooperative Programs

The University periodically enters into cooperative agreements with international educational institutions for exchange of students and faculty. FIU students are granted transfer credit for approved courses under the University's transfer rules.

Contractual Agreements

The University enters into contractual agreements with social service, health care, and educational agencies for the provision of internship, field work, and clinical experiences for students. In all such contracts, the final contract, and award of the grade remain under the control of students' departments.

SECTION V

Educational Support Services

5.2 THE LIBRARIES

Mission

The Libraries' collections total 800,000 volumes. State funding has stabilized and is increasing each year. During 1988/89 it was $1,868,279. A new library building opened at the North Miami Campus in January 1988, and planning funds for a major addition at University Park were requested from the 1989 Legislature. There are 37.5 professional staff and 52.5 support staff. Much remains to be done to achieve collections and services of truly research stature.

The Libraries are the primary information centers for students and faculty members at FIU. They provide services rendered critical by the rate of technological change of the information explosion noted in the University's mission, and the rate of change in our society. The libraries provide collections of sufficient quality, size and diversity to support University teaching and research requirements. Resources include the full spectrum of media.

Library systems provide quick, efficient bibliographic access to library collections at FIU and elsewhere, no matter the format or location.

The Libraries' staff is skilled and sufficient in number to ensure excellent service. Physical facilities and equipment provide appropriate housing for, and access to, information, and a pleasant environment that promotes study and research. The Libraries serve the University community through cultural programs and activities, and the community-at-large by providing information service.

Goals

The Libraries' goals and objectives roughly parallel Criterion 5.2. Specific issues are discussed in detail under services, collections, staff, institutional relationships, personnel, and library resources and services at Broward instructional sites. The Libraries' goals are to

1. improve bibliographic instruction programs that instruct users in how to access information in a variety of formats, effectively conduct library research, and develop appropriate information-gathering skills for lifelong learning [5.2.1.A/B/E/F],

2. undertake other tasks aimed at helping individuals use the Libraries,

3. increase and improve access to automated databases [5.2.1.C],

4. assess user satisfaction with services, hours, resources, physical facilities, and equipment, and ascertain future needs [5.2.E],

5. improve access to materials not held at the requester's home campus library or which are unavailable at FIU [5.2.1.C],

6. evaluate the role and scope of the curriculum collection (for College of Education programs) and services [5.2.E and 5.2.1.F],

7. improve and expand audiovisual services [5.2.1],

8. improve publications [5.2.1],

9. expand the Athenaeum (University Park Library) [5.2.1.D],

10. improve access for the disabled [5.2.A],

11. provide adequate equipment for research, study, and general operations [5.2.1.D],

12. provide a pleasant environment in which to work, study, and do research [5.2.1.D],

13. provide state-of-the-art telephone and telecommunication services for students and operations. [5.2.1.D],

14. maintain and repair the Libraries systematically [5.2.1.D],

15. maintain reasonable, adequate security for people, resources, and facilities [5.2.1.D],

16. maintain adequate photocopiers,

17. prepare a plan for emergency disaster and preparedness [6.4.3.C],

18. develop a comprehensive research collection at the University Park Campus, and at the North Miami Campus develop an excellent undergraduate collection [5.2.2.A/B/C/D/E] and a research collection supportive of North Miami graduate programs,

19. evaluate journal collections for scholarly value and cost [5.2.2;5.2.E],

20. improve control of journal subscriptions and collections [5.2.1.C],

21. enhance preservation [5.2.2],

22. provide adequate professional and support staff [5.2.3.A/B],

23. improve staff communications within Libraries [5.2.3],

24. improve job-related information and instruction [5.2.3.D],

25. create a career ladder for USPS (support staff); encourage initiative and respon-sibility [5.2.3.B],

26. enhance the professionalism of librarians' job assignments; indicate more clearly the difference between professional and support positions [5.2.3.A],

27. promote better work flow and communications through study of organizational relationships [5.2.3.C],

28. improve staff orientation [5.2.3.C/D],

29. provide comprehensive access to materials through LUIS or other in-house systems [5.2.1.D],

30. conduct an ongoing audit of resources,

31. make Social Science Data Tapes Archives more accessible [5.2.2.B],

32. access SEFLIN data from FCLA/LUIS terminals [5.2.4.A],

33. staff systems adequately to handle LUIS; Social Science Data Tapes Archives; PC applications such as DTP, CD, FAX; training; and computer equipment troubleshooting/maintenance [5.2.1],

34. train staff to work with microcomputers [5.2.3],

35. train staff to use standard software for word processing, spreadsheet, and data-base applications [5.2.3],

36. purchase computer equipment that promotes productivity and creativity but is cost efficient and simple to maintain [5.2.3.E],

37. increase fundraising efforts [5.2],

38. strengthen the Community Advisory Council [5.2.4],

39. improve the quality of campus life [5.2.1.],

40. improve displays [5.2.1.],

41.   sponsor film series and other cultural events [5.2.1],

42.   consider extending borrowing privileges to the community [5.2.4],

43.   enhance University Archives [5.2],

44.   improve services to Broward students [5.2.5], and

45.   maintain cooperative relationships with other libraries and agencies [5.2.4].

Objectives

The Libraries' objectives are to

5.2.1 A/B/EF

1.   create a required library instruction course for freshmen (1990),

2.   investigate a library research course for graduate and transfer students (1990),

3.   designate a bibliographic instruction (BI) coordinator (1989),

4.   add bibliographic instruction staff,

5.   offer library orientation for new faculty, staff (1989),

6.   develop a videotaped introduction to the Libraries (1991),

7.   provide a BI classroom at University Park (1993),

5.2.1.

8.   improve signage (1991),

9.   investigate implementing a general information desk at both Libraries (1990),

5.2.1.C.

10.   develop a priority list of CD-ROM databases (completed),

11.   plan a CD-ROM lab at University Park (1989),

12.   provide access to services through local area network (LAN) (1990),

13.   increase online search equipment (1990),

14.   evaluate online research; investigate no-or low-charge searching through SEFLINK, FCLA, etc.,

15.   adopt new, cost-effective technologies,

5.2.E.

16.   survey students every 2 years (1989),

17.   appoint an interlibrary loan librarian (1989),

18.   evaluate ILL staffing needs,

19.   implement a library shuttle for delivery of materials (1990-91),

5.2.1.F.

20.   study the need for duplicated Curriculum Labs (education) on both campuses (1989),

21.   study Curriculum Lab collections and services; enhance services (1990),

5.2.1.

22.   upgrade audiovisual equipment (1988-90),

23.   add student help with computer centers (1990),

5.2.1.D.

24.   expand Athenaeum (University Park Library) (1989-93),

5.2.A.

25.   ascertain disabled patrons' needs (1990); implement changes,

5.2.1.D.

26.   obtain annual equipment funding equal to 15% of cost of property,

27.   update equipment desiderata list biannually,

28.   improve Libraries' interior (especially University Park) (1993),

29.   improve telephone and telecommunications services (as soon as possible after 1990),

30.   develop a 5-year maintenance and renovation plan (1989-90),

31.   develop a cleaning schedule (1989),

32.   improve custodial services (on-going),

33.   upgrade emergency exit door security systems (University Park) (completed),

34.   improve the University Park public address system,

35.   study security of collections and patrons (1990-91),

5.2.1.

36.   assess and improve photocopy services (1990-91),

5.2.1-3.

37.   formulate disaster prevention and recovery plans (1989-90),

5.2.2.A-E.

38.   continue to make policy for collection development: doctoral programs (1989), graduate program (1992), other collections (1989),

39.   strengthen University Park staff-faculty liaison (1990),

40.   analyze systems for acquisition and cataloging (1989),

41.   complete an acquisition procedures manual (1989),

42.   fully integrate NOTIS online acquisition procedures with cataloging procedures,

5.2.E.

43.   evaluate relevance of subscriptions over $500,

44.   evaluate journals for doctoral programs,

45.   encourage faculty to evaluate subscriptions; return savings to departments,

5.2.1.C.

46.   implement automated services control (1989),

47.   update and verify services records (1989),

5.2.2.

48. assess collections' physical conditions and preserve them (1990),

49. add staff in serials acquisitions and audiovisual services (1991),

50. add a personnel office (1992),

51. assess search-and-screen procedures,

52. increase the student assistant budget (1990),

5.2.3.

53. improve meeting schedules (completed),

54. hold seminars on improving communication,

5.2.3.B.

55. encourage the creation of LTA III positions,

5.2.3.A.

56. ensure the professionalism of librarian job assignments (1989),

57. determine conditions under which support staff salaries will exceed professional salaries (1990),

5.2.3.C.

58. review organizational relationships (1990),

5.2.3.C-D.

59. develop staff orientation programs (1990),

60. formally train staff (1990),

5.2.1.D.

61. provide access to special collections through LUIS or an in-house system (1991); to journals in the special collection (1990); the map collection (1992); the Latin-American pamphlet collection (1990); and reserve materials (1990),

62. assess the adequacy of ports for PC/Modem remote assess to LUIS,

63.   write inventory policies and procedures (1990),

64.   purchase portable scanners (1990),

65.   hire personnel for ongoing inventory (1990-91),

5.2.2.B.

66.   hardwire Libraries to SERDAC for processing and copying of large data files (1990),

67.   add at least 1 tape drive and fast printer for University Park-SERDAC project (1990),

5.2.4.A.

68.   acquire additional equipment for North Miami Telex control unit; test whether SEFLINK can be accessed via FCLA terminals,

69.   add dual-host control units at University Park,

5.2.1.

70.   hire a systems librarian (1990); a systems coordinator (1990); a systems technicians at both libraries (1991),

5.2.3.

71.   train staff in MARC format, OCLC basics, NOTIS basics, and SOLINET (1989),

72.   train staff in WordPerfect, Lotus 1-2-3 and Dbase 4,

5.2.3.E.

73.   identify library workstation requirements (completed),

74.   identify Local Area Network applications (1989),

75.   plan for DTP, CD, FAX, etc., workstations and linkage with LAN,

5.2.

76.   raise funds through University Development,

77.   offer library services to corporations for payment (1989),

5.2.4

78.   strengthen the Community Advisory Council (1990),

79.   put a Council representative on the Board of Trustees (1990),

80.   revise Council goals and objectives (1989),

81.   seek additional corporate representation,

5.2.1.

82.   display faculty publications,

83.   display student book collections (1990),

84.   improve display facilities (1989-90),

85.   expand cinema services (1989),

86.   hold student/faculty/staff film festival (1990-91),

87.   develop policy for FIU and non-FIU groups using Libraries,

5.2.4.

88.   extend borrowing privileges to the community for a fee (1989),

89.   educate the University about Archives (1989-90),

90.   survey the Archives (1989),

91.   identify photographs and negatives in the Archives (1989),

92.   maintain Labor Archives, Women's Archives, Cuban Archives, History Archives,

93.   train persons in oral history, presentation, and documentation (1989-90),

94.   provide public access to Archives,

5.2.5.

95.   assess the Broward collection,

96.   form an advisory committee for Broward services (1989),

97.   appoint a librarian support staff in Broward (1990),

98.   appoint a librarian and support staff at the Ft. Lauderdale Tower (1990),

99.   analyze Broward library collections and services based onpprograms,

100.   load Broward Library tapes in LUIS,

101.   improve Broward service hours, and

5.2.4.

102.   maintain good working relationships with regional and state libraries.

5.3 INSTRUCTIONAL SUPPORT

A variety of instructional support services provide access for faculty and students to educational equipment and specialized facilities. Scientific and educational laboratories are under the management of the respective departments and deans, Instructional Media Services provides non-instructional media services, while Auxiliary Operations provides duplicating services, food services, and the bookstores.

DIVISION OF INSTRUCTIONAL MEDIA SERVICES

The Division of Instructional Media Services (IMS) has developed as campus needs for instructional support have grown. The educational equipment inventory includes 862 items with a total value of $640,000. IMS also provides non-instructional media services to the North Miami Campus and Broward instructional sites, as well as to the University Park Campus.

Current reorganization activities have created four specialized support services units: Educational Equipment Distribution and Engineering and Technical Services; Television and Multi-Media Production; Instructional Graphics and Photography; and North Miami Campus Operations. IMS has a staff of five administrative and professional personnel, twenty University Support (USPS) personnel, and approximately forty Other Personnel Services (OPS) technical assistants.

IMS departments are in four buildings on the University Park Campus and two on the North Miami Campus. All departments are closely interrelated and rely on one another to provide their respective services. On the University Park Campus services suffer from the lack of space. Total space available at University Park is approximately 8,400 square feet. The Athenaeum expansion should provide an additional 7,988 square feet to consolidate operations and enhance services.

Educational Equipment Distribution and Engineering and Technical Services has a central distribution and scheduling location in the main classroom building, Primera Casa. Classroom instructional equipment--audiovisual equipment, overhead projectors, VCRs, slide projectors, tape recorders, etc.--is distributed as requested by instructors. The engineering staff who repair and maintain the equipment is located on the west side of the campus. As the University Park Campus has grown, it has become increasingly difficult for this department to deliver materials in the short period between classes. Alternative solutions are being sought to these time and distance problems.

Television and Multi-Media Production Services has instructional and informational/promotional functions. A new staff position covers promotional operations while allowing academic use to continue to increase. The unit also experiments with educational delivery over long distances; plans are underway to handle the Florida Educational Delivery Systems (FEEDS). The unit is also developing, with the College of Health, an interactive video class. The use of satellite downlink or closed-circuit broadcast is being explored for instructional, administrative, and other needs.

In Instructional Graphics and Photography Services, the use of the Production Resource Center has tripled in the past two years as students and faculty make more use of the facilities. The Production Resource Center provides audiovisual, graphics, and desktop-publishing support for faculty, students, and staff who wish to produce their own resources. The most popular service for the students and faculty is the desktop publishing/graphics Macintosh computer lab. Production and Graphics' space limitations restrict the expansion of services for faculty and University functions and create crowded conditions and other problems. The Athenaeum expansion will alleviate space shortages. Photography provides for all University campuses' instructional, documentary, and promotional needs.

North Campus Operations include Educational Equipment Distribution and Scheduling Services and, since September 1988, a Production Resource Center. These duplicate the distribution and production functions of the same units at the University Park Campus. University Park facilities provide all photography, instructional graphics, instructional television, and engineering support services. Use at the North Miami Campus is expected to increase with the relocation of the School of Hospitality Management. Instructional manuals and signs are designed to increase self-sufficient use of equipment by students, faculty, and staff.

A priority for the next five years is upgrading the administrative and creative staff's communication and production capabilities. As more units establish records on computers, access to those records by other units will provide a more efficient means of communication than campus mail services. IMS plans to be in the forefront of these developments.

AUXILIARY OPERATIONS

Auxiliary Operations' services are an integral part of the University. The major goal is to furnish students, faculty, and staff with services and/or goods that are necessary but not readily available elsewhere in terms of costs, quality, quantity, and convenience. These services and goods support the University's basic educational endeavor and are intended to enhance its functioning.

Duplicating Services' principal goal is to meet the University's continuing duplicating requirements. Thus it offers offset press operation, convenience copiers located throughout the campuses, and high-volume/speed duplicators.

Two presses do most of the offset operations's high-quality jobs (over 500 copies per original). They also produce most forms, including NCR and such special jobs as University brochures distributed to the generalppublic.

The approximately fifty convenience copiers centrally located throughout two campuses meet the copying needs of faculty and staff when fewer than ten copies per original are needed.

Five high-volume/speed duplicators--three at University Park and two at North Campus-- are centrally located at the main duplicating facility. They meet such daily reproduction needs as class handouts and tests.

Duplication Services periodically upgrades equipment so as to continue to provide high-volume, high-quality service by. In the next five years, three to five convenience copiers and one or two high-volume/speed duplicators will be replaced by state-of-the-art equipment.

FOOD SERVICES

This auxiliary's main goal is to provide meals and snacks to students, faculty, staff, and visitors. An outside contractor has exclusive rights to the operations of the cafeteria, Rathskeller, and snack bars, and provides catering, but not exclusively. The University receives a sales/commission report monthly, based on a percentage of gross sales.

To meet the demands of growth, the University Park Food Service operation is being augmented under the University House Expansion and Renovation Program, scheduled for completion in 1991. Seating capacity will increase by two hundred; the kitchen area will be doubled and the serving area enlarged; new equipment will be installed; distinct, specialized food sections will be featured. The North Miami Campus facility is being studied for planned expansion.

BOOKSTORES

The Bookstores' main purpose is to provide students and faculty with the texts required by the curricula, and to maintain equitable policies on prices, refunds, and put-back procedures. They are operated by an outside contractor, who submits a monthly sales/commission report.

The Bookstores' objective--to continue to provide timely, high-quality service--can be realized by expansion and improvement of its facilities under the University House Expansion and Renovation Program.

AUXILIARY TRUST FUND

	85/86	86/87	87/88
Fund Balance		$788,141	138,202
Revenue	$9,837,461	10,436,096	10,914,079
Expenses	$9,110,527	138,202	19,578,217
Cash	$788,142	138,202	474,064

LABORATORIES

There are forty-two laboratories at the University Park Campus and fourteen on the North Miami Campus. It is estimated that they can accommodate a total of 2173 students simultaneously. During the self-study, concerns about laboratory space were identified by programs in journalism and mass communication, physics, biology, chemistry, and engineering. Their needs will be met with the opening of the new Physics and Chemistry building, and a new Engineering building. The School of Journalism and Mass Communication recently renovated a North Miami Campus building to accommodate its immediate laboratory needs. The Ph.D. program in biology, with its emphasis on tropical biology, still needs greenhouse laboratories.

5.4 COMPUTER RESOURCES AND SERVICES

INFORMATION RESOURCE MANAGEMENT

Mission

Information Resource Management (IRM) oversees all computer/telecommunications activities. The Division is headed by the Associate Vice President for IRM, who reports to the Vice President for the North Campus/Computing and Budgeting, and administers University Computer Services, the Southeast Regional Data Center (SERDAC), and Telecommunications.

University Computer Services provides micro- and mainframe software applications, support, hardware consulting, and information-technology training to faculty, staff, students, and administration, and sells microcomputers to the University community. It has three units: User Services, Applications Software, and the North Miami Computer Services Unit. User Services supports Instruction and Research, provides VAX/VMS and SUN UNIX timesharing, micro-computing, network usage, computer lab management, computer store sales, documentation, and training. Applications Software provides software support for administrative functions; the Student Systems and Fiscal Systems sections define, design, and implement software solutions. North Miami Computer Services is self-contained and provides computer support across the spectrum of hardware/software applications.

The Southeast Regional Data Center (SERDAC) is a computer utility providing reliable, cost-effective, state-of-the-art computer and data-processing hardware. It supports large-scale timesharing for Instruction and Research at FIU and FAU; operates local administrative com-puter equipment; and on each campus operates large hardware maintenance facilities to repair University terminals, workstations, and microcomputers.

Telecommunications plans, operates, and maintains efficient, cost-effective, reliable, and easily adaptable voice- and data-communications equipment and networks University-wide.

IRM's mission is to (1) plan and administer University computing and telecommunica-tions, (2) help the Vice President and other administrators make policies to develop, control, and allocate these resources, (3) provide advice and coordinate computing and telecommunications activities University-wide, (4) ensure that overall instructional goals are met, (5) consolidate, eliminate redundancies, and streamline services, (6) keep the University abreast of technological development, and (7) ensure adequate and equal access to resources.

5.4.A

Policies for allocating computing resources and assigning priorities for computer use are clearly stated, consistent with the University's mission and goals, and regularly evaluated for adequate service.

IRM's goals and objectives clearly state that it works closely with the IRM Advisory Committee, Administrative User Group, and two University-wide advisory groups to assure the above.

Historically, users have also been closely involved in policy-making. IRM will strive to include previously underrepresented non-traditional computer-users. IRM also conducts an annual user survey to determine satisfaction/dissatisfaction, and analyzes the many user requests received and formally logged.

5.4.B

There must be a compromise between the users' needs and what is realistically affordable. Ideally, all faculty members who want a microcomputer should have one, but because funding constraints necessarily limit purchases, alternative routes are followed (funding proposals, competitions, etc.).

Many policies and procedures of the Legislature, the IRC, the BOR/IRM, and the University affect the acquisition of information technology. While attempting to overcome such obstacles, the IRM is mindful of fiscal responsibility and the best possible service.

5.4.C

The IRC establishes priorities for computer usage, and balances services among users. It does this through its own planning and with the advice and consent of its advisory groups, as well as through such other formal and informal means, such as input from faculty, students, staff, community, and traditional and non-traditional users; data from annual surveys; analyses of formal user requests; system accounting; and staff projections of needs and budgetary constraints.

Accurate records are maintained through formal logs and accounting records.

Students are encouraged to make some practical use of available computer resources, a fact clearly detailed in IRM's goals and objectives, particularly the section pertaining to Instruction and Research. It is also described in the Catalog under the "General Information" subsection, "Information Resource Management: University Computer Services." The Catalog describes services of most interest to students, specifies procedures for use, and lists student lab locations. Computer resources are also available to students through the School of Computer Science, the University Libraries, and elsewhere in the curricula.

Goals

IRM's goals are to

1.   use information technology in instruction and research, thus making the University competitive, upholding its reputation and prestige, appealing to distinguished faculty, recruiting highly qualified students, and serving the local community,

2.   ensure that faculty and students have easy access to computing resources, and serve the administration by providing it with the best possible information technology,

3.   ensure that administrators have easy access to computing resources,

4.   provide auxiliary computing resources,

5.   construct an information-technology center to house computing, telecommunications, and ancillary activities,

6.   recruit and retain additional high-caliber staff,

7.   refine planning,

8.   review user feedback and revise accordingly,

9.   deploy networks to transport voice communications (such networks must be cost-effective, reliable, efficient, flexible, adaptable to growth, and easily upgraded),

10.   provide access to computing resources through high-speed data networks,

11.   upgrade the network through reduced coaxial-cable use and better use of switched and dedicated networks,and

12.   ensure that any new building, remodeling, or relocation project complies with provisions for telecommunications needs.

Objectives

IRM's objectives are to

1. establish a University-wide IRM Advisory Committee to participate in planning new resources, establishing policies for resource allocation, and recommending budget priorities (Fall 1989),

2. integrate information technology within the curricula (1993),

3. help faculty to use computers in teaching and in mathematical work,

4. teach faculty and staff how to use computers independently in teaching and research,

5. establish a microcomputer training center (December 1989),

6. make networked microcomputers available in open labs for students,

7. make microcomputers available in instructional labs (at least one classroom per School),

8. acquire funding for a state-of-the-art instructional facility in the School of Computer Science,

9. upgrade the College of Education's instructional lab,

10. propose funding to buy each faculty member a microcomputer,

11. encourage each faculty member to obtain a microcomputer,

12. continue the competition for fifty microcomputers (annually through 1993),

13. assess the policy of recycling old equipment,

14. serve as the University's software repository (1991),

15. examine VMS Host Services for MS-DOS for use as a network server on VAX and for microcomputer software distribution (1989),

16. upgrade North Miami Campus Computer Services to the University Park level, including an on-site VAX (1991),

17. create a large (250 workstations or more) networked computer lab for students (December 1993),

18. install 100 dial-in phone lines for faculty and students with home or office computers (December 1993),

19. install 100 "intelligent communicating" workstations in open student labs (December 1993),

20. augment the SERDAC VMS platform to support 300 connected workstations (1990) and 500 workstations (1993),

21. expand the SUN/UNIX facility for computer science faculty and graduate students, add a second SUN/4, add ten SUN/3 workstations in the computer science lab (completed),

22. augment the SUN/UNIX platform to support 50 connected workstations (1991), 100 (1993),

23. assign each student a universal account number to use at any University computer facility (1989),

24. in conjunction with the University libraries, develop a repository of data tapes and databases, including software and a catalog (1990),

25. create an Administrative User Group that will participate in planning new resources, allocating resources, setting priorities, and recommending budgets (1989),

26. integrate information technology into University administration (1990),

27. instruct staff in the use of computers as mathematical tools,

28. establish a network of microcomputers for electronic mail, calendars, conference room scheduling, mainframe access, etc.,

29. train the University in information security (1989),

30. provide the North Miami Campus with administrative services on a par with University Park's (1991),

31. evaluate and improve North Miami Campus data communications,

32. train users in information retrieval via modern search techniques,

33. replace existing SERDAC systems with a cost-effective, general-purpose mainframe for job entry, cashiering, registration, and SASS services (1990) and provide an interim upgrade (1989),

34. allow users to submit and schedule production jobs on the mainframe interactively, and receive information online (1989),

35. improve the database for Institutional Research (student profiles and routine management information) (1989),

36. add databases for Institutional Research (enrollment, self-accreditation) (1990) and online faculty activity data (1989),

37. implement an academic support system (1989),

38. upgrade SERDAC's wordprocessing system,

39. examine desktop publishing through SERDAC,

40. continue to maintain University hardware (SERDAC),

41. create new, spacious computing labs and offices (1993),

42. develop a plan to migrate target Northwest Regional Data Center and in-house systems to a local mainframe (1989),

43. protect institutional data files stored in Tallahassee (1989),

44. hire five new staff members, one per year,

45. hire at least one hardware repair technician for SERDAC (1990),

46. encourage each employee to attend at least one conference, workshop, or seminar annually,

47. expand in-house staff training by various means,

48. plan the Information Resource Commission Strategic Plan, and the annual operating plan, Performance Report, performance appraisal goals and objectives (of management), and report submitted to the Vice President of Business and Finance and the self-accreditation study (include information about traditional and non-traditional users),

49. conduct an annual user survey,

50.   analyze user requests,

51.   overcome obstacles to acquiring information technology,

52.   deploy a larger, more modern voice-communication system at University Park
        (1989),

53.   monitor the ROLM processor for traffic and load conditions at North Miami,

54.   replace the ROLM system (1991),

55.   investigate a uniform, centralized voice-communication system,

56.   investigate the feasibility of voice mail and modern posting (1990),

57.   evaluate voice/data equipment (1990),

58.   implement a University-wide network linking all computing devices in all build-
        ings on both campuses (1991),

59.   extend Ethernet to the new Engineering and Physical Sciences buildings,

60.   enhance SNA service to the Broward instructional sites,

61.   evaluate the feasibility of extending Ethernet to the North Miami library,

62.   evaluate the feasibility of extending SNA to the North Miami Office of Registra-
        tion and Records,

63.   connect the University-wide Ethernet to the national Internet,

64.   connect the University with all other State universities via a high-speed system
        (1989),

65.   install a satellite communications facility for worldwide telecommunications
        (1993),

66.   deploy an integrated digital network capable of accepting the simultaneous high-
        speed transmission of voice and data, and having access to a variety of systems.
        Strongly consider Southern Bell's Digital ESSX (Centrex) for this network of
        communication through fiber optics. Use this network for a Metropolitan Area
        Network capable of interworking multiple systems on local and remote networks
        (mid-1990s),

67.   base all data communications wiring for new buildings on the wiring plan for ISDN technology (use copper wire facilities),

68.   prewire all potential locations for voice and data services, and

69.   work with architects and engineers planning University construction to ensure that telecommunications needs are provided for.

DIVISION OF STUDENT AFFAIRS

Mission

The Division's mission is to provide services and implement programs which foster the intellectual, social, emotional, physical, and moral development of students; provide opportunities for leadership training, awareness of cultural diversity, and sensitivity to social issues and concerns; and encourage students to integrate experiences from the classroom with experiences outside the classroom.

The Division's functions are to provide services through the following departments and programs: Career Planning & Placement, International Student Services, Counseling Services, Disabled Student Services, Minority Programs & Services, Student Activities, Student Unions, Campus Ministry, Admissions, Financial Aid, Registration & Records, Judicial Affairs, University Housing, Student Health Services, Student Government Association, and Athletics and Recreational Sports.

Goals

The Division's goals are to

1.   establish an operating policy and procedures manual,

2.   attract qualified staff to all units,

3.   establish a professional development program for staff members,

4.   review and assess Division and unit fiscal and staffing needs,

5.   increase emphasis on minority programs,

6.   increase the number of housing revenue beds,

7.   improve the quality of student life on campus, and

8.   enhance student understanding of, and appreciation for, the values and ethics of a university community.

Objectives

The Division's objectives are to

1.   complete a policy and procedures manual (1989),

2.   establish annual review procedures for the policy and procedures manual (1989),

3.   conduct broad searches for available staff positions,

4.   pursue minority applicants for staff positions,

5.   encourage professional development opportunities for all staff,

6.   form a professional development committee (1989),

7.   survey staff members to determine professional development needs,

8.   develop a schedule of professional development opportunities,

9.   encourage participation in professional development conferences when funding is available,

10.   obtain budget and new position requests and (a) clarify and review proposals with unit directors, (b) prepare budget and position recommendations for approval by the vice president for Student Affairs and executive staff, and (c) submit budget and position requests to the University budget office,

11.   hire an assistant vice president for Minority Programs,

12.   reorganize and consolidate minority student programs and services under the assistant vice president for Minority Programs,

13.   increase efforts to expand community-oriented programs,

14.   appoint a planning committee to develop type and location of housing units, including dining facilities,

15.   identify funding and begin to phase construction of housing units,

16.   provide student leadership opportunities and training,

17.   develop and disseminate a student handbook,

18.   create a media board to assist students in producing high-quality productions,

19.   improve the quality of the student newspaper,

20.   emphasize better services to students through staff training,

21.   implement an orientation program for new students,

22.   develop a standard of conduct for students by incorporating expected student morals, ethics, and values: (a) establish a University-wide committee to review and discuss a morals, ethics, and values statement and (b) prepare a draft statement for review by the president's executive council and the Board of Regents,

23.   begin a process of systematically educating freshmen and transfer students with regard to academic misconduct, cheating, and plagiarism,

24.   add a component on academic integrity for freshmen and transfer students,

25.   include information on morals, ethics, and values in all student leadership development activities and employment training, and

26.   prepare a final statement on morals, ethics, and values for publication in the student handbook.

STUDENT ACTIVITIES

Mission

The mission of Student Activities is to respond to students' out-of-class needs by involving them in cultural, social, recreational, educational, and governance programs. The Office is concerned with enhancing students' personal growth as a necessary partner to intellectual growth. Consequently, the Office provides learning opportunities through which students can practice and develop leadership, communication, problem-solving, program-planning and evaluation, and other competencies and skills. The Office encourages students to work independently, and cooperatively, with peers, faculty, and staff. This promotes institutional commitment and an understanding and appreciation of human and cultural differences and forms of expression. So, too, students are guided in considering their potential and actual contributions to the South Florida community, and society-at-large. The Student Activities Office works cooperatively with the Student Government Association (SGA) to provide campus activities and learning opportunities. The majority of these programs fall under the direction of the SGA Social and Cultural Committee, which sponsors performing arts and athletic/recreational activities, and special events. Student Activities provides advice in budget management and program implementation and evaluation. The Office also advises student organizations and clubs and the Inter-organizational Committee. The Office also aids the assistant vice president for Student Affairs in implementing student orientation, developing a program of events, and selecting and training student assistants. The Office operates as a resource for commuter students.

Goals

The Office's goals are to

1. enhance service to students, faculty and staff,

2. provide opportunities for student leadership development,

3. foster and encourage awareness of, and sensitivity to, differences among students, faculty, and staff,

4. provide opportunities for commuter students to enhance their individual development,

5. assist commuter students with transportation needs,

6. assist students in locating living facilities that meet their needs and help them cope with landlords and community regulatory agencies,

7. assist students in acquiring needed information in order to participate in clubs and organizations,

8. enhance commuter students' awareness of the environment,

9. refine the freshman summer orientation program and add a transfer student summer orientation, and

10. develop a student handbook with information about campus life and the rules, policies, and procedures that affect students.

Objectives

The Office's objectives are to

1. provide better service to night students who want information about tickets for events (1989),

2. provide improved information for operators staffing the event line (1989),

3. provide training for chairmen of the SGA Social and Cultural Committee (annually),

4. include students in the planning and facilitating of leadership programs,

5. improve leadership training for the Inter-Organizational Council and student organizations (1990),

6. enhance programs that celebrate cultural and racial differences (annually),

7. educate students and staff regarding human differences,

8. guide clubs and organizations to ensure that the diverse needs of a commuter population are served,

9. assure that both daytime and evening activities are provided,

10. increase the availability of public transportation information (1989),

11. provide opportunities to participate in a ride-sharing program (1989),

12. ensure that Public Service provides emergency vehicle service (1989),

13. advocate the need for secure bicycle parking facilities,

14. provide current off-campus rental information (annually),

15. inform students of landlord/tenant laws (annually),

16. increase community referral contacts to meet student needs (1989),

17. disseminate information concerning clubs and organizations (1988),

18. revise the University telephone directory (1989),

19. modify off-campus housing listings to reflect changes in the rental market (1989),

20. publish a food service directory (1989),

21. expand the guide to living in Miami (1990),

22. implement revised plans for orienting freshmen and transfer students (1989), and

23. distribute a student handbook (1989).

OFFICE OF ADMISSIONS

Mission

The Office's mission is to provide admission services and general information to prospective students, guidance counselors, enrolled students, and the general public. It thereby promotes the University's mission and goals and contributes to the success of students. The office sets a tone of "service to students"; establishes long-term working relationships with guidance counselors and academic advisers; promotes the academic requirements of the University to high schools, community colleges, and university graduates; works within State rules and regulations; and establishes working relationships with Student Affairs and Academic Affairs to achieve high standards of education and service. The Office is responsible for recruiting students and processing all admission applications to the University. It also supports all units in all matters relating to recruitment and admissions. The readmission of students dismissed for academic reasons is processed through the Admissions Office, in accordance with readmission decisions made by academic departments. The Office is responsible for distributing the college *Catalog*, which contains all academic policies, as well as policies on readmission. The *Catalogs* and other promotional materials are distributed to the college community and to prospective applicants. Among the admissions policies covered in the *Catalog* are those which deal with the requirements and admission of transfer students, as well as the process by which students will be awarded credit for transfer.

Goals

The Office's goals are to

1.   promote the goals of the University,

2.   recruit an increased number of qualified students,

3.   recruit an increased number of qualified minority students,

4.   coordinate with academic units on matters relating to student recruitment and admission,

5.   improve understanding between the University and local high schools,

6.   improve and support the State of Florida Articulation Agreement with the Florida Community College System,

7.   evaluate FIU's admissions policy regularly, and

8.	review admissions decisions, thereby ensuring that the institution's qualitative and quantitative requirements have been met.

Objectives

The Office's objectives are to

1.	visit local high schools and colleges monthly,

2.	visit state high schools and colleges annually,

3.	publish a counseling manual for all Florida community colleges annually,

4.	implement Personalized Admissions Services at Miami-Dade Community College campuses every semester,

5.	identify and recruit high caliber students, especially black students and National Merit Scholars,

6.	provide programs on admission, financial aid, entrance testing, and application procedures, for pre-college students and their parents,

7.	work closely with community colleges and high schools to identify and recruit qualified black students,

8.	monitor scholarship programs, such as the Golden Drum, to ensure that minority students apply to the University,

9.	assist the public in interpreting admission policies and procedures,

10.	work closely with the principals, assistant principals, or CAP advisers at high schools,

11.	implement a special FIU day for guidance counselors (1989),

12.	improve services to community college transfer students (annually),

13.	review admissions policies and procedures to ensure that the Office meets the needs of transfer students (quarterly),

14.	review the entire admissions process (annually),

15.	ascertain how well the admissions process contributes to FIU's educational purposes and objectives,

16. ascertain the academic quality of each newly admitted class (annually),

17. monitorpsupplemental academic provisions for students admitted by exception,

18. monitor adherence to Board of Regents rules governing academic requirements for admission to the State University System, and

19. Ensure consistent admissions policies throughout the University.

ATHLETIC DEPARTMENT

Mission

The mission of the Department is to support the overall University mission. Athletics contributes to the individual, the institution, and society as a whole. It must continue to be an integral part of the educational process.

The University maintains an Athletic Council, whose membership includes students, faculty, and others. It serves as an advisory and regulatory board to the athletic program, ensuring high ethical and academic standards in the University's intercollegiate athletic programs and competition, and ensuring the concern for the educational needs of student-athletes. The council advises the Vice President for Student Affairs.

The well-being of the student-athlete is of paramount importance: he/she is, as NCAA policies require, a student first. The University is therefore committed to providing advising and academic support services to assist the student-athlete achieve that full potential.

The athletic program is important to the development of a vibrant campus atmosphere. The University is striving to develop alumni and external support, an area in which athletics can play an important role. Athletic activities attract community interest and support through media visibility and entertainment value; and unify students, faculty, staff, alumni, and the community toward a common interest.

Thus, by upholding high standards of integrity and a strong commitment to academics, the athletic program is a major contributor to the image and reputation of FIU.

The scope of the program is in keeping with that of the University. It now operates on a conservative financial basis, with student fees providing the primary base of support; however, fund raising, gate receipts, and other external resources will provide an increasing share of the budget as the program expands. The management of the Athletic Department and the University are responsible for establishing and maintaining a system of internal accounting controls.

As the University develops academic programs of national and international distinction, the athletic programs should also compete at a national level. Consistent with the University goal of excellence, the number of sports will be limited. Women's teams will be developed at the same rate as men's teams.

The University is committed to an active program of intramural, recreational, and club sports, all of which are administered by the Athletic Department. FIU is an accredited member of the National Collegiate Athletic Association and is competing at the Division I level. Male student athletes participate in baseball, basketball, cross-country, golf, soccer, and tennis. Women's teams include basketball, cross-country, golf, tennis, soccer, and volleyball. The women's teams compete in the New South Women's Conference. The Golden Panthers have a history of being well represented in NCAA post-season tournament play. Included among their successes were the 1982 and 1984 national championships in soccer while at the Division II level.

Financial aid is available in all sports. Freshmen, transfer students, and walk-on candidates compete for roster positions.

Athletic facilities are excellent: the baseball field is lighted and has a seating capacity of 1,500; the soccer field will soon be lighted and seats the same number; and the Sunblazer Arena, with a potential seating capacity of more than 5,000 seats, houses the University's basketball and volleyball teams.

Goals

The department's goals are to

1.   promote and encourage academic excellence of student athletes,

2.   enhance the national stature of the athletic program and thereby create a sense of pride within the University and local community,

3.   increase departmental resources, and

4.   complete a reorganization of the department and establish staff positions with effective leaders.

Objectives

The department's objectives are to

1.   recruit top-notch athletes who meet admissions criteria (continual),

2.   inform student-athletes of tutoring services available and encourage them to seek assistance (continual),

3.   help the students develop better library skills (continual),

4.   secure study halls and require attendance (continual),

5.   coordinate students' academic schedules with their athletic schedules,

6.   provide each athlete with a handbook outlining his responsibilities (annually),

7.   improve Sunblazer Arena seating (1989),

8.   add lights on the soccer field (1989),

9.   display New South Women's Conference banners and championship pennants (1989),

10.   provide a wall of fame for outstanding athletes (continual),

11.   seek radio and television coverage of major events (1989),

12.   promote athletics within the Latin community (continual),

13.   develop a high profile for women's teams in the New South Women's Conference (1989-1990),

14.   encourage coaches and staff to be active to national organizations (continual),

15.   develop outstanding classic events for men and women (1989),

16.   gain admission to a conference (1990-1991),

17.   develop a broader funding base through endowments, insurance premiums, etc.,

18.   raise $ 250,000 (1989),

19.   seek greater student fee support (1989-1990),

20.   generate increased gate receipts (continual),

21.   fully utilize facilities while generating revenue through rentals to non-University groups,

22.   make offices in the arena for as many staff as possible (1989),

23.   create second-level positions of staff authority, (1989), and

24.   assess staffing needs and fill lines with qualified individuals (continual).

CAREER PLANNING AND PLACEMENT

Mission

The mission of Career Planning and Placement is to provide students with current information about the world of work, occupational trends, career options, and advanced educational opportunities. This includes assisting students and alumni with their job search and creating job opportunities with a variety of employers. Career Planning and Placement also offers a cooperative education program for credit so that students can combine classroom theory with career-related practical work experience. Furthermore, the department facilitates faculty, student, and employer interaction in career planning and placement. Career Planning and Placement emphasizes career development, employer identification, resume/letter writing, and interview skills through its four programs: Career Advisement, Career Placement, Cooperative Education, and Job Location and Development Program.

Career Advisement encourages students to attend career identification and major-choosing/changing workshops, participate in the Alumni Mentor Program, and receive individualized attention from its professional staff. A computerized career guidance system (SIGI PLUS) to help students identify a career. A peer adviser program and career day are also offered.

Career Placement helps students by scheduling on-campus interviews, posting job vacancy notices, providing a resume referral system, conducing an annual law/medicine/graduate school day, holding an annual career fair, and scheduling a variety of seminars each semester on job market trends and job search techniques. Students must attend an orientation meeting prior to setting up a placement file and participating in on-campus recruiting. A credential referral service is available primarily for education majors and graduate school applicants.

Cooperative Education permits students to work in professional-level training positions related to their major field of study. Work assignments are scheduled by the semester, and students earn a salary in addition to academic credit.

The Job Location and Development Program provides part-time, full-time, and summer employment information to students.

Goals

The goals of Career Planning and Placement are to

1.   provide career planning placement services for students,

2.   provide placement opportunities for graduating seniors and alumni,

3.   provide experiential educational opportunities for students,

4.   foster faculty interaction and involvement in the department's activities,

5.   encourage minority participation in the department's activities,

6.   collaborate with other University departments,

7.   provide students with increased access to services,

8.   provide follow-up activities for various departmental services,

9.   disseminate information to students, faculty, and employers,

10. administer the department efficiently,

11. increase the number of counselors,

12. computerize student scheduling,

13. participate in research,

14. apply for grants, and participate in professional and/or community organizations.

Objectives

The objectives of Career Planning and Placement are to

1.   increase the number of workshops and seminars (1989),

2.   implement a peer adviser program (1989),

3.   implement an alumni mentor program (1989),

4.   implement a career course for credit (1989),

5.   hire a master's-level intern to assist in planning activities (1989),

6.   increase the use of SIGI PLUS (1989),

7.   increase the availability of individual career planning sessions (1989),

8.   increase participation in freshman orientation,

9. increase holdings in career resource material (1989),

10. increase the number of on-campus recruiters (1989),

11. increase the number of employers advertising career employment opportunities on campus (1989),

12. increase the number of law, medical, and graduate schools recruiting on campus (accomplished),

13. hold a state conference (1988),

14. increase the number of employer directories and job-search material available (1989),

15. maintain student and alumni career fairs,

16. maintain the number of employability skills and market-trend-analysis seminars and workshops,

17. provide students and alumni with current salary information,

18. increase alumni placement activities (1990),

19. increase participation in Cooperative Education (1989),

20. maintain the number of employment opportunities available to students,

21. continue faculty interaction with cooperative education,

22. invite faculty to meet with employers recruiting on campus,

23. make classroom presentations on services and provide job-market analyses,

24. create a faculty advisory board (1989),

25. implement a monthly seminar for minority students,

26. provide career planning and placement workshops and seminars for minority clubs and organizations,

27. participate in outreach programs for minority high school students,

28. maintain membership in the Undergraduate Studies Advisory Board,

29. maintain membership in the Drug/Alcohol Advisory Board,

30.   maintain a close working relationship with Counseling Services, the Alumni Office, and Minority Student Services,

31.   implement a practical training workshop for international students (1989),

32.   provide North Miami and Broward students with videos on cooperative education and on-campus recruiting (1989),

33.   continue sending a counselor to the North Miami Campus weekly,

34.   send an intern to the North Miami Campus twice a week,

35.   hire a half-time professional for the North Miami Campus (1989),

36.   continue sending job vacancy announcements and departmental brochures to North Miami and Broward,

37.   maintain the student and employer evaluation process and publish a composite annual report (1989),

38.   continue publicizing services through all available media,

39.   increase presentations in classrooms and before clubs, civic, and community organizations (1989),

40.   start a radio campaign on the campus radio station (1990),

41.   maintain bulletin boards at the University Park Campus,

42.   update and publish departmental policies and procedures,

43.   make necessary departmental personnel changes (1989),

44.   continue weekly staff meetings and annual staff retreats,

45.   increase staff development opportunities,

46.   increase the number of graduate interns,

47.   promote ethical practices in career planning and placement,

48.   hire a career counselor (1989),

49.   hire a job developer (1990-1991),

50.   acquire computer hardware and software for on-campus student scheduling,

51. identify an appropriate departmental research project leading to publication,

52. maintain the Title VIII Co-op Supplemental Grant and the JLD allocation,

53. apply for the Title VIII Co-op Grant (1990), and

54. maintain membership and involvement in the Greater Miami Chamber of Commerce and appropriate professional organizations.

COUNSELING SERVICES

Mission

The mission of Counseling Services is to enhance the emotional well-being of students. It offers personal and career/lifestyle counseling and workshops and seminars on mental health issues. The staff of highly qualified professionals is dedicated to the achieving the unit's goals in part through research geared to upgrading the quality of services. In addition, the unit serves as a training facility, offering structured, supervised programs for graduate students seeking exposure to a diversified population within a multidisciplinary setting.

Personal counseling is available for problems with anxiety, depression, family or relationship concerns, feelings of inadequacy, and the development of coping skills.

Career/lifestyle counseling is available for students who need assistance in selecting a major and a career. Workshops and seminars address such topics as eating disorders, relationships, assertiveness training, stress, and time management.

Inservice training in mental health issues is offered for the Student Affairs staff and the University community in general.

The department has established links with mental health agencies to support staff services and enable referrals to off-campus psychologists, psychiatrics, and other mental health professionals. Psychological and vocational testing are available.

The department's staff includes one full-time, licensed clinical psychologist and three master's-level, licensed mental health counselors.

Goals

The goals of Counseling Services are to

1.   provide personal and career/lifestyle counseling for groups, couples, and individuals,

2.   provide a range of tests and psychological assessments,

3.   offer outreach and training opportunities which will enhance student growth and development, and

4.   provide crisis intervention and emergency assistance.

Objectives

The objectives of Counseling Services are to

1.   offer students workshops that address emotional and psychological needs (annually),

2.   develop new procedures for psychiatric consultation/referral of students requiring medication or long-term therapy,

3   develop vocational testing in conjunction with Career Planning and Placement,

4.   provide personality assessments,

5.   offer at least one training session for resident advisers (1989,

6.   assist with University-wide AIDS education programs (annually),

7.   develop student leadership (1990),

8.   develop a crisis intervention procedure (1989),

9.   develop a plan to support students experiencing post-traumatic stress disorders, and

10.   train resident advisers and other housing staff in basic crisis intervention (1989).

CAMPUS RECREATION

Mission

The mission of Campus Recreation is to physically educate students through a program of recreational activities, including (1) general and physical fitness activities, (2) intramural sports, (3) club sports, and (4) special events.

All are designed to improve physical skills, enhance physical fitness, encourage knowledge and understanding, promote social skills, and develop sound attitudes and an appreciation for the value of physical exercise. These services are provided by a staff with degrees in sports administration and exercise physiology. The following general recreational facilities are available: outdoor basketball courts, fully equipped exercise centers, jogging trails, an aquatic center, racquetball and tennis courts, and multipurpose fields. Intramural sports include basketball, tennis, flag football, competitive and co-rec softball, golf, bowling, racquetball, soccer, volleyball, and aerobics. Club sports include *tae kwan do*, cycling, bowling, scuba diving, rowing, *shotokan*, sailing, lacrosse, cheer leading, and cricket. Special events include badminton, bench press competitions, Olympics, floor hockey, canoeing, deep sea fishing, and others.

Goals

The goals of Campus Recreation are to

1.   provide students with the opportunity to participate in many extracurricular leisure opportunities and thereby enhance their University experience,

2.   promote the development and stability of club sports for student participation,

3.   increase the participation in, and quality of, the program,

4.   encourage the development of recreation facilities,

5.   provide training opportunities for staff, and

6.   extend the availability of recreation facilities to the community.

Objectives

The objectives of Campus Recreation are to

1. offer two to three intramural sports per semester,

2. offer three to four special events per semester,

3. advertise the sports clubs on a special recruitment day each semester,

4. hold demonstrations or displays for clubs,

5. develop a brochure descriptive of the program (1989),

6. produce a short video of the program (1989),

7. build a fitness center adjacent to the Sunblazer Arena (1991),

8. complete lighted, multipurpose recreation fields (1989),

9. brainstorm at biweekly staff meetings,

10. require all staff to wear distinctive attire (1989),

11. encourage professional development via certification classes in CPR, exercise, and recreation (1989),

12. extend arena hours of operation (in effect), and

13. increase the community's use of the aquatic center (1989).

DISABLED STUDENT SERVICES

Mission

The mission of the Office of Disabled Student Services is to provide assistance to students having physical, visual, hearing, speech, psychological, temporary, and learning disabilities and chronic illnesses. Students must request such assistance by meeting with a counselor, who assesses needed services and accommodations. Support services include assistants, aids and equipment, adapted testing, registration assistance, and counseling and referrals. All students must submit appropriate medical, psychological, or educational documentation to substantiate need for services. All records are secured within the office. Thus, the office assures disabled students an equal opportunity to competitively pursue an excellent education.

Goals

The Office's goals are to

1. serve as advocates for disabled students and make the University aware of, and sensitive to, their needs,

2. assess needs of disabled students and assist campus unit in meeting those needs,

3. coordinate actions, policies, and procedures of individuals, units, and departments which affect disabled students,

4. assure that disabled students have equal access to all institutional programs and services,

5. employ qualified staff to meet the unique needs of disabled students, and

6. provide readily accessible and conveniently located facilities for disabled students.

Objectives

The Office's objectives are to

1. assure that each student receives equal access to services regardless of type, extent, or duration of disability (each semester),

2. post signs informing students of services,

3. write letters to instructors informing them of disabled students in their classes and advising faculty of students' needs for accommodations,

4.   conduct disability awareness workshops for the University community,

5.   systematically assess the academic, social, and physical needs of disabled students (each semester),

6.   assess the accessibility of the University's physical environment and computer facilities,

7.   survey students regarding access to facilities,

8.   increase University awareness of, and sensitivity to, needs of disabled students,

9.   coordinate services which will enhance integration of disabled students into campus life (each semester),

10.   meet with the Access Committee to evaluate needs and make recommendations,

11.   consult with the University's Educational Equity Committee regarding equal access issues,

12.   serve on the CLAST Appeals Committee to review disabled students' requests for test waivers,

13.   consult with the Academic Standards Committee on the matters of admissions and course substitutions/waivers for disabled students,

14.   consult with units regarding physical and psychological access on campus,

15.   consult on legal requirements for access under Section 504 of the Rehabilitation Act of 1973 and the Florida Equity Act,

16.   provide direct assistance to disabled students to ensure equal access to all programs and services (each semester),

17.   identify disabled students,

18.   verify disabilities through documentation and intake interview,

19.   provide direct support services,

20.   provide letters to instructors informing them of unique needs of their disabled students,

21.   hire an additional full-time professional staff member to assist disabled students (1990),

22.   hire a full-time secretary (1989),

23.   provide support staff,

24. assure that facilities will allow for simultaneous activities without confusion, disorder, or loss of confidentiality,

25. provide office space for one director and one professional counselor during the UH building expansion, and

26. provide adequate space for a student work area and for storage in the UH expansion.

FINANCIAL AID OFFICE

Mission

The mission of the Financial Aid Office is to provide financial assistance to students who, without such aid, would be unable to study at FIU. Students and parents are expected to meet college expenses to the extent possible; this effort is then supplemented by financial aid programs. The amount of a student's financial need is based on his/her individual status. Using evaluations of financial need provided by national agencies, the Office offers packages consisting of scholarships, grants, loans, and part-time employment. The total amount of financial assistance shall not exceed the student's cost of attendance, minus available resources. All factors affecting a family's financial strength are considered in determining need. Emphasis is placed on the student's maintaining satisfactory progress in an academic program.

The Financial Aid Office strives, through cooperation with schools, colleges, professional organizations, and publications, to encourage college attendance by all able students. The Office is responsible for the administration and distribution of all sources of financial assistance in accordance with applicable federal, state, and institutional guidelines and regulations. It provides consumer materials to inform the public and potential students of available programs, eligibility criteria, and application procedures and deadlines. The staff review applications, determine need, issue awards, distribute funds equitably, and monitor student compliance with rules and progress toward degree completion. Another important function of the Office is to prepare statistical analyses of the financial aid population, complete annual reports, and correspond with appropriate agencies and officials when financial aid programs may be in jeopardy.

Goals

The office's goals are to

1. give consistent and precise information to all financial aid applicants,

2. implement scholarship procedures that lead to the effective dissemination of information regarding scholarships,

3. enhance the record keeping in student employment through computerization of major functions,

4. inform students of their financial aid eligibility within three weeks of completion of their file,

5.   disseminate financial aid information to prospective students in coordination with the Admissions Office,

6.   secure off-campus employment opportunities for students eligible to participate in the College Career Work Experience Program,

7.   establish a cross-training program for Financial Aid Office staff, increasing the service level to students,

8.   hire a quality-control computer staff member, and

9.   ensure compliance with all University, State, and Federal policies and procedures, thereby facilitating the annual audit of financial aid awards.

Objectives

The Office's objectives are to

1.   improve communication with students (1989-1990),

2.   reduce the number of documents returned to students for correction and the number of students applying for tuition deferrals (1989-1990),

3.   improve students' awareness of alternative financial aid resources (1990-1991),

4.   centralize scholarship information (1990-1991),

5.   achieve an error-free audit process and monitor allocations and earnings of all students participating in the College Work Study, and College Career Work Experience programs in a timely fashion,

6.   reduce the number of student inquiries concerning status of financial aid eligibility (1990-1991)

7.   reduce the number of requests to validate class schedules (1990-1991),

8.   increase student and community awareness of financial aid programs,

9.   increase student participation in the College Career Work Experience Program and improve their educational experience by providing jobs in career-related areas,

10.   improve the Office's efficiency during peak periods by providing back-ups for all staff members through cross-training at monthly meetings,

11. assign a person with computer skills to monitor the financial aid system and serve as a liaison with the systems analyst responsible for the system (1989-1990),

12. monitor daily procedures for the financial aid process, and

13. document procedures to facilitate the audit process.

STUDENT HEALTH SERVICES

Mission

The mission of the Student Health Service is to provide students with accessible, primary health care. The Department supports the institution by promoting health education and preventive medicine, as well as diagnosis and treatment of student illness. This program stimulates student awareness of health behaviors which may be integrated into lifelong practice. The Department offers medical and nursing care for illness, injury and health maintenance. Professional staff are available to provide physical examinations, diagnosis, treatment, and referral to community agencies. Laboratory tests and medications are provided at no cost to students. Health information and resources are offered through classes, workshops, posters, brochures, and audiovisual materials. Blood pressure screening and first-aid assistance is also available for staff, students, and campus visitors. The Department also assists students in satisfying the state requirement for immunization documentation.

Goals

The Department's goals are to

1. hire a full-time physician as director of the health clinic,

2. continue to provide medical and nursing services for the diagnosis and treatment of student illness and injury,

3. continue to have advanced registered nurse practitioners provide routine medical care according to written protocols,

4. expand the space of the student health services at the University Park Campus,

5. increase accessibility of gynecology services on both campuses,

6. improve the use of professional and clerical staff to increase efficiency and decrease waiting time for clinic services,

7. increase wellness and health education activities at the University,

8. provide minor first aid treatment, supplies, and referral for staff, students, and campus visitors,

9. promote student enrollment in an optional hospitalization insurance program,

10.   expand available services by providing medical specialists on campus for weekly specialty clinics, and

11.   provide assistance to students who need to meet the state immunization requirements for registration.

Objectives

The Department's objectives are to

1.   hire a health clinic director (1989),

2.   schedule nursing staff Monday-Friday,

3.   schedule physician hours three hours per day,

4.   contract with a local laboratory to provide routine screening and diagnostic tests,

5.   maintain equipment to perform basic tests on site,

6.   update protocols to enable nurse practitioners to write prescriptions for medication (1989),

7.   move the clinic to the University House (1989-1990),

8.   provide x-ray examinations (1989-1990),

9.   increase hours at the University Park women's clinic to 32 per week,

10.   arrange for an ARNP manager to be available for at least 12 clinical hours per week at the women's clinic,

11.   provide an OB-GYN nurse practitioner 20 hours per week at University Park Campus and an added 5 hours per week at the North Miami Campus,

12.   add one full-time receptionist to the University Park staff (1989),

13.   hire a full-time immunization clerk for University Park and a half-time clerk for North Miami (1989),

14.   collaborate with Miami-Dade Community College to provide CPR classes at the University Park and North Miami campuses,

15.   maintain membership in the University AIDS committee and the Dade County AIDS advisory committee,

16.   provide a coordinated program on AIDS education based on guidelines of the American College Health Association,

17.   provide blood pressure tests and other health screening on both campuses,

18.   offer health promotion resources via handouts, brochures, speakers, and video presentations,

19.   explore low-cost cholesterol screening,

20.   respond to requests of Public Safety officers to provide health care on campus,

21.   file report forms for any campus accident treated in the clinic,

22.   call fire rescue for any life-threatening emergency in the clinic; call Public Safety if there is a medical emergency on any other campus location,

23.   provide routine supplies such as band-aids, disinfectant, and ice packs on request for injured persons,

24.   have the contracted insurance company mail out an information brochure and application to all registered students (fall semester),

25.   include in the mail-out (#24) a letter of endorsement from the SGA president and the vice president for Student Affairs,

26.   distribute insurance brochures widely on campus,

27.   contract with a dermatologist for 2-4 hours per week (2-5 years),

28.   buy a colposcope and contract with a gynecologist for 2-4 hours per week to perform colposcopy (2-5 years),

29.   contract with an orthopedist for 2-4 hours per week to evaluate orthopedic injuries (2-5 years),

30.   provide handouts explaining immunization requirements for the admissions packet,

31.   provide referrals for free immunizations, and

32.   process all immunization forms.

OFFICE OF HOUSING

Mission

The mission of the Office of Housing is to provide a supportive environment in which residents may live and learn. Fostering the academic and personal development of students is the primary function of the housing program. The University Park complex offers six apartment styles, and houses 697 students. The North Miami Campus complex offers five apartment styles, and houses 552 students. The Office of Housing, located at the University Park, oversees operations for both campuses. The director is responsible for developing housing policies and procedures for managing the total housing program. He manages all budgets and coordinates major purchases and expenditures. The recruitment, selection, training, and evaluation of staff are coordinated by the associate director. Each complex is managed by a full-time professional coordinator, who is responsible for supervising and evaluating resident assistants and support staff, and maintaining the physical plant. The coordinator assures that a student council is established and advised, assists students in developing programs, and assures that rules and procedures are known and observed.

Goals

The Office's goals are to

1. eliminate the housing deficit,

2. provide reasonable rate-and fee-structures for students, staff, and conference guests, while adequately supporting housing operations,

3. provide and maintain safe, clean, and appropriately equipped housing,

4. support University academic programs by establishing an environment conducive to study,

5. facilitate activities and programs which recognize the holistic approach to wellness,

6. strengthen organizational effectiveness by developing management systems, practices, and technologies, and

7. provide professional staff development opportunities through selected personnel practices and training programs.

Objectives

The Office's objectives are to

1. schedule conferences to accommodate maintenance schedules and student academic demands,

2. charge for all damages caused by vandalism and other forms of destruction,

3. inform residents of rate increases in timely manner (1989),

4. revise budget projections (monthly),

5. institute an energy conservation program (1989),

6. institute prepayment of housing fees (1989),

7. develop a five-year plan for repair and renovation of facilities (1988),

8. develop a plan to systematically replace equipment (1988),

9. revise maintenance and custodial schedules and forms,

10. continue contract cleaning service during check-in/check-out periods,

11. continue regular pest control service,

12. provide fire safety training (each semester),

13. orient students and staff to community expectations, rights, and responsibilities (1989),

14. train resident assistants in ways to more effectively monitor noise levels and identify student misconduct,

15. develop a scholars' house and an international house at University Park,

16. develop a village council at University Park (1988),

17. support the North Miami hall council,

18. provide programs, activities, and opportunities to address social, recreational, cultural, and spiritual needs of residents (1988),

19. encourage students to develop a sense of responsibility for their community and thereby reduce vandalism and property damage,

20. establish a student judicial board at each campus,

21.   train resident assistants in program development,

22.   obtain documentation for housing computer programs (1989),

23.   modify planning and budgeting systems for housing as needed (1989),

24.   revise reports, forms, procedures, and schedules as appropriate,

25.   improve marketing of conference/camp operations (1989),

26.   develop a comprehensive computerized system for housing,

27.   have a computer programmer improve the financial system,

28.   revise the housing agreement as appropriate,

29.   develop a housing policy and procedures handbook (1989),

30.   revise the resident assistant staff manual (1988),

31.   conduct a national search to fill anticipated professional staff vacancies,

32.   update the job description of the fiscal assistant,

33.   encourage and support professional staff involvement in professional organizations,

34.   encourage resident assistant participation in the Florida Resident Assistants Seminar (annually),

35.   provide resident assistants with in-service training,

36.   provide training for maintenance and custodial staff, and

37.   encourage support staff to participate in training opportunities.

INTERNATIONAL STUDENT PROGRAMS AND SERVICES

Mission

The Office's mission is to advise over 1,000 international students concerning immigration, employment, admission, academics, and personal matters. The Office is also dedicated to providing services and programs promoting international exchange and understanding. It serves as a resource center for the University community and all of South Florida. In accordance with U.S. Immigration regulations, the professional staff are authorized to sign and issue documents pertaining to the legal (visa) status of international students enrolled at FIU. These responsibilities include (1) issuance of the Certificate of Eligibility, (2) authorizing employment for practical training purposes and/or financial necessity, (3) processing immigration transactions, including extensions of stay, requests for reinstatement, changes of visa status, etc., (4) verification of immigration status of all foreign nationals engaged in on-campus employment at the University, and (5) conducting periodic audits for the INS which track the progress and status of all foreign students. The Office also (1) works with academic departments to develop policies and procedures regarding foreign student employment and financial assistance, as well as ensure that students make satisfactory progress toward degrees within INS regulations, (2) works extensively with Personnel and Payroll to promote compliance with the Immigration Reform and Control Act of 1987, (3) collaborates with the Office of Admissions with regard to the admission and readmission of foreign nationals, verification of financial solvency, visa status, and related concerns, and (4) advises students on academic and financial matters. The office also provides orientation programs; plans events and activities specifically designed to integrate the international student population into the University community, and participates in numerous South Florida activities.

Goals

The Office's goals are to

1.   promote University-wide awareness of Federal regulations for employment,

2.   maintain the University's relationship with the Miami District of the U.S. Immigration Service,

3.   fill the position of Director of International Student Programs and Services (1989),

4.   establish guidelines and criteria for reviewing cases of international students who have not passed the CLAST,

5.   provide comprehensive orientation programs specifically tailored to international students,

6.   promote visibility and availability of services to international students at the North Miami Campus and at Broward instructional sites,

7.   publish descriptive information about services,

8.   cooperate with Admissions, Registration, and representatives from Miami-Dade Community College and the New World School for the Arts to prepare incoming upper-division students in the New World School for the Arts and issue international students documents relating to visas and travel,

9.   develop and expand programs and community awareness, and

10.   expand the international dimension of the University.

Objectives

The Office's objectives are to

1.   develop and policy and procedures manual on hiring of internationals (1990),

2.   provide the INS with efficient and timely filing of all transactions dealing with foreign students in residence at FIU,

3.   host an annual meeting of foreign student personnel from throughout South Florida (1989),

4.   conduct a national search for a program director (1989),

5.   in collaboration with the Intensive English program, provide courses to prepare international students for the CLAST (ongoing),

6.   orient students to immigration regulations, University policies and services, the library, health care and insurance information, and U.S. customs and cultural practices,

7.   provide staff and services at the North Miami Campus and Broward sites (1989),

8.   provide a North Miami Campus adviser who will also maintain regular hours at the Broward sites (1989),

9.   design and produce a departmental brochure (1989),

10.   develop a handbook and promotional slides and/or videotapes (1989-1990),

11.   attend periodic meetings with representatives of Miami-Dade Community College and the New World School of the Arts,

12.   verify full-time enrollment of international students who are New World School of the Arts affiliates and are registered for credits at more than one institution,

13.   assess New World School of the Arts students' visa needs in advance,

14.   participate in the Global Awareness Program in the Dade County Public Schools,

15.   advise the International Student Club,

16.   promote exchanges for scholars through LASPAU, Fulbright, and similar programs, and

17.   assist and serve scholars and students with special government scholarships or funding.

STUDENT JUDICIAL AFFAIRS

Mission

The mission of the Office of Student Judicial Affairs is to develop policies and procedures regarding the rights and responsibilities of students, in accordance with State and Federal law. The code of conduct assures that these rights may be freely exercised without interference or infringement by others. The Office (1) provides students with assistance in filing grievances against the University, or members of the University community, (2) assures due process, (3) assists students in the resolution of conflicts or problems which are not severe enough to require formal procedures, (4) publishes a handbook, *Rights and Responsibilities of Students*, which outlines the judicial process and code of conduct, (5) ensures due process in disciplinary procedures, (6) serves as a disciplinary clearinghouse for students transferring to other institutions, and alumni applying for governmental positions, (7) advises the student supreme court, and (8) collaborates with the directors of Housing and Public Safety, and the University attorney, regarding student discipline matters.

Goals

The Office's goals are to

1.   revise the *Rights and Responsibilities of Students*,

2.   provide due process for students who have allegedly violated the University code of conduct, and

3.   increase the office's visibility.

Objectives

The Office's objectives are to

1.   distribute a student handbook including the code of conduct (1989),

2.   identify faculty, staff, and students to serve on judicial panels (annually),

3.   conduct hearings in a timely fashion,

4.   communicate to all parties involved in judicial issues,

5.   provide judicial orientation sessions in classrooms and residential halls (1989),

6.   distribute information in University-wide orientation packets (1989), and

7.   distribute the student code of conduct through the Office of Registration and Records (each semester).

OFFICE OF MINORITY PROGRAMS

Mission

The Office's mission is to (1) provide currently enrolled minority students with personal and academic counseling, social and cultural programs, and services and activities designed to help them achieve their educational goals, and (2) provide programs for prospective and pre-enrolled minority students which will encourage their enrollment in institutions of higher education and give them some of the tools required to achieve this goal. This mission is achieved by two units within this office: The Department of Minority Student Services, which serves currently enrolled students; and the Department of Pre-College Preparatory Programs, which serves prospective and pre-enrolled students. The Department of Minority Student Services provides the following services: (1) academic development and retention services that help students assess, attain, or refine academic skills, (2) personal development services that assess and promote students' personal and career development, (3) cultural awareness programs, and (4) social and recreational services. The Department of College Preparatory Programs provides the following services: (1) partnership programs to enhance prospective students' knowledge, understanding, and skills, (2) experiential programs designed to familiarize minority students with the campus environment, and (3) special information services designed to enhance students' knowledge and understanding of the value of higher education.

Goals

The Office's goals are to

1. decrease the disparity in the retention rate for black students, compared with other racial groups,

2. sponsor personal development activities reflective of the unique dimensions of the black student experience,

3. sponsor cultural awareness activities that reflect the unique dimensions of the black student experience,

4. sponsor social and recreational activities that reflect the unique dimensions of the black student experience,

5. counsel and advise black high school students on the preparation needed for college,

6. orient pre-enrolled and potential students to the culture of the institution,

7.   facilitate transition from college preparatory programs to University enrollment, and

8.   strengthen liaisons between the black community and the University.

Objectives

The office's Objectives are to

1.   disseminate information about the Office to selected target groups (1989),

2.   assist minority students in determining and assessing academic skills and abilities (1989),

3.   assist minority students in attaining or refining academic skills (1989),

4.   develop plans for, and recommend improvements in, minority students' academic progress (1989),

5.   provide emergency financial support for minority students (1989),

6.   host a weekly minority student skills-building and lecture series (1989),

7.   provide staff with opportunities to attend national and state conferences about black students (1989),

8.   publish and disseminate information on current events, academic opportunities, etc., of interest to black students (1989),

9.   promote and deepen the minority student's understanding of his/her cultural heritage through events such as Black History Week (1989),

10.   provide supplemental instruction to develop cognitive skills (1989).

11.   familiarize minority students with the college environments (1989),

12.   increase students' awareness of the institution,

13.   stimulate interaction between the students and black faculty and staff (1989),

14.   help students gain admission to, and financial support from, FIU,

15.   organize a black student support group (1989),

16.   identify promising high school students (1989),

17.   assess the college potential of promising high school students during their senior year (1989),

18.   sponsor activities to build skills necessary for minority students to succeed at FIU (1989),

19.   increase FIU's visibility in the black community (ongoing), and

20.   cosponsor educational activities with viable civic and governmental organizations.

OFFICE OF REGISTRATION AND RECORDS

Mission

The Office's mission is to maintain and enhance the goals of the University and provide the highest quality services. It is responsible for student registration and records, and the enforcement of FIU's academic policies. It also publishes and distributes registration information to the University community. The responsibilities of the office include: space and scheduling (classroom assignment); registration of all credit courses; student certification; security and maintenance of all student records; processing and release of official student transcripts; application processing for certificate programs; processing of course, major, minor, and change of name and address forms; administration of veteran programs; processing of grades; processing and posting of degrees; processing and distribution of diplomas; assisting with commencement exercises; publishing the schedule of classes; maintaining and updating each semester's schedule of courses; and administering the Student Advisement Support System (SASS), including the training of faculty and staff. The office enforces and implements academic policies, such as academic dismissals. It maintains all students' registration and grade records forpcredit course.

Goals

The Office's goals are to

1.	improve communication with the University community,

2.	streamline the registration procedure,

3.	investigate the possibility of processing transcripts upon request,

4.	microfilm or microfiche all student records, including registration forms, drop/add cards, withdrawal forms, reinstatement forms, course registration correction forms, and change of grade forms,

5.	secure all student records physically,

6.	have policies and procedures regarding the content, retention, and disposal of permanent student records,

7.	disseminate established policies regarding the release of confidential student information, and

8.	expand services at the North Miami Campus.

Objectives

The Office's objectives are to

1.   mail each student a copy of registration dates and deadlines (1989),

2.   mail each student who registers by telephone a schedule (1989),

3.   publish a manual including Registration and Records policies and procedures,

4.   implement and debug the Touchtone Telephone Registration System (1989),

5.   expand the hours and lines for telephone registration (1989),

6.   allow all students, including non-degree-seeking students, to use the telephone registration system,

7.   investigate procedures necessary to process transcripts on request (1989),

8.   microfilm records to 1983 (1989); to 1985 (1990); all records (1991),

9.   maintain record security by retaining a microfilm and computer tape at each office of Registration and Records (1991),

10.   approve policies for content of student records (1989),

11.   approve policies and procedures for retaining and disposing of permanent student records (1991),

12.   publish a handbook on Registration and Records which would include the confidentiality policy (1989),

13.   provide students with a copy of the student handbook on Registration and Records, including the policy on confidentiality,

14.   create a student directory (1991), and

15.   process graduation certifications for the North Miami Campus (1990).

STUDENT UNIONS

Mission

The mission of the Student Unions is to provide facilities, services and programs responsive to student developmental needs and to the social, physical, recreational, and continuing education needs of the University community. It serves as a laboratory in which students may learn and practice leadership management, teamwork, effective communication skills, goal-setting, decision-making, and program-planning and evaluation. Facilities and services include: bookstores, cafeterias, rathskellers, televisions, lounges, ballrooms, conference rooms, meeting rooms, a presidential suite, a guest room with overnight accommodations, a BASS ticket outlet, information centers, movie theaters, recreation rooms (gamerooms), open performing areas, offices for student organizations and the student government association, a student radio station, a campus newspaper and yearbook, graphics departments, student activities offices, student union offices, and administrative offices. Staff plan and implement events held in the student unions and assist in the production of University-wide events.

Goals

The goals of the Student Unions are to

1. enhance delivery of services to the University community through their facilities,

2. provide training opportunities for staff and student employees,

3. provide opportunities for student leadership development, and

4. balance the budget.

Objectives

The objectives of the Student Unions are to

1. computerize the reservation and scheduling operation (1989),

2. work closely with the University House expansion project through completion (1991),

3. relocate the BASS ticket outlet and the Other Term operation to the information center (1989),

4.   increase student employment (1990),

5.   train employees (1989),

6.   train custodial workers (1989),

7.   train staff in building cleaning and repair through the use of videotapes (1989),

8.   revise all student-employee job descriptions (1990),

9.   continue student involvement in the governance of the unions through the SGA Board of Governors,

10.   study the impact of the revenue shortfall resulting from the higher cost of the University House expansion (completed),

11.   arrive at an understanding with Physical Plant regarding the payment of utilities and the maintenance of the building (1989), and

12.   explore ways of increasing revenue by assessing for academic use of facilities (1989).

SECTION VI

Administrative Processes

6 ADMINISTRATIVE PROCESSES

6.1 Organization and Administration

FIU's organizational structure is well defined in the attached chart, (Figure*), which is updated annually, submitted to the Board of Regents, and incorporated in the *Operating Budget* and *Faculty Handbook*. The *Operating Budget* is on file in the Libraries and in each vice president's office. A summary *Operating Budget* is on file in each dean and department chairman's office.

The duties of the President, and other administrative officials directly responsible to him, are clearly defined and made known to faculty and staff.

The administrators at this level are included in either the Faculty or Administrative and Professional (A&P) pay plan. The President, Provost/Vice President, and the Vice President for the North Miami Campus are appointed in the Faculty pay plan. The Vice Presidents for Business and Finance, Student Affairs, and University Relations and Development are appointed in the A&P pay plan. Personnel Relations is responsible for maintaining position descriptions for all A&P positions. The Division of Academic Affairs maintains position information for all faculty positions. However, an individual position description form is not required for faculty positions.

Information regarding the duties of the key University officers is available to faculty and staff through a variety of sources. Sources include position descriptions, rule provisions, and University-wide announcements of appointments. The most common media through which faculty and staff are made aware of the duties of University officials are the University-wide publications such as *Inside, Personnel Touch*, and official memoranda. All position description documents are open records and available for review by anyone.

A direct method of informing faculty and staff of the duties and responsibilities of the chief executive officer and other administrative officials directly responsible to him is the New Employee Orientation Program. The program is designed to provide a broad overview of the responsibilities of each division and the respective chief officer. At each orientation, slides of the members of the Executive Committee are shown, and representatives from each division attend and discuss with new employees all of the services and functions provided by their respective divisions. New employees are strongly encouraged to attend the program.

The *Florida Administrative Code (FAC)* contains the rules governing the Board of Regents and the University. Section 6C-4 defines the broad duties of the University President, and Section 6C8-1 defines the organization, powers, duties, and functions of the University. The latter Section is not current regarding the organizational structure. However, each September an organizational chart depicting all major divisions of the University is prepared for submission to the Chancellor's Office. This chart is also included in a variety of publications, such as the *Operating Budget* and the *Affirmative Action Plan*, both available to all faculty and staff. The necessary steps are being taken by Personnel Relations for the required rule revision to Section 6C8-1, *FAC*.

Dated copies of current descriptions for the A&P Vice Presidential positions are included. The position description form for these positions is completed by the respective employee or divisional representative and forwarded to Personnel Relations. Organizational changes announced by the President in April 1989 have not been incorporated into the position description form. Personnel Relations is in the process of requesting revised position description forms to include the changes in departmental assignments and new areas of responsibility.

All administrative officers possess the credentials, experience, and/or demonstrated competence appropriate to their areas of responsibility. Resumes of all senior managers reporting directly to the President are available for review. Administrative effectiveness is formally evaluated annually; informally, more often.

Adequate communication is essential for effective implementation of institutional policy. Therefore, an Executive Committee of senior administrators meets weekly and reports to the President. In addition, an Administrative Council meets monthly. It consists of senior administrators, vice presidents, heads of the North Miami Campus and Broward instructional sites, deans, and other selected senior managers. Additionally, vice presidents meet regularly to discuss policy with key administrators who report to them.

Policy is disseminated to the University community through the *Florida Administrative Code*, the *FIU Administrative Affairs Policy and Procedure Manual*, other policy and procedure manuals, the monthly faculty/staff newspaper *Inside*, official memoranda, newsletters, and the student and alumni newspapers.

6.1.1 Descriptive Titles and Terms

The Florida Legislature authorized formation of FIU in 1965 by the passage of Chapter 65-297, which was later incorporated in Chapter 240.523 of *Florida Statutes*. The act specifically authorized the Board of Education and the Board of Regents to establish a degree-granting, four-year college in Dade County. A planning team was funded in 1969, and classes opened in 1972 on the University Park (then Tamiami) Campus. The University matriculated more than 5,000 students, the largest opening enrollment in the history of the United States. The second campus, at North Miami, opened in 1975. Broward County has been served out of rented and borrowed space since 1976. Broward's first State University System building, University Tower, opened in Fort Lauderdale in 1985, and the other Broward instructional site, in Davie, rented modular space in the summer of 1989. FIU started as an upper-division commuter university. Lower-division was added in 1981, and master's and doctoral programs are currently offered in a growing number of fields. All terms used to describe academic offerings and programs, and the names of degrees awarded are accurate, descriptive, and appropriate.

6.1.1.1 Name of the University

The name "Florida International University" was chosen in 1970 to reflect the unique mission of the University and its location in South Florida, the gateway to the Caribbean, Central America, and South America. The increasing importance of international business and growing foreign investment in the United States compel FIU to instill international understanding in students. The University teaches internationalist courses, conducts classes in several foreign countries, affiliates with several foreign universities, and welcomes foreign students to study at FIU. However, the name of the University is not meant to imply that it serves only foreign students. The current *Student Profile* is available for review.

6.1.1.2 Titles and Duties of Administrative Officers

The organizational chart (Figure *) identifies the titles and duties of all individuals reporting directly to the President. In addition to its major administrative divisions, the University is organized into five colleges, six schools, Undergraduate Studies and Graduate Studies. The colleges are Arts and Sciences, Business Administration, Education, Engineering and Design, and Health. The schools are Accounting, Computer Science, Hospitality Management, Journalism and Mass Communication, Nursing, and Public Affairs and Services.

6.1.1.3 Degrees Offered by the University

The College of Arts and Sciences offers the traditional range of bachelor's degrees in arts, science, and fine arts. In addition, it offers master's degrees in biology, chemistry, computer science, economics, environmental and urban systems (jointly with the College of Engineering and Design), geology, Hispanic studies, history, international studies, linguistics, mass communication, mathematical sciences, psychology, and physics. The Doctor of Philosophy degree is offered in computer science, economics, and psychology.

The College of Business Administration offers baccalaureate degrees in accounting, and business administration. In addition, it offers master's degrees in accounting, business administration, international business, finance, management information systems, and taxation. The Doctor of Philosophy degree is offered in business administration.

The College of Education offers bachelor's degrees in a wide variety of subject specialties. In addition, it offers master's degrees in art education, business education, counselor education (school and community), diagnostic teaching (majors in emotional disturbance, mental retardation, and specific learning disabilities), early childhood education, educational leadership, elementary education, English education, health occupation education, home economics education, industrial arts education, international development education, modern language education (majors in Spanish and French), mathematics education, music education, parks and recreation administration, physical education, reading, school psychology, science education, social studies education, teaching English to speakers of other languages (TESOL), and vocational education (majors in administration, supervision, and technical and vocational education). The degree of education specialist (Ed.D.) is offered in Adult Education and Human Resource Development, Community College Teaching, Curriculum and Instruction, Early Childhood Education, Educational Leadership, Elementary Education, Exceptional Student Education, and Reading.

The College of Engineering and Design offers bachelor's degrees in a wide range of engineering, design, and technical fields. In addition, it offers master's degrees in civil engineering, construction management, electrical engineering, environmental engineering, environmental and urban systems, landscape architecture, and mechanical engineering.

The College of Health offers bachelor's degrees in several allied health fields. In addition, it offers the master's degree in dietetics and nutrition, medical laboratory sciences, occupational therapy, and public health (jointly with the University of Miami).

The School of Hospitality Management offers the bachelor's degree in general hospitality management and the master's degree in hotel and food service management.

The School of Nursing offers the bachelor's degree in nursing.

The School of Public Affairs offers bachelor's and master's degrees in criminal justice, social work, health services administration, and public administration. It offers the Doctor of Philosophy in Public Administration (jointly with Florida Atlantic University).

6.1.2 Governing Boards

The University operates under the following administrative jurisdictions. Florida's Cabinet is the Board of Education, and the Governor its chairman. Board members include these elected officials: the Commissioner of Education (secretary), Secretary of State, Attorney General, Comptroller, Treasurer and Insurance Commissioner, and Commissioner of Agriculture.

Under the Board of Education is the Department of Education, which is responsible for all education in Florida. Under its Commissioner are separate boards which control divisions of education. The Division of Universities is controlled by the Board of Regents (BOR), as established by Section 240.105 of *Florida Statutes*. The statement of purpose and mission for Florida higher education is as follows:

> The Legislature finds it in the public interest to provide a system of higher education which is of the highest possible quality; which enables students of all ages, backgrounds, and levels of income to participate in the search for knowledge and individual development; which stresses undergraduate teaching as its main priority; which offers selected professional, graduate, and research programs with emphasis on state and national needs; which fosters diversity of educational opportunity; which promotes service to the public; which makes effective and efficient use of human and physical resources; which functions cooperatively with other educational institutions and systems; and which promotes internal coordination and the wisest possible use of resources. The mission of the state system of postsecondary education is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

The BOR consists of the Commissioner of Education and twelve other citizens selected from the state-at-large and geographically representative of it. One member is a full-time student in the State University System (SUS). The Commissioner of Education serves a minimum of four years. The Regents are appointed by the Governor, approved by at least three members of the Cabinet, and confirmed by the Senate; they serve six-year terms, except the student Regent, who serves a one-year term. The BOR's support staff of 154 employees works in eighteen different departments.

Members may be removed for cause at any time upon the concurrence of a majority of the Board of Education.

Florida Statutes empower the BOR with responsibility for (1) appointing a Chancellor, and presidents for each of the nine universities; (2) adopting systemwide rules and policies; (3) planning for the future needs of the SUS; (4) planning the programmatic, financial, and physical development of the system and each university individually; (5) reviewing and evaluating the instructional, research, and service programs at the universities; (6) coordinating program development among the universities; and (7) monitoring the fiscal performance of the universities.

The BOR executes its duties through a series of regular and special meetings determined by the Chancellor. A majority of the Board present at any meeting constitutes a quorum for the purpose of conducting business. An Executive Committee, consisting of the chairman, vice chairman and no fewer than five Board members, may act on behalf of the Board on routine administrative matters. The Board chairman may establish standing and special committees to conduct business, but the committees may act only if the full Board so authorizes.

The BOR is protected from undue pressure from political, religious, or other external bodies by a Commission on Ethics, which guards the standards of conduct for State officers and employees.

After consulting with the university presidents, the BOR adopts a systemwide master plan, which specifies the goals and objectives of the SUS; oversees master plans for each university; and defines the particular contributions each university will make toward the achievement of these goals and objectives. The BOR seeks the cooperation and advice of university administrators in performing its duties and making its plans, studies, and recommendations. The university president is responsible for the operation and administration of the university; he develops and adopts the rules governing its operation and administration. Such rules must be consistent with the mission of the university, and State rules and policies.

6.1.3 Advisory Committees

The primary advisory committee to the University is the Board of Trustees of the Florida International University Foundation. The Foundation, which plays a vital role in the development of the University, is a non-profit corporation. Its purpose is to raise funds; establish positive relationships with groups and other community leaders; relate the University's goals and objectives to the community and provide information about programs; identify and develop programs that meet local, State, national, and international needs; and serve as liaison with State and Federal legislatures. The Trustees are community leaders who contribute time, leadership, financial resources, ideas, advice, and special skills. They also serve as FIU's advocates. The Board meets bimonthly and holds one major meeting annually. All Trustees participate in the Board's work and serve on at least one of its committees. Each Trustee pays a $ 500 membership fee annually; this fee covers administrative and other expenses. A Trustee who misses three consecutive Board meetings forfeits membership but can be reinstated by the Board.

6.1.4 Official Policies

FIU publishes official documents which contain, but are not limited to, the following information:

1. The duties and responsibilities of administrative officers are found in position descriptions, rule provisions, University-wide announcements of appointments, University-wide publications such as *Inside, Personnel Touch,* and official memoranda. All position description documents are open records and available for review by anyone.

2. The patterns of institutional organization are found in the *Catalog,* the *Operating Budget,* and the *Faculty Handbook.* These documents are freely available throughout the University, and are kept in the Libraries.

3. The patterns of faculty governance are found in the *Faculty Senate Constitution and Bylaws.*

4. Statements governing tenure or employment security are found in the *Collective Bargaining Agreement* [between the Board of Regents and the United Faculty of Florida] and in

   the *Tenure and Promotion Policies and Procedures, September 1981* (the latter is under revision and has been distributed University-wide for anticipated approval in fall of 1989).

5. Statements governing due process are in the same documents as No. 4, above.

6. Other institutional policies and procedures that affect the faculty, the administrative staff, and other personnel are in *Florida Statutes,* the *Florida Administrative Code*, the *FIU Administrative Affairs Policy and Procedures Manual*, policy and procedures manuals of each unit, official memoranda, *Inside* (the monthly faculty/staff newspaper), newsletters of various units (e.g., *Personnel Touch*, the periodic newsletter of the Office of Personnel Relations), and student and alumni newspapers.

6.2 Institutional Advancement

The Division of University Relations and Development seeks to enhance the support for, and understanding of, the University among key external constituencies: the alumni, the media, community leaders and groups, current and potential donors and benefactors, and the public-at-large.

Specific objectives include raising funds from private sources, sponsoring and coordinating major events that assist the University in relating to its constituencies, conducting programs to increase involvement of alumni and community leaders in University affairs, cultivating a positive image of FIU in the media, disseminating information about the University internally and externally, and ensuring high standards in all publications.

The Division consists of four units: the FIU Foundation, Development, Alumni Affairs, and University Relations.

The Division's programs directly relate to the University's purposes: teaching, research, and service. The first of these, teaching, benefits from the Division's efforts in countless ways. Financial support from private sources builds buildings; creates classrooms and office space; buys audiovisual aids, library books, and computers; and supports seminars in teaching effectiveness. Media Relations disseminates information about the instructional program, promotes the contributions of distinguished teachers on the faculty, and makes the public aware of the many educational opportunities that exist outside of the classroom. The Office of Publications assists in the production of instructional materials--books, teaching modules, and the like--and assures professional results.

The second University purpose--research--benefits, as well. Funding is the lifeblood of scientific inquiry. Researchers depend upon monies raised through Development to sustain them through lean years and flush. Funding translates into computers, graduate assistants, test tubes, laboratory space, and myriad other requisites. Findings are reported by Media Relations in *Inside*, the monthly faculty/staff newspaper. Moreover, Media Relations publishes a guide to faculty consultants, thereby establishing links between those faculty and their constituents. In this way is the University's research function enhanced.

The third University purpose--service--is a function of many units within the Division. Working in tandem, they facilitates events sponsored for the community, including all of South Florida. Film series, Art Museum openings, plays, Commencement activities, lectures, special events, services--all are initiated, developed, and coordinated by a network of specialists working in the Division.

The programs under University Relations and Development are directly related to FIU's purpose and enjoy the support of the University's constituency: The Board of Regents, administration, faculty, staff, student body, alumni, and friends.

The Departments in this Division are tightly interrelated; they act in unison to produce, as recent examples, a papal visit by John Paul II and a campaign address by George Bush. Events such as these involve organization, printed matter, news coverage, food, and other amenities. Such efforts beget letters of commendation from executives and community leaders: the President, the Chancellor, corporate executives, University vice presidents, deans, chairmen, student groups, alumni, and other citizens. They also result in contributions, awards, and scholarships.

Expressive of moral and material support, letters, telephone calls, contributions of money, and gifts in kind are continuous, but particularly more numerous following the many successful activities, both ongoing and unique, organized by the Division: The Radio Marathon, the Phonathon, Board of Regents events, Commencement, the Convocation, Homecoming, receptions, FIU Fund events, Foundation meetings, Black and Hispanic support drives, the Cornerstone Campaign, holiday and cultural events, dedications, memorial lectures and colloquia, galas, picnics, roasts, special days, and kick-offs.

Divisional news activities, both print and electronic, include inhouse as well as national coverage, e.g., *U.S. News & World Report's* October 10, 1988, article ranking FIU among the top comprehensive colleges and universities. Besides news, there is a full spectrum of brochures, programs, posters, invitations, catalogs, labels, and seals.

Divisional heads and other members of the team have received recognition, awards, and honors for excellence from professional and governing bodies beyond the University. Integrity, responsibility, and good practice are part and parcel of their handling of events and situations year in and year out.

Qualified persons are responsible for the administration of institutional advancement. Michael P. Morgan, Jr., is Vice President for University Relations and Development. He served five years as Managing Director of Development for the Philadelphia Orchestra. As that organization's chief fundraiser from 1983 to 1989, Morgan managed a $ 115 million campaign and was responsible for all private fundraising, corporate and foundation relations, tour funding, govern-

ment grants, and volunteer activities. He directed a professional staff of sixteen and supervised a volunteer organization of 700. His experience includes having been Vice President of Barnes and Roche, Inc., national fundraising consultants whose academic clients have included MIT, Princeton, Brown, and Columbia, among others.

The Vice President has gathered about himself a highly qualified, professional staff, whose credentials are available upon request.

6.2.1 Alumni Affairs

The Office of Alumni Affairs encourages alumni to participate in the growth and development of FIU by contributing time, effort, and financial support to enhance programs, provide scholarships, and add or upgrade existing facilities. It tracks alumni who bring prestige to the University through career success, encourages alumni attendance at University events, coordinates student-alumni programs, implements traditional alumni activities, and maintains contact with alumni through newsletters and special notices of campus events, such as homecoming.

The Office solicits alumni assistance in evaluating institutional effectiveness. It conducts a major, annual alumni survey to ascertain information on attitudes regarding the University. There are periodic surveys, as well. Alumni records are standardized and computerized. A records specialist and support staff are retained for this purpose. Through this system, the Office is able to determine career status, community activities, and geographic data. Potential volunteers and leaders are sought out to contribute to the institutional goals through fundraising and other efforts.

6.3.1 Financial Resources

A university's financial resources determine, in part, the quality of the its educational program. The following shows that FIU is financially stable and possesses sufficient financial resources to support its programs. The information has been obtained from these sources: legislative audit reports; the State appropriations formula; the *Catalog*; *Operating Budgets*; annual statistical reports prepared for the Federal government and accrediting associations; and other published sources. The normative fiscal information is derived from the *Southern Association of Colleges and Schools, Commission on Colleges, Level IV (1987) Educational and General Expenditures of Member Institutions.*

6.3.1.1 Sources and Stability of Funding

The Educational & General budget of the University is funded by State appropriation of general revenue, the lottery trust fund, and self-generated money (tuition and fees). The State has a formula for the adequate funding of Instruction & Research (I&R), Libraries, and Physical Plant. No specific formulas exist for Administrative Support Services, Student Affairs, or Institutes and Centers. The BOR recommends tuition for the system. Tuition has increased over the last six years, as indicated in Figure 2. The relationship between Educational & General funding and enrollment growth in demonstrated in Figure 3.

The University budget is separated by type of funds. Figure 4 provides a history of the budget by entity, including Educational & General, Auxiliary Enterprises, Sponsored Research, Student Activities, Athletics, Financial Aid, and Concessions.

The SUS, with input from the universities, prepared a five-year budget plan in June 1988. It covers the period from 1989-90 to 1993-94. The first two years of the plan were adopted as the SUS legislative request for the 1989-1991 biennium. The BOR adopted a formula to prepare the five-year plan (please see Figure 5). I&R instructional positions and dollars were requested according to a formula based on productivities for each discipline and level of instruction. Other I&R positions (research, administration, etc.) and dollars were then generated using factors relating to the instructional positions. Funding equity in the SUS has become an issue; therefore, the funding model addresses equity by comparing actual base funding in I&R versus the funding formula generation. For the Libraries and Instructional Media Service, staffing and materials requests were generated using the modified Washington Formula. For Plant Operations and Maintenance, formulas generate requests for additional maintenance, custodial, and utility requirements based upon gross square footage. For Administrative Direction and Support Services, and Student Services, requests were generated as a percentage of I&R.

The SUS budget request, as part of the State Legislative Budget Request System, generally includes the base-year amount, continuation costs, workload issues, new and improved program requests, and salary increases. The request is categorized by program component and developed using a funding model; however, the appropriations do not necessarily follow the request model. A significant non-formulaic appropriation item is the $ 3.0 million the University receives each year based upon the plan developed with its sister institution, Florida Atlantic University (FAU), to develop a comprehensive university presence in Southeast Florida (the CUP Plan). Unique to the CUP Plan is the concept of roll-out: after three years, program seed funding is replaced by funding generated by actual enrollments in the program.

Fig. 2

Florida International University

Education & General Sources of Revenue
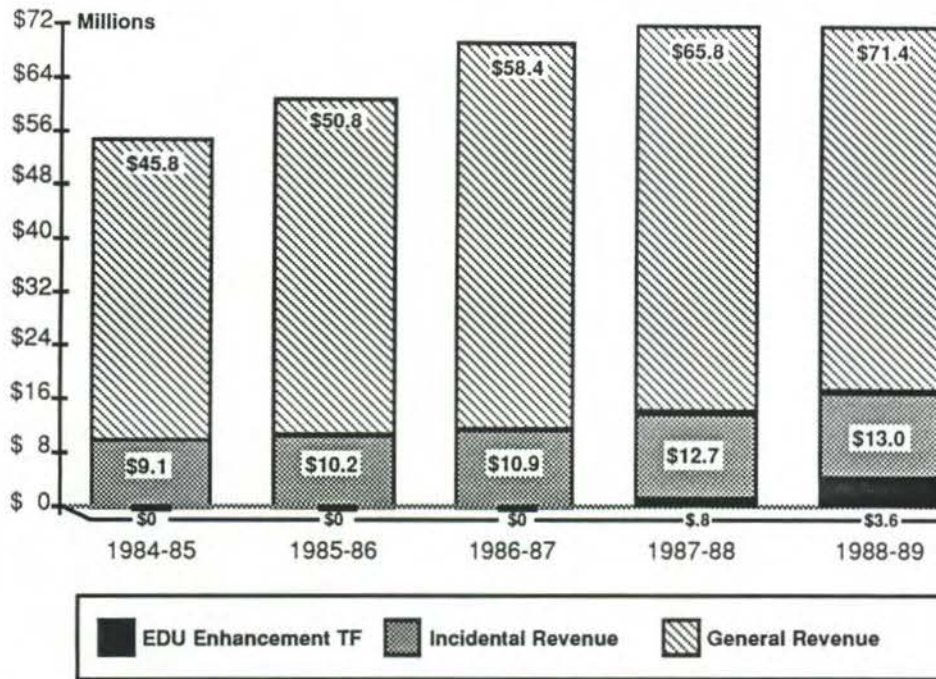

| | EDU Enhancement TF | Incidental Revenue | General Revenue |

Fig. 3

Florida International University

Education & General Funding Growth Compared with Actual Enrollments

Key

■ Funding Growth   ▩ FTE Growth

Fig. 4

Florida International University

University-Wide Operating History

Legend		
Concessions	Intercoll. Athletics	Student Activities
Auxiliary Enterprises	Student Financial Aid	Sponsored Research
Education & General		

DIVISION	1989-90	1990-91	1991-92	1992-93	1993-94
Education & General	$54,846,573	$61,009,552	$69,236,043	$79,283,487	$87,912,506
Auxiliary Enterprises	5,662,967	8,232,785	9,748,131	9,915,590	13,350,795
Sponsored Research	7,335,741	8,127,350	9,371,594	8,508,540	10,157,075
Student Activities	837,833	1,040,181	907,472	947,853	1,243,713
Intercollegiate Athletics	607,054	826,280	985,654	1,194,065	1,451,635
Concessions	65,733	66,762	72,849	54,738	79,500
Student Financial Aid	3,640,642	3,824,568	3,569,328	4,064,990	5,466,500
Total	$72,998,541	$83,126,478	$93,891,071	$103,969,263	$119,561,724

Fig. 5

Florida International University

Education & General Five Year Plan: Growth by Function

Legend: Student Services, PO&M, Libraries, Univ. Support, I&R

DIVISION	1989-90	1990-91	1991-92	1992-93	1993-94
Institutional &Research	$ 0	$ 0	$ 0	$ 0	$ 0
Student Services	133,256	266,512	533,301	772,475	997,442
PO&M	291,346	591,704	901,432	1,154,840	1,418,385
Libraries	329,539	797,497	1,297,166	1,552,246	1,731,404
Univ. Support	602,548	1,627,009	2,763,389	3,549,801	4,412,859
I&R	3,398,753	7,210,803	12,629,397	18,547,086	25,151,312
Total	$ 4,755,442	$ 10,493,525	$ 18,124,667	$ 25,576,448	$ 33,711,402

During the year, the SUS funds each university by corridor funding, a method based upon planned enrollment level. Each university develops detailed five-year enrollment plans for BOR approval. Once it knows the summer and preliminary fall term enrollments, the BOR staff estimates spring enrollment, and projects total, annual, full-time equivalent (FTE) enrollment, which is then compared to the planned enrollment at each level of each university. Enrollments are expected to fall within a corridor defined as from 5% above to 5% below the planned level. If a university's enrollment is within the corridor, meaning that the variances are relatively small, no action is taken with regard to funding. However, if a university's planned enrollment is more than 5% below the planned level, it loses from its budget a dollar amount based upon the number and level of FTEs outside the corridor; the amount is placed in a systemwide reserve. The analysis is repeated once actual spring enrollments are known. Any funds removed from a university's budget are redistributed to the other universities based on the planned enrollment levels. A university may not gain additional funding by exceeding planned enrollment.·

Figure 6 indicates the total number of students enrolled, and Figure 7 shows FTEs, using the BOR's method of calculation.

6.3.1.2 Educational & General Expenditures by Function

Figure 8 presents total expenditures of Educational & General (E&G) funds by function for the five-year period from 1983-1984 to 1988-1989. The functional categories correspond to classifications recommended by the National Association of College and University Business Officers (NACUBO) and to norms published by the Commission on Colleges.

6.3.1.3.1 Financial Aid & Matching Funds for Externally Supported Programs

The University is required to match Federal contributions for participating in certain Federally funded, campus-based student financial aid programs. The work-study program requires the University to match Federal contributions by 25%, which represents 20% of total work-study expenditures. Federally funded loan programs require one-ninth matching contributions for new capital contributions. The University's default rate exceeds the amount permitted by Federal regulation; therefore, it receives no new capital contributions. Increased collection efforts have lowered the default rate to approximately 10%, providing money for reloan to students. Table 1 depicts the current amounts available for institutional, Federal and State programs for financial aid. The University has no difficulty providing required matching funds. The table shows increased amounts of funds available for financial aid. Revolving loans for nursing students have been discontinued because the default rate exceeded Federal guidelines.

Fig. 6

Florida International University

Fall Enrollment by Level

Thousands of students

Level — Lower | Upper | Graduate

STUDENT HISTORY

	1972	1973	1974	1975	1976	1977	1978	1979	1980
LOWER	0	0	0	0	0	0	0	0	0
UPPER	4,885	7,620	7,643	8,952	8,273	8,391	8,369	8,814	9,264
GRADUATE	782	1,187	1,937	1,673	1,724	2,296	2,804	2,776	2,532
TOTAL	5,667	8,807	9,580	10,625	9,997	10,687	11,173	11,590	11,796

	1981	1982	1983	1984	1985	1986	1987	1988
LOWER	197	638	1,030	1,581	1,806	1,892	2,362	3,106
UPPER	9,256	10,227	10,747	11,586	11,627	10,975	10,115	10,275
GRADUATE	2,432	2,775	2,763	2,708	3,106	3,571	3,538	4,101
TOTAL	11,885	13,640	14,540	15,875	16,539	16,438	16,015	17,482

Note: Includes unclassified (non-degree seeking) students at upper and graduate levels.

SOURCE: Student Profile Reports
OIR 3/89

Fig. 7   Florida International University

Annual FTE by Level

FTE HISTORY

	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83
LOWER	0	0	0	0	0	0	0	0	0	119	293
UPPER	2,559	4,411	5,011	5,569	5,449	5,443	5,318	5,382	5,586	4,750	5,548
GRADUATE	618	1,185	1,277	1,076	869	987	1,244	1,216	1,192	963	1,047
THESIS	0	0	0	0	0	2	8	7	2	3	4
TOTAL	3,177	5,596	6,288	6,645	6,318	6,432	6,570	6,605	6,780	5,835	6,892

	FTE HISTORY					BOR PROJECTIONS*			
	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92
LOWER	719	951	1,068	1,091	1,295	1,447	1,522	1,647	1,772
UPPER	6,098	6,271	6,352	6,404	6,368	6,849	7,009	7,244	7,479
GRADUATE	997	1,015	1,118	1,113	1,206	1,424	1,361	1,438	1,515
THESIS	4	4	9	9	13	28	15	24	33
TOTAL	7,818	8,241	8,547	8,617	8,882	9,748	9,907	10,353	10,799

NOTE: FTE History includes only fundable effort.
1988-89 BOR estimated
Thesis FTE's are included in the Graduate Level
on the above graph.

* Includes CUP

SOURCES: Student Data Course File
OIR 3/89

Fig. 8 Florida International University

Education & General Expenditure by Function

DIVISION	1984-85	1985-86	1986-87	1987-88	1988-89
Institutional &Research	$ 352,129	$ 324,583	$ 445,582	$ 533,157	$ 536,416
Student Services	2,848,511	3,018,217	3,259,438	3,886,651	4,061,562
Libraries	4,065,144	4,152,258	4,536,985	5,444,804	5,903,161
PO&M	6,019,539	6,307,239	7,255,381	7,966,988	8,411,031
Univ. Support	7,758,101	8,586,533	10,279,226	11,696,737	12,248,831
I&R	33,778,147	38,619,722	43,459,431	49,755,150	56,751,505
Total	$ 54,848,571	$ 61,008,552	$ 69,236,043	$ 79,283,487	$ 87,912,506

Table 1

Florida International University

Student Financial Aid

Federal & State Programs						
FEDERAL:	**1983-84**	**1984-85**	**1985-86**	**1986-87**	**1987-88**	**1988-89**
Pell	$ 1,270,590	$ 1,544,091	$ 1,714,967	$ 1,566,085	$ 1,692,481	$ 2,130,445
SEOG	388,982	392,034	389,687	392,034	431,728	403,098
CWS	396,929	396,929	396,929	396,929	372,709	413,765
Perkins	581,161	539,041	321,526	147,987	577,487	579,629
Stafford	1,287,577	1,744,160	2,178,542	2,503,032	1,917,124	3,261,502
Total	$ 3,925,239	$ 4,616,255	$ 5,001,651	$ 5,006,058	$ 4,991,529	$ 6,788,439
STATE:						
FSAG	$ 120,820	$ 154,737	$ 127,799	$ 177,575	$ 259,213	$ 421,735
FUS	15,250	16,000	17,500	32,500	55,000	187,750
Total	$ 136,070	$ 170,737	$ 145,299	$ 210,075	$ 314,213	$ 609,485
GRAND TOTAL	$ 4,061,309	$ 4,786,992	$ 5,146,950	$ 5,216,133	$ 5,305,742	$ 7,397,924

6.3.1.3.2 Current Fund Surpluses and Deficits

Auxiliary Enterprise surpluses carry forward to reduce student costs in subsequent years, supplement financial aid, start new auxiliaries, remodel or replace facilities and equipment, and correct fire code and asbestos problems. Current fund surpluses in the E&G budget can be carried forward up to 5% of the appropriation. These surpluses can be used for scientific and laboratory equipment, library enhancement, and deferred maintenance. To release these funds the University must file a plan with the BOR and secure the approval of the Office of the Governor. Other trust funds operate on a close-funding basis. Sponsored Research and Training, especially, may consist of programs which operate on a cost-reimbursable basis, resulting in temporary deficits. Table 2 shows the current fund surpluses and deficits for the last few years.

6.3.1.3.3 Capital Funds

The University has an active building program. Figure * recaps the University's building and capital funds. Table 3 shows current building projects funded for construction in 1988-89 or architectural planning.

6.3.1.3.4 Foundation

Public support for FIU has grown significantly since the organization of the Florida International University Foundation, Inc., a non-profit organization, in 1969. The Foundation is the umbrella organization for the Athletic Boosters (FIU Panthers Club), the Alumni, and several other centers and institutes. It supports faculty recruitment, research, the Libraries, and other University needs for which State expenditure is not allowed. The Foundation's capital growth for 1984-1989 is shown below:

Florida International University Foundation, Inc.

Fund Balances by Year

(In Thousands of Dollars)

	1984	1985	1986	1987	1988	1989 (est.)
Unrestricted:	151	816	856	819	909	1,056
Restricted:	1,216	2,095	2,882	3,897	4,995	6,000
	-----	-----	-----	-----	-----	-----
Total:	$1,376	2,911	3,738	3,716	5,904	7,056

Table 2

Florida International University

Current Fund Surpluses & Deficits: 1984-1988

Fiscal Year Ending	Surplus	Deficit
June 30, 1984		$ 8,400
June 30, 1985	$ 1,565,800	
June 30, 1986	$ 3,265,600	
June 30, 1987	$ 3,152,700	
June 30, 1988	$ 2,105,000	

Surplus is defined as the net increase in fund balance in Current Funds Unrestricted and Current Funds Restricted, expressed to the nearest $ 100.

Source: University Controller

Table 3

Florida International University

Capital Projects

Under Construction, Bid, Design or Planned			
Project Site	**Campus**	**Square Feet**	**Cost in Millions**
Engineering	UP	61,000	$ 12.6
Physical Sciences	UP	102,000	14.5
Office Building	UP	9,255	0.6
Trade Center - Hospitality	NMC	Remodel	2.4
Viertes Haus Renovation	UP	Remodel	2.0
University House Expansion	UP	55,000	8.1
Business Administration	UP	54,900	7.7
Library Addition	UP	108,000	10.0
Fine Arts	UP	94,500	13.3
Total		403,500	$ 75.3

Fig. 2

Florida International University

Education & General Sources of Revenue

$72 Millions

		$58.4	$65.8	$71.4
$45.8	$50.8			
$9.1	$10.2	$10.9	$12.7	$13.0
$0	$0	$0	$.8	$3.6
1984-85	1985-86	1986-87	1987-88	1988-89

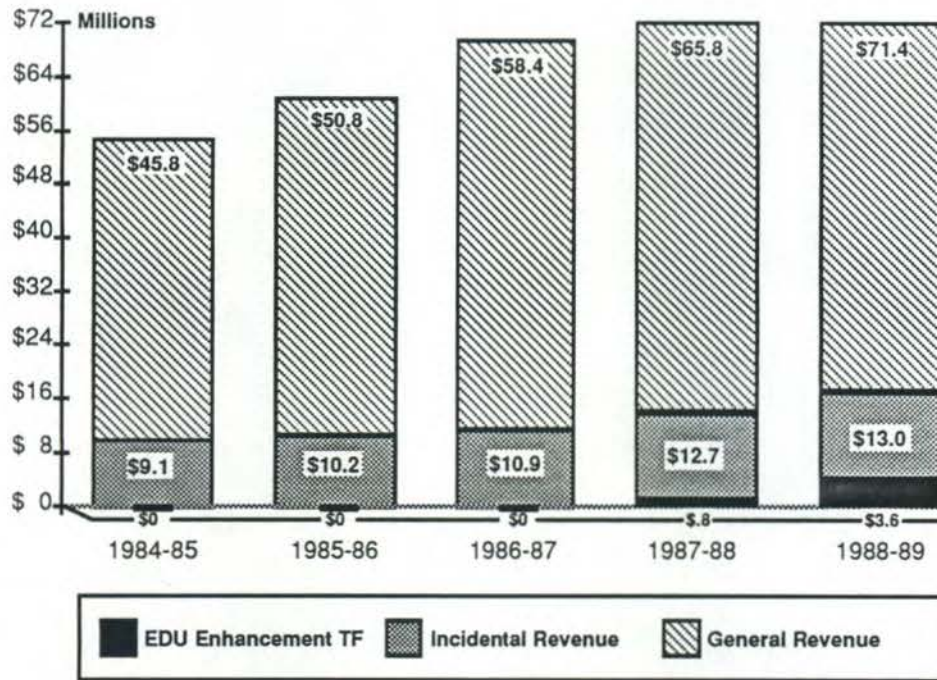■ EDU Enhancement TF   ▨ Incidental Revenue   ▧ General Revenue

Fig. 3

Florida International University

Education & General Funding Growth Compared with Actual Enrollments
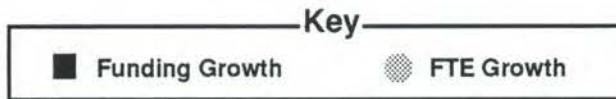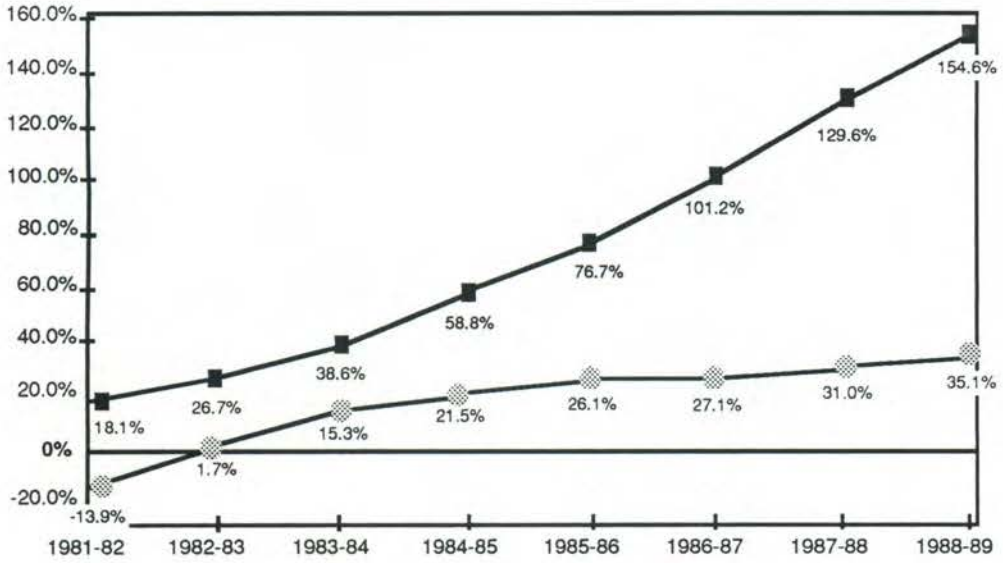

Key
- Funding Growth
- FTE Growth

Fig. 4

Florida International University

University-Wide Operating History

	Concessions		Intercoll. Athletics		Student Activities
	Auxiliary Enterprises		Student Financial Aid		Sponsored Research
	Education & General				

DIVISION	1989-90	1990-91	1991-92	1992-93	1993-94
Education & General	$54,846,573	$61,009,552	$69,236,043	$79,283,487	$87,912,506
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Total	$72,998,541	$83,126,478	$93,891,071	$103,969,263	$119,561,724

Fig. 5

Florida International University

Education & General Five Year Plan: Growth by Function

$27 ┬ **Millions**

$24 ┼

$21 ┼

$18 ┼

$15 ┼

$12 ┼

$ 9 ┼

$ 6 ┼

$ 3 ┼

$ 0 ┴

| | 1989-90 | 1990-91 | 1991-92 | 1992-93 | 1993-94 |

Legend:
- Student Services
- PO&M
- Libraries
- Univ. Support
- I&R

DIVISION	1989-90	1990-91	1991-92	1992-93	1993-94
Institutional &Research	$ 0	$ 0	$ 0	$ 0	$ 0
Student Services	133,256	266,512	533,301	772,475	997,442
PO&M	291,346	591,704	901,432	1,154,840	1,418,385
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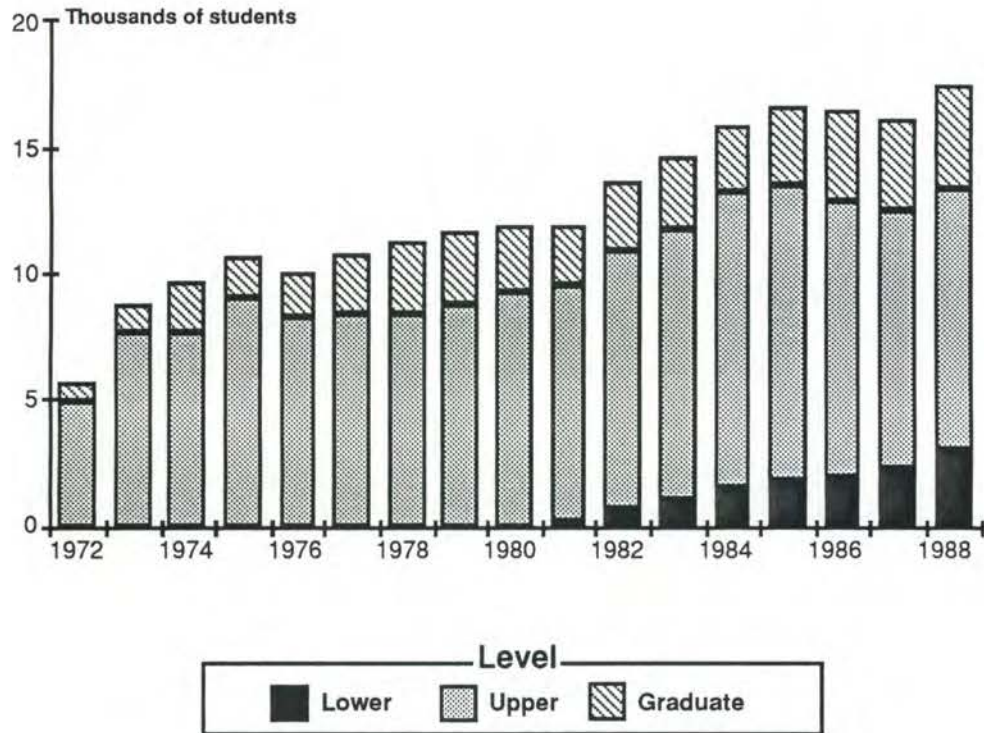## 6.3.1.2 Educational & General Expenditures by Function

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Fig. 6

Florida International University

Fall Enrollment by Level

STUDENT HISTORY

	1972	1973	1974	1975	1976	1977	1978	1979	1980
LOWER	0	0	0	0	0	0	0	0	0
UPPER	4,885	7,620	7,643	8,952	8,273	8,391	8,369	8,814	9,264
GRADUATE	782	1,187	1,937	1,673	1,724	2,296	2,804	2,776	2,532
TOTAL	5,667	8,807	9,580	10,625	9,997	10,687	11,173	11,590	11,796

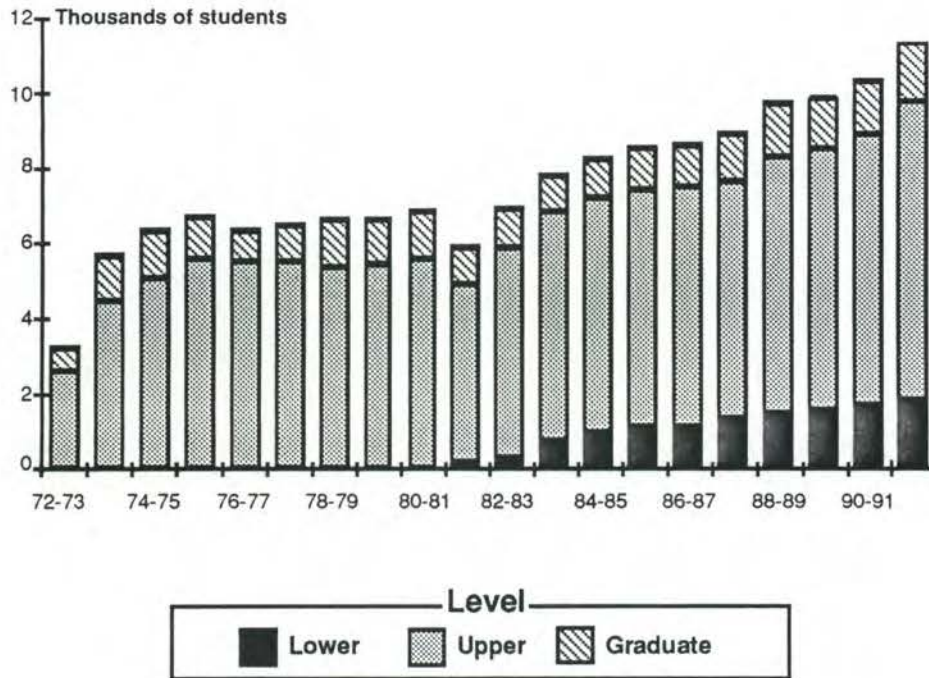|	1981	1982	1983	1984	1985	1986	1987	1988
LOWER	197	638	1,030	1,581	1,806	1,892	2,362	3,106
UPPER	9,256	10,227	10,747	11,586	11,627	10,975	10,115	10,275
GRADUATE	2,432	2,775	2,763	2,708	3,106	3,571	3,538	4,101
TOTAL	11,885	13,640	14,540	15,875	16,539	16,438	16,015	17,482

Note: Includes unclassified (non-degree seeking) students at upper and graduate levels.

SOURCE: Student Profile Reports
OIR 3/89

Fig. 7   Florida International University

Annual FTE by Level

— Level —

■ Lower   ▦ Upper   ▧ Graduate

FTE HISTORY

	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83
LOWER	0	0	0	0	0	0	0	0	0	119	293
UPPER	2,559	4,411	5,011	5,569	5,449	5,443	5,318	5,382	5,586	4,750	5,548
GRADUATE	618	1,185	1,277	1,076	869	987	1,244	1,216	1,192	963	1,047
THESIS	0	0	0	0	0	2	8	7	2	3	4
TOTAL	3,177	5,596	6,288	6,645	6,318	6,432	6,570	6,605	6,780	5,835	6,892

	FTE HISTORY					BOR PROJECTIONS*			
	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92
LOWER	719	951	1,068	1,091	1,295	1,447	1,522	1,647	1,772
UPPER	6,098	6,271	6,352	6,404	6,368	6,849	7,009	7,244	7,479
GRADUATE	997	1,015	1,118	1,113	1,206	1,424	1,361	1,438	1,515
THESIS	4	4	9	9	13	28	15	24	33
TOTAL	7,818	8,241	8,547	8,617	8,882	9,748	9,907	10,353	10,799

* Includes CUP

NOTE: FTE History includes only fundable effort.
1988-89 BOR estimated
Thesis FTE's are included in the Graduate Level
on the above graph.

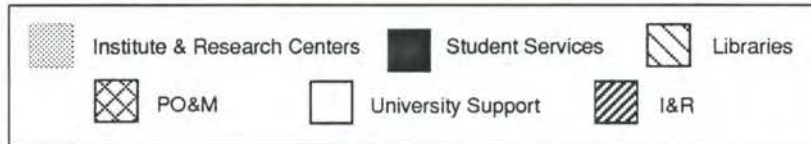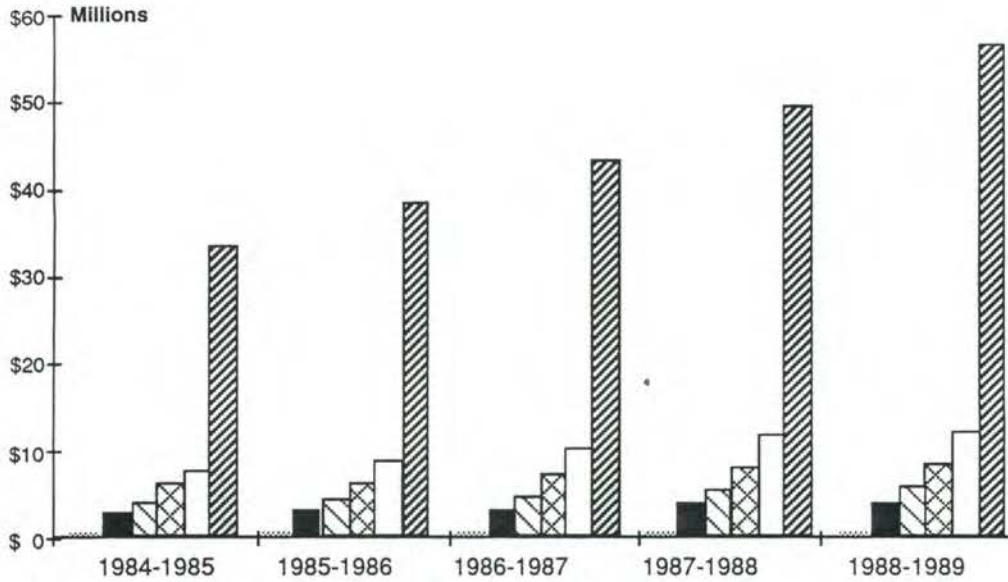SOURCES: Student Data Course File
OIR 3/89

Fig. 8

Florida International University

Education & General Expenditure by Function

DIVISION	1984-85	1985-86	1986-87	1987-88	1988-89
Institutional &Research	$ 352,129	$ 324,583	$ 445,582	$ 533,157	$ 536,416
Student Services	2,848,511	3,018,217	3,259,438	3,886,651	4,061,562
Libraries	4,065,144	4,152,258	4,536,985	5,444,804	5,903,161
PO&M	6,019,539	6,307,239	7,255,381	7,966,988	8,411,031
Univ. Support	7,758,101	8,586,533	10,279,226	11,696,737	12,248,831
I&R	33,778,147	38,619,722	43,459,431	49,755,150	56,751,505
Total	$ 54,848,571	$ 61,008,552	$ 69,236,043	$ 79,283,487	$ 87,912,506

Table 1

Florida International University

Student Financial Aid

Federal & State Programs						
FEDERAL:	**1983-84**	**1984-85**	**1985-86**	**1986-87**	**1987-88**	**1988-89**
Pell	$ 1,270,590	$ 1,544,091	$ 1,714,967	$ 1,566,085	$ 1,692,481	$ 2,130,445
SEOG	388,982	392,034	389,687	392,034	431,728	403,098
CWS	396,929	396,929	396,929	396,929	372,709	413,765
Perkins	581,161	539,041	321,526	147,987	577,487	579,629
Stafford	1,287,577	1,744,160	2,178,542	2,503,032	1,917,124	3,261,502
Total	$ 3,925,239	$ 4,616,255	$ 5,001,651	$ 5,006,058	$ ·4,991,529	$ 6,788,439
STATE:						
FSAG	$ 120,820	$ 154,737	$ 127,799	$ 177,575	$ 259,213	$ 421,735
FUS	15,250	16,000	17,500	32,500	55,000	187,750
Total	$ 136,070	$ 170,737	$ 145,299	$ 210,075	$ 314,213	$ 609,485
GRAND TOTAL	$ 4,061,309	$ 4,786,992	$ 5,146,950	$ 5,216,133	$ 5,305,742	$ 7,397,924

6.3.1.3.2 Current Fund Surpluses and Deficits

Auxiliary Enterprise surpluses carry forward to reduce student costs in subsequent years, supplement financial aid, start new auxiliaries, remodel or replace facilities and equipment, and correct fire code and asbestos problems. Current fund surpluses in the E&G budget can be carried forward up to 5% of the appropriation. These surpluses can be used for scientific and laboratory equipment, library enhancement, and deferred maintenance. To release these funds the University must file a plan with the BOR and secure the approval of the Office of the Governor. Other trust funds operate on a close-funding basis. Sponsored Research and Training, especially, may consist of programs which operate on a cost-reimbursable basis, resulting in temporary deficits. Table 2 shows the current fund surpluses and deficits for the last few years.

6.3.1.3.3 Capital Funds

The University has an active building program. Figure * recaps the University's building and capital funds. Table 3 shows current building projects funded for construction in 1988-89 or architectural planning.

6.3.1.3.4 Foundation

Public support for FIU has grown significantly since the organization of the Florida International University Foundation, Inc., a non-profit organization, in 1969. The Foundation is the umbrella organization for the Athletic Boosters (FIU Panthers Club), the Alumni, and several other centers and institutes. It supports faculty recruitment, research, the Libraries, and other University needs for which State expenditure is not allowed. The Foundation's capital growth for 1984-1989 is shown below:

Florida International University Foundation, Inc.

Fund Balances by Year

(In Thousands of Dollars)

	1984	1985	1986	1987	1988	1989 (est.)
Unrestricted:	151	816	856	819	909	1,056
Restricted:	1,216	2,095	2,882	3,897	4,995	6,000
	-----	-----	-----	-----	-----	-----
Total:	$1,376	2,911	3,738	3,716	5,904	7,056

Table 2

Florida International University

Current Fund Surpluses & Deficits: 1984-1988

Fiscal Year Ending	Surplus	Deficit
June 30, 1984		$ 8,400
June 30, 1985	$ 1,565,800	
June 30, 1986	$ 3,265,600	
June 30, 1987	$ 3,152,700	
June 30, 1988	$ 2,105,000	

Surplus is defined as the net increase in fund balance in Current Funds Unrestricted and Current Funds Restricted, expressed to the nearest $ 100.

Source: University Controller

Table 3

Florida International University

Capital Projects

Under Construction, Bid, Design or Planned			
Project Site	**Campus**	**Square Feet**	**Cost in Millions**
Engineering	UP	61,000	$ 12.6
Physical Sciences	UP	102,000	14.5
Office Building	UP	9,255	0.6
Trade Center - Hospitality	NMC	Remodel	2.4
Viertes Haus Renovation	UP	Remodel	2.0
University House Expansion	UP	55,000	8.1
Business Administration	UP	54,900	7.7
Library Addition	UP	108,000	10.0
Fine Arts	UP	94,500	13.3
Total		403,500	$ 75.3

6.3.2 Organization for the Administration of Financial Resources

The Vice President for Business and Finance is the chief business officer for the University. Most business and financial functions of the institution are centralized under him. He oversees everyone directly responsible for managing the University's resources. His functions include

1. establishing and operating an appropriate system of accounting and financial reporting,

2. supervising and operating the physical plant,

3. master planning the physical facilities and overseeing construction,

4. procuring supplies and equipment,

5. controlling most major inventories,

6. receiving, keeping custody of, and disbursing University funds,

7. maintaining personnel records,

8. administering personnel policies which govern staff,

9. coordinating the efforts of the internal auditor, and

10. coordinating the University's legal affairs.

The Vice President is appointed by, and is directly responsible to, the President. The Vice President's salary is subject to confirmation by the Chancellor of the Board of Regents.

In May 1989 the University's organization was modified to accommodate special requirements of this large, multicampus university. The role of the North Miami Campus's chief executive officer was expanded: he now reports directly to the President and is responsible for the University-wide budget; the Division of Information Resource Management, which includes all computer operations and telecommunications; Auxiliary Enterprises; and local and State legislative efforts. The University is a complex organization. Therefore, the new structure is consistent with its purpose and appropriate for the size and volume of its transactions.

The major goal of these two Divisions--Business and Finance, and the Office of the Vice President of the North Miami Campus and University Computing--is to support the University's primary mission: teaching, research, and service. These Divisions expedite the delivery of appropriate support services. To achieve this goal, the Divisions are organized to provide proper controls and service. The University recognizes NACUBO categories but does not use identical titles. In campus and community relationships the Divisions hold themselves up as examples of effective and efficient operations.

The two Divisions' direct and primary responsibilities are

1.	providing assistance to the President in preparing and controlling the institutional budget,

2.	managing all financial operations of the institution, including designing systems, preparing and presenting financial reports, conducting financial analyses, providing appropriate controls and audits, calculating indirect cost rates, and billing and collecting (this ensures the establishment and operation of an appropriate system of accounting and financial reporting),

3.	participating with the President and other senior officers in planning for the development of the institution,

4.	managing Physical Plant, routinely in its operation and maintenance; and, with other officers, making plans, designs, and construction decisions,

5.	overseeing equity issues that affect faculty, staff, and students, and managing affirmative action efforts,

6.	managing personnel programs, including the maintenance of all payroll and non-academic personnel records (the administration of personnel policies governing the staffs within the delegated authority of the BOR's central office),

7.	managing Purchasing, Stores, and Property Control Systems to assure the timely procurement of supplies and equipment, and control of inventories (including the property inventory of equipment valued at $ 200 or more),

8.	managing some auxiliaries and overseeing finances off all auxiliary enterprises and services depart ments,

9.	overseeing Legal Affairs,

10.	managing safety and security, including police, parking, environmental health, fire prevention, handicapped compliance, and radiation control,

11.	overseeing Information Resource Management (academic and administrative computing), including the integration of voice, data, and video transmission of data; and the overall coordination of the Southeast Regional Data Center--SERDAC--one of five joint SUS computer centers (the SERDAC policy board sets overall policy for the major users, FIU and Florida Atlantic University), and

12. planning for physical facilities, including controlling University space, budgeting capital outlay construction, and integrating the campus master plan for facilities with the academic master plan for program growth and development.

The Divisions follow these basic elements of good management when implementing goals: planning; organizing time, talent and facilities; coordinating; controlling; and appraising.

Goals

The Divisions' goals are to

1. ensure that facilities and resources are adequate,

2. improve systems,

3. improve professional development, training, and morale, and

4. expand auxiliary operations,

Objectives

The Divisions' objectives are as follows

1. The University Park Campus will require a new support building within the next three to five years.

   Building funds have therefore been requested in the three-and five-year capital outlay budget; planning has been scheduled for 1991-92; and construction planned for 1992-93.

2. Many administrative functions in the Primera Casa need additional space; therefore, a new administrative building is being contemplated.

3. Both campuses--but especially University Park--need parking and road improvement; therefore, the Parking Advisory Committee has approved a master plan of projects to be completed with parking fees: Engineering/Physical Sciences parking for 1989-1990, more temporary parking for 1990-1991, and a new entrance road to be built in conjunction with the widening of the Tamiami Trail, in 1991-1992. The entrance road will be built out of funding for the Business Administration and general office buildings, for which planning was appropriated in 1988-89. Parking improvements for the North Miami Campus are in process from the parking fee account. More lighting, emergency phones, and other improvements of the west parking areas are planned for the next few years.

4. The University Park Campus requires land for expansion by the year 2000. The most logical solution is to expand south, into the Dade County Park, because the campus is otherwise surrounded by roads and canals. This has been discussed with the County but no formal agreement

    has been reached. Expansion will probably come naturally over the next ten years.

5. Long-range plans include a new College of Business Administration office/classroom building in

    the late 1990s. The building currently planned for that College would be converted into an administration building, allowing more space for the Division of Business and Finance. An interim plan is to fund a separate computer center for the Southeast Regional Data Center (SERDAC), thereby allowing some expansion of the Division of Business and Finance in the Primera Casa (SERDAC's present location) until a new administrative building can be completed.

6. The systems most in need of upgrading are cashiering, property records, telephone equipment and billing, and Physical Plant work orders and time cards. Central Stores is working to transfer its system from micro-computer to mainframe so all departments can place orders via terminals throughout the University. Physical Plant is investigating software for the micro-based work-order

    inventory system, which could be installed by January 1, 1991 (North Miami has a work-order system in place).

7. The Divisions are developing job training guides, departmental rules, and operating procedures;

    encouraging professional development through external workshops, seminars, and formal training (the resources of the University's training unit should be used for this); and develop employee award programs and other forms of recognizing outstanding employees. The Associate Vice President was assigned these responsibilities in late 1989 and should implement them in

    1990-1991.

8. Each auxiliary's profits should be increased, and adequate reserves maintained to expand auxiliary services. Housing and food service should change immediately. North Miami Housing will be refinanced by March 1990; University House will be renovated by late 1990; the food service contract should be rebid; and equipment in the rathskeller and faculty club dining area should be installed.

6.3.3 Budget Planning

The University has two budgets: a biennial legislative request and an annual *Operating Budget*. Steps in the budget planning process are shown below, in Table 3.

Table 3.--Steps in Budget Planning Process

1. The University submits its request to the staff of the Board of Regents (BOR).

2. The BOR staff submits the University's request to the BOR.

3. The BOR submits the request to the Commissioner of Education.

4. The Commissioner of Education submits the request to the Governor.

5. The Governor submits the request to the Legislature.

    The Commissioner submits the request to the Legislature.

6. The Legislature allocates money to the Governor.

7. The Governor allocates money to the BOR.

8. The BOR allocates money to the University.

9. The University allocates money to the Budget Committee.

10. The President approves the allocation.

The BOR and legislative staff develop the legislative request, prioritize issues, and determine dollar amounts. The Executive Committee of the University, working with Divisional unit heads, addresses all major policy issues and identifies and prioritizes new and enhanced programs in the budget. Each of the administrative units--Academic Affairs, Business and Finance, University Relations and Development, Student Affairs, and North Miami Campus--are responsible for compiling and justifying their requests. The overall request to the BOR is prepared by the University Budget Office, approved by the Budget and Executive committees, and forwarded to the Chancellor of the SUS by the President. The BOR compiles all nine university budgets into one system budget. Then the BOR prioritizes programs and issues. Once the Legislature enacts an appropriation bill, the total SUS Educational & General allocation is made. The

BOR staff interprets the bill, consults legislative work papers, and prepares an allocation document for the universities. The BOR identifies continuing bases for each university, and incremental amounts for specific budget issues. The allocation to the University is presented by budget category within programs: Instruction & Research (I&R), Institutes & Research Centers (IRC), Administration & Support Services (ADSS), Library/Media (LIB), Student Services (STUSRV), and Plant Operations and Maintenance (PO&M). The University does not budget or control accounts by program component, but rather by functional executive areas, except where legislative language or intent dictates.

The issues or budget line items generally fall into three groups: continuation costs, workload increases, and new and improved programs. The BOR staff determines the amounts for continuation costs and workload increases; internally, these items are generally treated as incremental to the discretionary base. However, new and improved program amounts are often earmarked for specific purposes; internally, these are considered "specials" or earmarked discretionary allocations.

The University Budget Committee consists of the University Provost, Vice President for Business and Finance, and the Vice President of the North Miami Campus. The Committee is currently chaired by the Vice President of the North Miami Campus. It has the responsibility of reviewing all budget requests within the University and recommending allocations to the President for approval. The scope of the Budget Committee includes, but is not limited to, the following budget areas: Educational and General, Foundation, Sponsored Research, Construction (PECO), Concessions, and Auxiliaries. The University Budget Committee also has the responsibility for appropriating the University's reserve funds.

A statement of general goals and principles for the budget year begins the allocation process. The continuing base budgets for each executive area are reaffirmed, and the non-discretionary (off-the-top) items are identified. Each executive area submits budget needs. Once the non-discretionary and earmarked allocations are identified, the remaining funds and positions are allocated incrementally, ensuring the balanced development of the institution. The University Budget Planning Office works with the University Budget Committee in developing recommendations for the President.

Once each executive officer has his allocation, he is responsible for determining allocations to the divisions/departments within the area. He has the flexibility to determine an initial budget and administer it throughout the year; thus, he can make choices based on need. Such flexibility does not extend to non-discretionary or special budget allocations. A manager is responsible for operating within parameters. He is not authorized to overspend his budget. Once the operating budget is complete, it is approved by the President, published, and forwarded to the BOR for final approval.

In reviewing the budget, the BOR focuses on broad policy rather than details, unless the Legislature requests it to do so. Throughout the year the University Budget Committee reviews all phases of budget allocations: budget transfers, requests from reserves, and other appropriate requests.

BUDGET PLANNING OFFICE

Goals

The Budget Planning Office's goals are to

1. enhance budgeting and planning service to the President, Executive Committee, and the University Budget Committee,

2. work more closely with, and provide more services to students via the Student Government Association and Athletics,

3. continue to develop computer systems, thereby enhancing productivity and performing complex analyses, and

4. encourage more campus-wide participation in budgeting by holding formal budget hearings, establishing a formal budget committee, etc.

Objectives

The Budget Planning Office's objectives are to

1. make presentations to the President,and Executive, and University Budget committees regarding the operation and the Legislative budget process and introduce new planning topics,

2. inform the Vice President for Student Affairs, the Student Government Association, and Athletics of the need for stronger liaison and serve on their fiscal committees,

3. concentrate on database applications and analyses of budgets and histories of expenditures, and explore the long-range possibilities of office networking, and

4. establish reasonable timetables to allow campuswide participation in budgeting.

6.3.4 Budget Control

After the President has approved the budget and the BOR has adopted it, the Budget Planning Office and University Budget Committee establish a system of control, monitoring the budget and ensuring fiscal viability throughout the year. The Budget Planning Office provides managers with regular status reports and enters budget information into the accounting records through the State Automated Management Accounting System (SAMAS). These records are printed out monthly in various forms, from detailed transactions to college or unit summaries. Departments are not allowed to issue purchase orders (encumbrances) unless there are sufficient funds budgeted. Special budget reports and requests for corrective action are sent to budget managers when needed, and special reports to executives and external agencies as requested.

The University budgets a reserve each year to handle contingencies and other unforeseen emergencies. The University Budget Committee monitors and controls the reserve. An area requesting one-time, non-recurring funding from the reserve must document need. The request is analyzed and a recommendation is made to the Executive Committee for final action. All budget revisions are recorded in the accounting records, and parties affected are notified.

6.3.5 The Relation of an Institution to External Budgetary Control

The University operates in accordance with the laws of Florida and the policies and regulations of the Executive Office of the Governor, the Department of Education, and the Florida Board of Regents. These offices often provide broad policy guidelines but do not exert influence on budgetary decision-making. The staff of the State Legislature interprets Legislative budget intent, especially on earmarked allocations. The State Controller's Office also has control of expenditures: it will not allow broad categories of expenditures to be overspent, and it monitors purchases to assure that all payments are within state guidelines.

For several years the University has sought to simplify the external budget processes by requesting more budget flexibility. It has gained some concessions but requires more if it is to become more efficient and effective.

The University recognizes the responsibility of State officials for the post-audit function.

In summary, the University's educational function is not controlled through the use of budgetary techniques by outside agencies.

6.3.6 Accounting, Reporting and Auditing

The University uses the State Automated Management Accounting System (SAMAS) for its accounting records. This system is online with the State Comptroller. Some accounting records are batched and run daily or weekly, but most are online. The accounting and reporting provides comparable information so that the system meets the generally accepted principles of institutional accounting, as they appear in *College and University Business Administration*, published by the National Association of College and University Business Officers.

The chief business management officer is the Vice President for Business and Finance, who reports directly to the President. He is responsible for coordinating all monthly, quarterly, and annual financial statements. The University Controller and the Director of the Office of Budget Planning provide the Executive Committee with many management reports, including accounting summaries and budget projections. The President presides over these meetings. The BOR normally receives only budgets, historical expenditures, audit reports, and annual financial statements; it does not require interim financial statements.

The legislative auditor make an annual fiscal-year audit, with certified report. In addition, the University hires an independent CPA to comply with NCAA rules regarding a limited audit of the athletics program. The University also uses three professional internal auditors to maintain adequate internal controls, provide limited performance audits, and investigate areas of concern. The internal auditors work for the President and BOR. Each year they are assigned a number of SUS audits. The University maintains a three-year audit plan, approved by the Executive Committee, to assure that all areas of the University are reviewed periodically. All internal audits are sent to the President and BOR, whose audit committee reviews them. The President must report quarterly on the follow-up and elimination of all audit comments. The auditors use the generally accepted *Government Auditing Standards* of the U.S. General Accounting Office.

6.3.7 Purchasing and Inventory Control

Since 1972 the Purchasing Department has been a centralized support service consisting of Purchasing, Central Receiving, Central Stores, Property Control, and Campus Mail.

Most purchasing is centrally controlled; some is delegated--under very stringent rules--for emergency purchases, laboratory materials, and special items. The Personnel Department provides contract employees, but Purchasing coordinates all other service contracts.

Florida, the BOR, and the University have adopted a code of ethics for public officers and employees. This code protects purchasing officials from improper pressures from external political or business interests. The State mandates competitive bidding for most purchases and telephone quotes for the rest. The State also bids many commonly used items centrally from the Florida Department of General Services. The University can use these State contracts when they offer beneficial pricing.

6.3.8 Refund Policy

The University's policy and procedure for refunding fees and charges to students who withdraw from enrollment is included in the *Catalog* ("General Information" section, under "Student Fees and Student Accounts"). It is also a rule in the *Florida Administrative Code*, Chapter 6C-7.002, and the *Administrative Affairs Policy & Procedures Manual*, section 5.3.

Generally, the current refund policy follows the NACUBO model. The University refunds tuition fees if a student completely withdraws from the University prior to the end of the drop/add period. If the University cancels a course, it fully refunds fees for that course. If a student totally withdraws from the University prior to the end of the fourth week of classes, has completed registration, and has paid fees, he will be refunded 25% of the total fee paid, less a bonding fee. The University will make a full refund, less a bonding fee, upon the death of the student (death certificate required) or involuntary call to military duty (copy of orders required). Other exceptional conditions can be documented and sent to a University Fee Appeals Committee for final determination. Refunded fees are applied against any existing student indebtedness; the balance is then refunded by check. Refunds require an average of eight to ten weeks to process.

6.3.9 Cashiering

The University has a centralized cashiering function on the University Park and North Miami campuses. The Broward instructional site (Davie) contracts with Broward Community College, and the University Tower (Fort Lauderdale) contracts with Florida Atlantic University. The cashiering operation is supported by a minicomputer system online with the registration system. The parking decal and fine systems are on a microcomputer and use the *Enforcer* software package. Library fees and fines are on the University mainframe. Cashiering assures adequate internal controls: the internal auditor assures that existing policies and procedures are followed; all persons handling institutional funds are adequately bonded; and other steps are taken to safeguard the collections and records. The cashier also disburses financial aid disbursements and safeguards all financial-aid loan notes.

6.3.10 Investment Management

The University has a written investment policy and guidelines for investment through state processes. Most University funds are in the State Treasury, and the State Treasurer directly invests them. Fund security is of more concern than maximized earnings.

The University invests funds from local fund groupings, scholarships; loans; and agency, revolving, and clearing funds. It invests excess funds from these accounts through the State Treasurer, as well. The University is investigating short, overnight investments to increase its earnings.

The State Treasurer can transfer funds within the State; thus, the University can repurchase investments on twenty-four-hour notice. The University does little investment planning or activity locally except for forecasting cash needs and making excess funds available.

6.3.11 Risk Management and Insurance

The University has a comprehensive risk management program, for which the Director of Environmental Safety and Health is responsible. The University contracts with the State, which has a self-insurance program in casualty and employment benefit, as a viable alternative to high-risk coverage from commercial carriers. The State Division of Risk Management administers the self-insurance program, and representatives coordinate the local program. Self-insurance is a good management tool because it directly involves the institution with its own incidents and claims.

The self-insurance covers workmen's compensation, general and civil rights liability (to the extent that the State has waived sovereign immunity), fleet liability insurance, and fire and extended coverage. The fire and extended coverage is based on adequate replacement protection for all physical facilities by appropriate levels of insurance. State law prohibits some types of insurance; for example, the University cannot insure its movable equipment for theft nor its automobiles for collision protection.
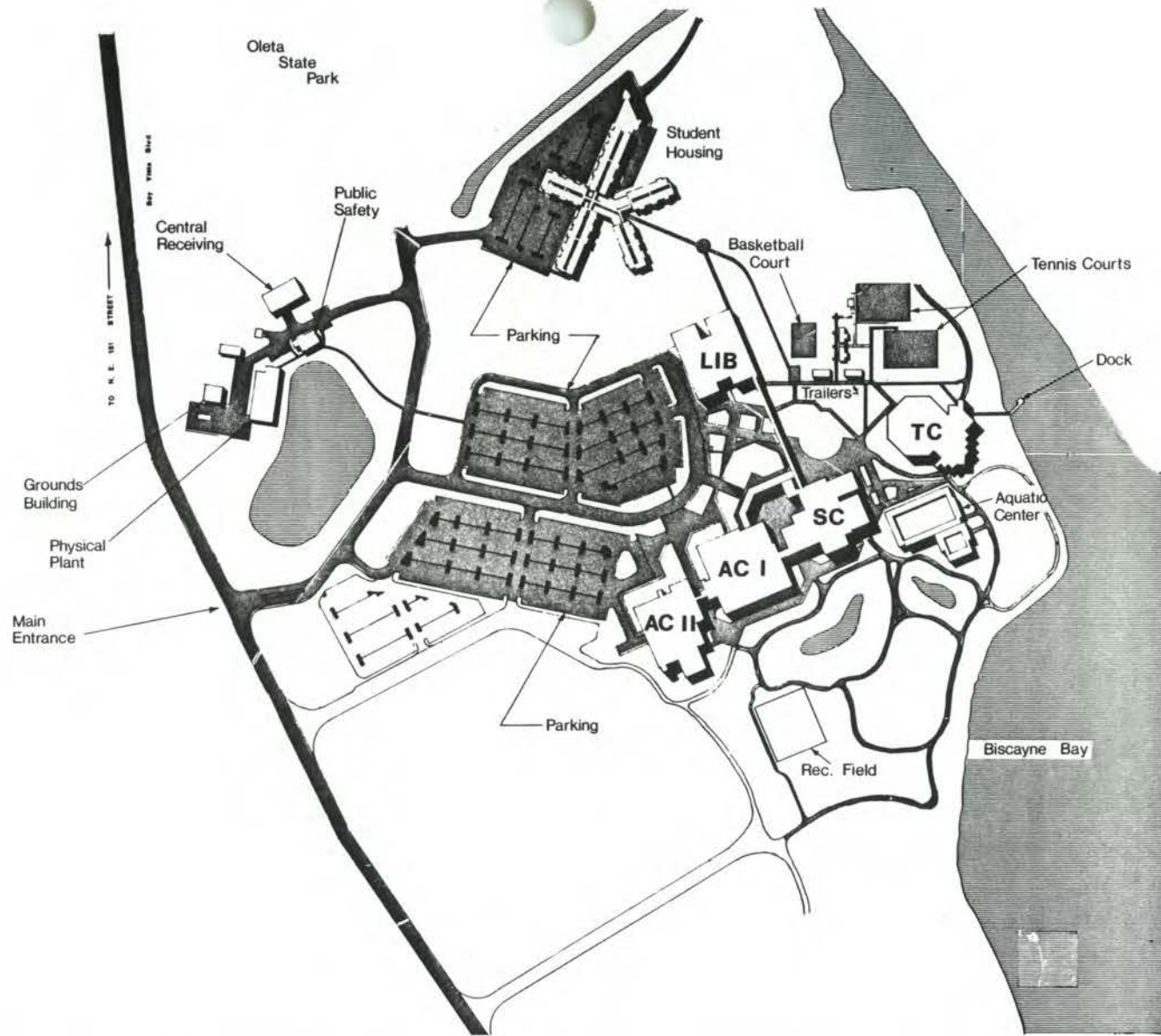
Some insurance processed through the State is not part of the self-insured program; instead, it is purchased from commercial carriers. Examples include professional liability for health professionals, money and security, rental income (student housing), boiler and machinery, and inland marine. The BOR issues SUS bids for other types of insurance, such as intramural and intercollegiate accident insurance for students.

The University provides other types of insurance, mainly voluntary group life and health, or acquires it as needed.

The Director of Environmental Safety and Health reviews risk management coverage regularly. The Department reviews claims and recommends safety training to prevent accidents. The Department also orders repairs for all hazards.

6.4 Physical Resources

Campus maps (Figures 10 and 11) show the location of all academic, administrative, and support facilities at the University Park and North Miami campuses. In addition, the University leases mobile space at the Broward instructional site (Davie), and jointly uses the University Tower (Fort Lauderdale). Most of these facilities are modern, having been constructed since 1970. A few of the support buildings are older, some at the University Park dating from the early 1940s. The University also has some temporary trailer classrooms and offices that are still usable; however, maintenance costs have increased.

Oleta
State
Park

Student
Housing

Public
Safety

Central
Receiving

Basketball
Court

Tennis Courts

Parking

Dock

LIB

Trailers

TC

Grounds
Building

Aquatic
Center

SC

Physical
Plant

AC I

Main
Entrance

AC II

Parking

Biscayne Bay

Rec. Field

TC   Trade Center
        Health Clinic

AC II Academic Two

SC   Student Center
        Cafeteria
        Bookstore
        Post Office
        Copy Center
        Nautilus Center

AC I   Academic One
         Admissions
         Cashiers Office

LIB   Library
        Administration

Florida International University
North Miami Campus

2/89

Scale   0   200   400

N

Fig. 10

N

TAMIAMI TRAIL
S.W. 8th STREET

SOFTBALL FIELD

JOGGING TRAIL

SOCCER FIELD

OFFICE BUILDING

PARKING

STUDENT HOUSING

RECREATION BOOTH

PARKING

W 10A

VH

OE

Phy. Sci.

CU

AT

SA

TW

W 7

W 9

TRAILERS

W 8A & 8B

DM

UH

W 10

DC

W 6

PC

W 4

CS

W 3

PRESERVE

PARKING

PARKING

W 2

W 1

FLORIDA TURNPIKE

S.W. 117th AVE.

S.W. 107th AVENUE

PC	**Primera Casa** Admissions Art Museum Cashiers Office	AT	**Athenaeum** Library	TW	**Tower** Campus Police Public Safety	W 10	Central Receiving Postal Service
DM	**Deuxieme Maison** Theatre Box Office	OE	**Owa Ehan** Health Clinic	W 2	Groundskeeping	W 10A	Central Stores Property Control
UH	**University House** Bookstore Cafeteria Information Service	SA	**Sunblazer Arena** Teaching Gym	W 3	Building Maintenance	W 1,6,7, 8A & 8B	Multi-use Bldgs.
		CS	**Campus Support**	W 4	Athletics Dept. Architects & Engineers Environmental Health & Safety		
VH	**Viertes Haus** Tech. Labs.	CU	**Central Utilities**				
		DC	**Duplicating Center**	W 9	Nautilus Fitness Center		

Florida International University
University Park

2/89

Scale   0   200   400

Fig. 11

Throughout the self-study for reaccreditation, one of the dominant themes of departmental reports has been the need for additional space, particularly for faculty offices and specialized facilities for particular programs. Centers and Institutes feel especially pressured for space since their needs are often given lower priority than those of schools and colleges.

Projected space needs are part of the three- to five-year plans submitted to the Board of Regents, but these requests are subject to statewide priorities established by the Regents. Student and alumni surveys show that there is concern about inadequate parking space.

The pressure for adequate space for instruction, research, Centers and Institutes, parking, and other amenities will continue to increase.

6.4.1 Space Management

Space management involves maintaining space inventory by location, type, and amount; and projecting space needs by program--classroom, office, laboratory, etc. Physical Planning assesses needs and makes analyses, thereby assisting short- and long-term decision-making. Basing his decisions on campus or division needs, the Director of Physical Planning recommends all space changes resulting from addition, conversion, or renovation. The Space Committee must then approve (the Director of Physical Planning is its secretary). The Executive Council must also approve when University policies or operations are involved.

Space files are stored in microcomputer databases. The major files are space assignment and use (productivity). Databases for laboratories and research will be completed in 1990. The processes and procedures are in good order for current management purposes. Planning for University growth is adequate, but State funding has lagged.

6.4.2 Building, Grounds, and Equipment Maintenance

The Physical Plant Director updates plans for property upkeep every six months. Annually, he completes plans for preventive or deferred maintenance, minor projects, and handicapped and safety correction.

6.4.3 Safety and Security

The Director of Environmental Health and Safety is responsible for the Environmental Health and Safety Program, which includes a professional police force (Public Safety), all of whose officers are certified State police officers. They provide police protection on the University Park and North Miami campuses. Florida Atlantic University police protect the University Tower (Fort Lauderdale). No campus

police protection is provided for the Broward instructional site (Davie). The University has no comprehensive, integrated safety plan, but has several components of an overall plan. The general environment on the campuses and at the Broward instructional sites is healthful, safe, and secure for all members of the University community.

The Director of Environmental Health and Safety works on the comprehensive safety plan with several committees. Laboratory managers discuss laboratory safety, radiation safety, and hazardous waste disposal. The Handicapped Committee recommends maintenance of, and improvements in, handicapped access. The goal of Environmental Health and Safety, and Public Safety, is to provide a safe campus environment. Their objectives are to implement a comprehensive plan that meets all Federal, State, and local safety and environmental codes and establish and maintain a healthful, safe, and secure environment at the University.

One avenue to this master plan leads through the Safety Committee, chaired by the Director of Environmental Health and Safety. It meets quarterly to discuss safety issues and review accident reports. It investigates all accidents and takes appropriate measures to prevent recurrence. Facilities and operations are regularly inspected, and reports are made to the Committee. The Committee works with the Personnel Department training section to provide safety training for employees. Two other committees--Radiation Safety, and Hazardous Waste--also work with Environmental Health and Safety. The Radiation Safety Committee updated a radiation plan in 1988. Proper licenses are on file.

The Department of Public Safety (police) operates twenty-four hours a day, seven days a week. Its Director operates the Department professionally and has adequate equipment, including radios. Its goals are to prevent crime and violations of University rules, protect persons and personal property, protect University property, identify and report unsafe conditions, enforce State statutes and University regulations, provide information, assure orderly access to facilities, support the mission of the University, and maintain a constructive and positive partnership with the University community.

Public Safety is responsible for campus parking/traffic enforcement. In addition, it informs Physical Plant of the need for effective signs. Law enforcement officers patrol in marked vehicles and on foot. They investigate vehicle accidents and reports of theft, vandalism, and other property loss. The Department maintains liaison with State and local law enforcement agencies, thereby increasing its effectiveness. Public Safety has primary jurisdiction on campus, and although jurisdiction is generally limited to University property, it extends in cases of pursuit, special events, and certain felonies.

Environmental Health and Safety is responsible for the annual State and local fire inspection. The University has posted evacuation diagrams in each major building and maintains an updated emergency evacuation plan for fire, storm and other threats.

6.4.4 Facilities Master Plan

The University maintains written master plans for facilities at the University Park and North Miami campuses--plans designed to provide for orderly growth through the year 2001. These plans are tied to academic program planning and enrollment growth. Enrollment was constrained by the BOR for the first six years; afterwards, enrollment constraints eased. Physical locations, sizes, and complexity of buildings are determined by annual budget requests for three-and five-year fixed capital outlay. It is unlikely that all buildings shown in the master plan will be completed by 2001.

Physical Planning reviews and updates the plans annually. It obtains professional help in updating the plans, paying for this help with the small portion of money set aside for minor projects and renovations. The University is conducting site surveys to obtain a complete topographic site plan. This will identify environmentally sensitive areas, flood criteria, and other important topographic data.

All master plans are outdated by the time they are completed, and FIU's are not excepted. However, FIU are planning adequately during this time of rapid expansion. Physical Planning has determined short- and long-range needs, site locations for future facilities, and capital budget impact statements. These plans are based on established or planned enrollment and academic programs, which, in turn, are constrained by the BOR and Academic Affairs, and need the approval of the Space Committee. Physical Planning provides the BOR with annual reports of space inventory and projected space needs.

6.5 Externally Funded Grants and Contracts

Policies and procedures related to externally funded grants and contracts are contained in the Division of Sponsored Research and Training (DSRT) manual *Polices and Procedures to be Followed for Proposal Preparation and Award Administration*. The Division developed the *Manual*, and the Council of Academic Deans and the Vice President for Academic Affairs approved it. It was published in fall 1983 and is in its third edition (summer 1988).

The *Manual* calls faculty/staff attention to the following policies:

In order to maintain adequate supervision on an institutional basis, and to avoid duplication of

efforts, the Division acts as a clearinghouse for all University proposals and related incoming

grants and contracts. Only those proposals which conform to the University's role and scope[;]

promote teaching, research, or community service interests[;] and are in compliance with

the University, Board of Regents, and agency requirements. . . are transmitted to prospective

granting agencies and organizations. Those proposals in which an implied or definite University commitment of funds, space, personnel, etc., is required. . . are carefully checked to ensure that these commitments can be fulfilled. (*Manual*, pages 1-2) The University reserves the right to deny approval of a proposal if its content, or purpose, is

contrary to the goals of Florida International University, would unduly tax the University's limited resources or personnel, and for such other reasons which it considers appropriate. The University also reserves the right to deny approval of a proposal if insufficient time is provided for adequate review of the proposal (Section 6C8-6.01 of *Florida Administrative Code*). (*Manual*, page 2)

In addition, the *Manual* requires that the researcher discuss his/her concept with an associate and with his/her department head and/or dean/director. If the proposal involves conferences or sponsored credit, the researcher should discuss it with the Division of Continuing Education. If the proposal is to be forwarded to a private foundation, it must be discussed with Development prior to submission. All liaison with federal and State agencies must be approved by the Director of DSRT. (*Manual* page 5) The completed proposal must be reviewed and approved for conformity with University, State, and federal needs and guidelines at the Department/Center, School/College, and University levels. As the *Manual* states:

The University has a standard "Internal Clearance Form" (*Manual*, Exhibit 4) which must accompany each proposal through the clearance process. It is the responsibility

of the principal investigator to ensure that the "Internal Clearance Form" is completed and that it accompanies the proposal. DSRT will provide the necessary assistance

in completing the transmittal sheet. (*Manual* page 15). In signing the transmittal sheet, the principal investigator is approving the entire proposal and assuming responsibility for (1) the scope of scientific and technical effort, (2) preparation of the required technical reports, and (3) management of the project within the budget and time restraints of the proposal in compliance with sponsor regulations and University policies.

This responsibility cannot be delegated; therefore, the principal investigator may not delegate authority to approve proposals. (*Manual*, page 15)

The "Internal Clearance Form" requires signed approval by the principal investigator, all co-principal investigators, department/unit head(s), dean(s), the DSRT, the Controller, the Academic Affairs officer, Administrative Affairs (for contracts only), and the President (if over $ 100,000). Signatures of the following additional persons may be required, as appropriate: the Chair of the Institutional Review Board, the Chair of the Institutional Animal Care and Use Committee, the Chair of the Environmental Health and Safety Office, and the Director of Academic Computing Services.

Negotiations or revisions of awards may only be undertaken through the DSRT (*Manual*, page 17). Substantial revisions necessitate resubmission of the revised proposal through the approval cycle.

All personnel actions on contracts and grants must follow the University's normal personnel procedures. The same holds for financial activities, except that the Director of DSRT is authorized by State law to grant an exemption from standard State purchasing guidelines to facilitate timely completion of a project.

The University does not accept material restrictions on publication of research results but will accept a short delay adequate to allow for filing of patents based on research findings.

Each faculty member is given a written assignment at the start of each academic year based on discussions between him/herself and his/her supervisor. Most faculty members are assigned a minimal percentage of time for unfunded research. It is expected that the results of this work will enrich their teaching. Some faculty members are not assigned to instruction but only to research. Instructors are not normally given a research assignment.

Faculty responsibilities are outlined in a *Faculty Handbook*. The DSRT provides each researcher with a copy of its *Manual*, upon request. Summer contracts and grants are prorated at the nine-month salary level and reflect available grant funding. Salary supplements may not be paid, by Florida law, for research activities; supplements may be paid for contract-based instructional activity, in accord with State and University regulations. The *Manual* carries the regulations for consultative services and all other services (pages 20-23).

Acceptance of a contract or grant may not constitute a waiver of legislative mandates to deliver State-approved instructional, research, and service programs. All research and training conducted at the University or by those under its auspices off-campus is controlled solely by the University and must be conducted according to a pre-approved research plan. The University reserves the right to terminate an unsatisfactory contractual relationship. (*Manual*, page 2)

Proposals for contract-and grant-funded activities are carefully reviewed at all levels for compliance with State and Federal guidelines and University academic priorities and needs. The University maintains the right to terminate a relationship that jeopardizes its basic program (page 2).

Even allowing for degrees of jeopardy, the University is nowhere near the point at which termination of grants and contracts can jeopardize any of its educational programs. Given State funding patterns and the absence of a massive endowment, however, it is not realistic to project healthy graduate programs unless the University acquires graduate fellowships and assistantships through contracts and grants, especially given our student body of modest means.

RECOMMENDATIONS

In the course of this self-study, FIU developed the following recommendations:

1. The University's ability to communicate with its community is weak. *Inside* and the student and alumni newspapers do not circulate on time. Many policy manuals are out of date. Therefore, the University is studying more appropriate methods of disseminating information about its policies and procedures and is exploring ways of improving its news media.

2. During the self-study FIU made many improvements in its accounting and reporting systems. It changed report formats to help people more easily understand the need for adequate budget and cash in Grant and Auxiliary accounts. It redesigned E&G monthly ledgers and included various levels of recap for larger Colleges and Schools. It also made changes in the Cashier's Office to improve service to students: it changed refunds and financial aid reimbursements, easing students' burdens. It started preparing user manuals for many Controller's Office services. By using these manuals, new secretaries and clerks will be able to avoid lengthy training. FIU is also planning manuals for travel, object code, invoice-processing, and other topics.

3. During the self-study FIU discovered that the storeroom system needs improvement. The University is therefore upgrading its property control system to include optical scanning capability. This will expedite annual inventories and help spot-check returned inventories. Among the other improvements planned are

    a. completion of the computerized bar-code system for property inventory by June 30,1990,

    b. enhancement and development the computerized inventory control program for Central Stores, enabling all departments to access the Stores catalog and place orders on terminals linked to mainframes,

    c. computerization of the inventory of materials, supplies, and stores in scientific laboratories (start in 1990-1991 and complete in 1993),

    d. computerization of the inventory of materials in Physical Plant, including maintenance and janitorial supplies, vehicles, and tools,

    e. acquisition of a mini-warehouse to relieve storage problems (include in 1994-95 budget),

f.   acquisition of a paper storage warehouse for volume purchases and records storage,

g.   development of a separate receiving area for hazardous chemicals and scientific supplies,

h.   enlargement of the Central Receiving area by 1989-90, and

i.   improvement of working conditions for Central Receiving employees (1989-90).

4.   During the self-study students indicated that the procedure for applying for a refund and the delay in receiving it are burdensome. Accordingly, the Controller has implemented new processes to expedite refunds. During the summer of 1990 the University will study the problem further with the intent of speeding student refunds.

5.   Cashiering is updating financial aid processing to include a net check-processing capability. This requires changes of computer systems under University and BOR control. The University will develop and test the net check-processing system in 1989-1990 and implement it in the fall of 1990.

6.   During the self-study, the University Controller noted that the BOR had not approved University investment policies. The BOR will approve those policies in the fall of 1989. The policies will be available for Executive Committee review. The State Treasurer does actual investing; thus, the governing board assumes no normal fiduciary responsibilities and thereby avoids conflicts of interest.

7.   During the self-study FIU realized that it needs to expand facilities, parking, and roads faster than currently projected. It especially needs to phase out the temporary trailers used as classrooms and offices. In addition, the self-study has shown that there are pressing needs for appropriate space for Centers and Institutes, several of which are now inadequately housed in temporary trailers. These special needs must continue to be addressed as part of the University's requests for capital construction. Everything depends on legislative funding. The State is working to increase revenue for capital construction. Construction plans may accelerate after the 1989 legislative session.

8.   The Director of Physical Plant will integrate all plans into a comprehensive annual plan by 1991. The University is also reviewing software for installing a work order system for ease of tracking and updating. Many of these plans do not contain information on how and when to perform maintenance.

9. During the self-study FIU discovered that it has no comprehensive safety plan. The University has all required components but has not integrated them for easy access and review. Environmental Health and Safety has been assigned the responsibility of consolidating and streamlining a plan. No timetable has been set; however, the plan should be available during 1990-1991.

10. During the self-study FIU detected that the lack of long-range academic plans compromises physical planning. This lack can be attributed to turnover in academic administration. However, this should not be a continuing problem. Long-range facility planning is also difficult because prior to this self-study the University lacked a specific set of goals and objectives. In addition, recent growth has been affected by legislative mandates, by the necessity for seizing ad hoc opportunities, and by the diminishing area for building sites, especially at the University Park Campus. These problems will not disappear in the immediate future. FIU needs to pay more attention to strategic planning. It will therefore study the problem in 1989-1990 and implement a strategic plan in 1990-1991.

SECTION VII

Centers and Institutes

CENTERS AND INSTITUTES

CENTER FOR THE ADMINISTRATION OF JUSTICE

Mission

Because implementing democratic principles requires the peaceful and orderly resolution of disputes through a fair, independent, accessible, and efficient justice system, the Center's mission is to help developing countries reform their justice systems, thus invigorating their governments' democratic institutions.

The Center cooperates with USAID to provide technical assistance to ILANUD (Instituto Latinamericano para la Prevencion del Delito y el Tratamiento de Delincuente) and to assess justice in six Central American and Caribbean republics. Senior advisers provide technical and managerial assistance, and Center staff procure commodities and computer equipment and coordinate other nations' activities with those of U.S. institutions. Advisory services are provided to assist USAID/Peru in administering justice and the Interamerican Institute of Human Rights in grants management. The Center has informally provided advice to European governments.

One of the Center's main concerns is data collection for planning and evaluating current programs as well as developing the basis for assistance to countries under study. This has involved surveys of the population, judges, lawyers (including public defenders and prosecutors), and convicts.

The Center, which maintains good working relationships with Central American and Caribbean universities, also holds conferences and publishes its findings.

The Center's mission is to help developing countries reform their justice systems, thus invigorating their governments' democratic institutions. Implementing democratic principles requires the peaceful and orderly resolution of disputes through a fair, independent, accessible, and efficient justice system.

CENTER FOR BANKING AND FINANCE

Mission

The Center's mission is to teach, conduct research, and serve the community. The faculty and staff work closely with members of the financial community representing all facets of banking and related areas. The primary emphasis is on theoretical and applied research, publication of the Review of Research in Banking and Finance, sponsorship of topical research workshops for the banking community, and support of faculty research projects determined by a committee of bank executives as being of major interest to the Southeast Florida banking community. The Center's activities include a banking certificate program, management development programs and conferences, custom in-house training programs, and consulting.

Goals

The Center's goals are to

1.   expand its educational, management development, research, and consulting offerings (five years),

2.   focus its initial activities on domestic and international banking in Dade and Broward Counties, and

3.   develop a regional and national reputation for excellence (five years).

INTERNATIONAL INSTITUTE FOR CREATIVE COMMUNICATIONS

Mission

The Institute's mission is to establish an interactive communications network devoted to teaching and nurturing creative activities in the arts and humanities, operate a microcomputer network linking SUS professors in the arts and humanities, and initiate and administer grants and programs in the arts, humanities, and information technology.

Goals

The Institute's goals are to

1.   use microcomputers in creative writing,

2.   publish research findings,

3.   develop automation in state government,and

4.   promote the use of microcomputers.

Objectives

The Institute's objectives are to

1.   establish ARTNET, a network for creative-writing faculty and students at Florida universities,

2.   conduct interdepartmental courses and workshops statewide,

3.   issue research findings in local and state publications,

4.   demonstrate to the Florida Legislature how it can use microcomputers to transfer messages and documents instantaneously, and

5.   make the public aware of the benefits of microcomputer use in business, education, and government.

DRINKING-WATER RESEARCH CENTER

Mission

Established in 1977 as part of the College of Engineering and Design, the Center has as its mission teaching, conducting research, and serving the community. The staff consists of research faculty and assistants, chemists, and support personnel. It does neither performs routine water tests for individuals, nor conducts academic classes.

Goals

The Center's goals are to

1.   achieve research excellence,

2.   gain state, national, and international recognition,

3.   increase the number of faculty,

4.   obtain supplementary funding,

5.   provide students with the opportunity to work as research assistants or perform independent research,

6.   cooperate with other departments,

7.   provide assistance to local water- and sewer-treatment facilities,

8.   perform non-routine water analysis,

9.   encourage personnel development,

10.   provide graduate assistantships, and

11.   invite outstanding high-school students to study and conduct environmental research.

Objectives

The Center's objectives are to

1. recommend that its administration be restructured,

2. increase the number of researchers in South Florida's surface-water quality through joint faculty appointments (1989-92),and

3. increase the number of researchers in hazardous waste, biodegradation, toxicology, and environmental engineering (1989-92).

RECOMMENDATIONS

The Center should

1. make its Director responsible for administration,

2. have its Director report to the Dean of the College of Engineering and Design, and to the Advisory Council,

3. establish a five-member Advisory Council to meet at least twice a year and to oversee operations and recommend policy,

4. arrange for all permanent faculty to hold join/tenure-track appointments with academic departments and have reduced teaching loads,

5. make new appointments in critical specialties,

6. make some temporary appointments,

7. be on a budget line under the Office of Academic Affairs,

8. expand to the entire third floor of Viertes Haus,

9. increase and upgrade support staff, and

10. serve as South Florida's water-quality advocate.

ENGLISH LANGUAGE INSTITUTE

Mission

The Institute's mission is to teach, conduct research, and serve the community. Established in 1978, it is a self-sufficient program advised by a governing board of University staff and faculty from related disciplines, and chaired by the Associate Dean of Arts and Sciences. It offers non-credit English-language instruction to non-native English-speakers from the community and abroad; researches and evaluates new strategies for teaching English-language skills; and serves the South Florida community.

Goals

The Institute's goals are to

1.   conduct classes in reading, writing, grammar, and conversation,

2.   administer a language lab for aural-comprehension and speaking skills,

3.   test English-language proficiency,

4.   conduct daytime, evening, and weekend classes,

5.   teach accent reduction,

6.   research and evaluate new strategies for teaching English-language skills, and

7.   participate in South Florida's international organizations.

Objectives

The Institute's objectives are to

1.   design, field-test, and publish program materials nationally,

2.   augment existing recruitment efforts through contacts with the local Latin community,   .

3.   gain national recognition through membership in the University and College International English Programs (completed), successfully complete the (Teaching English to Speakers of Other Languages (TESOL) self-study (1990),

4. provide students with a twelve-terminal computer lab (1991),

5. design credit courses for international students (1990),

6. disseminate more information to the public and private sectors,

7. enhance staff development, an

8. reopen the North Miami Campus morning program to serve North Dade and South Broward (1990).

INSTITUTE OF GOVERNMENT

Mission

The Institute's mission is to apply scientific scholarship in government to public-sector practice. It trains government employees; consults with, and provides technical assistance, to public agencies; and helps State and local governments improve staff development and manage their operations more efficiently and effectively.

Goals

The Institute's goals are to

1.   improve government employees' knowledge and skills through training,

2.   consult with, and provide technical assistance to, public agencies, and

3.   stimulate employees' awareness of, and access to, information about public issues, current research, and state-of-the-art techniques, thus enhancing their professional growth and contribution to government.

Objectives

The Institute's objectives are to offer

1.   workshops promoting personal growth (1989),

2.   workshops addressing specific needs, as requested by local government (1989),

3.   an executive training program in strategic planning and management (1990),

4.   technical assistance to, and consulting for, local government (1989),

5.   public conferences on topical issues, research findings, and new techniques (1989), and

6.   establish a mentoring program (1989).

INTERNATIONAL INSTITUTE FOR HOUSING AND BUILDING

Mission

Part of the College of Engineering and Design, this Institute has the mission of improving housing worldwide through science and technology. It provides expertise in design, engineering, architecture, and construction management for South Florida, Latin America, the Caribbean, and developing nations.

Goals

The Institute's goals are to

1. research all aspects of the planning and construction of buildings,

2. disseminate research and results,

3. provide expertise locally and internationally,

4. collaborate with other research institutions, and

5. organize meetings at FIU and other locations.

Objectives

The Institute's objectives are to

1. publish the Journal on Housing Science and Its Applications,

2. publish national and international conference proceedings, and

3. organize national and international meetings on housing.

FAU-FIU JOINT CENTER FOR ENVIRONMENTAL AND URBAN PROBLEMS

Mission

The Center's mission is to teach, perform research, and serve the community. Established in 1972 as a joint facility of Florida International and Florida Atlantic Universities, the Center focuses on growth-management policy and legislation in Florida, which has accelerating environmental and urban problems.

Goals

The Center's goals are to

1.   educate through workshops, lectures, seminars, conferences, TV documentaries, and public-service announcements,

2.   obtain fellowships and assistantships for graduate students,

3.   conduct applied research on intergovernmental relations, public finance, land-use regulation, and related issues,

4.   publish a quarterly journal, monographs, and manuals,

5.   support research through grants,

6.   offer research and technical expertise to the State and local governments,

7.   organize statewide educational programs to promote discussion among diverse interests on land-use and growth-management policy, and

8.   maintain a growth-management library.

Objectives

The Center's ongoing objective is to fund proposals on South Florida's environmental and urban problems.

CENTER FOR LABOR RESEARCH AND STUDIES

Mission

The Center's mission is to provide services to workers and labor organizations through teaching, research, and community service.

Goals

The Center's goals are to

1. teach labor studies through a multidisciplinary certificate program, non-credit programs, and statewide programs, conferences, and workshops for labor and management,

2. develop a curriculum in labor studies,

3. perform applied research on labor relations and the changing nature of work in South Florida,

4. publish research findings,

5. perform community service through consultation,

6. perform research for the University and the labor and business communities, the media, and policymakers,

7. garner national recognition for FIU, and

8. conduct projects about Hispanic workers and about contemporary labor issues.

LATIN AMERICAN AND CARIBBEAN CENTER

Mission

The Center's mission is to promote Latin American and Caribbean studies, support the research of over eighty faculty members, and educate the public through comprehensive multi-disciplinary programs.

Goals

The Center's goals are to

1.   serve the University's internationalist mission;

2.   gain worldwide recognition for FIU,

3.   fund faculty research,

4.   coordinate multidisciplinary programs,

5.   promote student travel and study abroad,

6.   organize special seminars, workshops, and conferences,

7.   distribute publications,

8.   promote inter-American understanding through educating students, faculty members, administrators, policymakers, journalists, businessmen, and the general public,

9.   provide the expertise to help bolster the economic growth of Florida and the rest of the nation through trade, tourism, and communication with Latin America and the Caribbean.

Objectives

The Center's objectives for 1989-91 are to

1.   work more closely with the faculty,

2.   establish a research endowment and provide more research support,

3.   acquire more library resources,

4.   enhance publications produced by the Center,

5.   train Latin Americans in English and in American studies, and help them to understand democratic institutions,

6.   maintain Federal Title IV funding,

7.   cooperate with the South Florida business community in developing public education in Brazil, Colombia, and Venezuela,

8.   educate U.S. Congressmen, journalists, and local educators in inter-American issues,

9.   implement a master's program in Latin American and Caribbean studies, 9. develop a 1992 program commemorative of Columbus' landing in the New World,

10.   increase office staff,

11.   urge greater cooperation between FIU, the University of Florida, and the University of Miami,

12.   develop programs in Portuguese, Creole, archaeology, religious studies, public administration, business, and international relations, and

13.   construct a building for the Center.

CENTER FOR MANAGEMENT DEVELOPMENT

Mission

Created by the Board of Regents in 1979 and located in the Office of the Dean of the College of Business Administration, the Center has the mission of teaching, conducting research, and serving the community. The Center links FIU to South Florida's business community and offers management-training and executive-development programs, microcomputer workshops, and technical assistance and consultation.

Goals

The Center's goals are to

1. host an annual conference,

2. sponsor the Executive Breakfast Club,

3. add a certificate program in management,

4. increase in-house programs,

5. invite MBA graduates to faculty briefings,

6. update the microcomputer lab,

7. add a marketing and programs director, and

8. increase working space.

CENTER FOR MULTILINGUAL AND MULTICULTURAL STUDIES

The Center's mission is to teach, conduct research, and serve the community. It aims to improve the quality of foreign-language teaching, bilingual education, linguistics, education, and multicultural programs through research and training. Its prime foci are language policy, migration, and ethnicity. The Center houses the Southeast Multifunctional Resource Center; the Florida Consortium on Multilingual and Multicultural Education; Latin Studies; and the Cuban Exile History and Archives, and the Haitian Materials, Hispanic Commission, African Diaspora, and the FIU in the Americas projects. It coordinates all multilingual and multicultural campus activities.

Goals

The Center's goals are to

1.   conduct interdisciplinary research,

2.   assist faculty with research and publication,

3.   help instructional units develop programs, and

4.   train faculty, staff, and students.

Objectives

The Center's objectives are to

1.   identify and promote faculty members' research interests,

2.   perform basic and applied research,

3.   fund faculty development projects,

4.   support academic programs and library resources,

5.   initiate new training programs, and

6.   provide technical expertise.

INSTITUTE FOR PUBLIC POLICY AND CITIZENSHIP STUDIES

Mission

The Institute's mission is to offer the University and the community alternative learning opportunities about public policy and citizenship.

Goals

The Institute's goals are to

1. teach students about citizenship's responsibilities and opportunities through non-traditional methods,

2. inform the University community about the impact of public policy on daily life,

3. promote interdisciplinary research on local and national policy, and

4. encourage the University and community to work together on local policy.

Objectives

The Institute's objectives are to

1. increase to thirty per semester the enrollment in the Student Honors Mentor Program (1991),

2. add two new faculty members or administrators each semester (1991),

3. promote interest in the Model United Nations (1989), ensure FIU's annual participation in it (1991), and establish a Model UN conference for high-school students (1991),

4. develop "Miami: An Urban Laboratory," a permanent interdisciplinary credit course for Honors students,

5. offer (1990) and evaluate (1991) a Public Policy Certificate Program,

6. gather and distribute data about South Florida's immigrants (1990),

7. conduct symposia for the general public and annually disseminate one occasional paper (1992), and

8. hold three National Issues Forums annually for the University and community.

INSTITUTE FOR PUBLIC POLICY AND OPINION RESEARCH

Mission

The Institute's mission is to

1. use opinion polls to improve the dialogue between the public and its State and local policymakers,

2. study Florida's and the Nation's culture and policies,

3. train students to do research, and

4. assist School of Journalism and Mass Communication faculty with research.

Goals

The Institute's goals are to

1. improve public dialogue in Florida,

2. assist faculty members with research by providing technical expertise and data analysis,

3. study the process of survey research,

4. improve telephone surveys,

5. conduct the annual FIU/Florida Poll, which charts changes in public opinion about politics, the economy, society, and culture,

6. gain recognition for the University by publishing poll results in major media,

7. study Florida's international trade, demographics, style, and problems as future America's bellwether,

8. train students in research skills, and

9. assist researchers from the School of Journalism and Mass Communications.

Objectives

The Institute's objectives are to

1.   maintain first-rate survey-research faculty standards,

2.   perform a minimum of ten medium-sized surveys of South Florida annually,

3.   make the Institute self-supporting in two years,

4.   hire additional staff: an associate director, a field director, and a computer operator,

5.   install a computerized telephone-interviewing system,

6.   develop a database to store survey data and census estimates,

7.   become a line item in the University budget, and

8.   obtain funds from the School of Journalism and Mass Communications' five-year fund-raising campaign.

SMALL BUSINESS DEVELOPMENT CENTER

Mission

The Center's mission is to provide comprehensive assistance to the small-business community. It marshals the resources of the government, the private sector, and the University to provide information, perform financial analyses and management audits, assist in market and feasibility studies, provide management counseling and training, package Small Business Administration (SBA) loan applications, and provide entrepreneurs and inventors with leads to government and private contracts. It also promotes the University through its work with chambers of commerce, trade associations, and commercial organizations.

Goals

The Center's goals are to

1.   serve clients with reduced staff,

2.   seek additional funding, and

3.   cooperate closely with the College of Business Administration (CBA) and community business organizations.

Objectives

The Center's objectives are to

1.   offer more efficient service,

2.   seek additional local, State, and Federal funds,

3.   develop a curriculum in entrepreneurship through the CBA,

4.   involve more CBA faculty in SBA workshops,

5.   offer student internships for academic credit, and

6.   engage in joint activities with community organizations.

SOUTHEAST FLORIDA CENTER ON AGING

Mission

The Center's mission is to teach, conduct research, and serve the community. The Center, which focuses on gerontology, offers multidisciplinary certificate programs for undergraduates and graduates, training seminars and workshops for professional caregivers who work with Southeast Florida's elderly, and continuing education programs for elderly learners. The Center also conducts applied research on public policy and long-term care and encourages collaboration of faculty from all disciplines. The Center also technically supports public agencies and community organizations that deliver health and social services to Southeast Florida's multiethnic aged population.

Goals

The Center's goals are to

1.   conduct applied research on public policy for long-term care,

2.   increase the number of faculty collaborating in the Center's research,

3.   disseminate research findings to the University community, and to policymakers, human services professionals, and the general public through publications, the media, testimony, conferences, and professional associations,

4.   promote comprehensive, multidisciplinary gerontological study for undergraduates and graduates,

5.   develop the Eldercare Certificate Program,

6.   expand educational opportunities for older learners through the Elders Institute,

7.   provide technical assistance to policymakers and public agencies interested in innovation, coalition-building, and improved services for older people,

8.   provide technical assistance and information on aging to the public schools and other organizations, and

9.   promote intergenerational understanding.

Objectives

The Center's objectives are to

1.   develop the undergraduate and graduate Certificates in Gerontological Studies and an Eldercare Certificate program,

2.   study the feasibility of a gerontology degree program,

3.   develop continuing education in gerontology, in collaboration with appropriate academic units,

4.   reach out to older Hispanics through the Elders Institute,

5.   help older people improve their learning skills,

6.   assist at least two community organizations that provide services to older people, and

7.   provide technical assistance and information to the Dade County Public Schools' intergenerational program (1989-90).

WOMEN'S STUDIES CENTER

Mission

The Center's mission is to develop women's studies courses, teach, conduct research, and present programs about gender for the University and general community. The Center offers an interdisciplinary certificate program in women's studies; encourages faculty research in feminism; offers seminars, conferences, and lectures; publishes occasional papers; fosters women's progress through referrals, counseling, peer groups, and other means; helps South Florida's urban, immigrant, and multicultural women overcome barriers and join the mainstream; educates foreign women students who plan to return to their native lands; teaches women such pragmatic skills as collaboration, decision-making, analysis, creative problem-solving, and assertiveness; fosters gender equity in everyday life in and out of the workplace; plans programs with other University units, the community, and national organizations; and sponsors campus feminist groups.

Goals

The Center's goals are to

1.   become a part of the formal academic structure,

2.   make a greater impact on undergraduate education,

3.   encourage research about South Florida's multicultural women's community,

4.   foster development of minority-issues courses, and

5.   provide greater support for women in transition.

Objectives

The Center's objectives are to

1.   hire two new joint-faculty members in women's studies (1989-91),

2.   better coordinate course offerings with academic units (1989),

3.   establish a minor (1990) and propose a graduate program (1992) in women's studies,

4. require an undergraduate course focusing on women, minorities, and non-Western cultures (1990),

5. fund research dealing with gender studies and immigration, assimilation, work, and private life,

6. help develop courses about issues of interest to black, Hispanic, Caribbean, Latin American, and Third World women (1989-90), and

7. provide counseling and support services to women students (in conjunction with Student Affairs).

SECTION VIII

Focus Groups

UNIVERSITY AND COLLEGE/SCHOOL ISSUES
UNIVERSITY-WIDE ISSUE FOCUS GROUPS

At the start of the self-study process, in September of 1988, some 215 issues, major and minor, were identified by a broad spectrum of respondents--faculty, administrators, and students--as worthy of special study. After review by the Steering Council and the Policy and Planning Review Board, the list of issues was condensed and eighteen Issue Focus Groups were formed to analyze each issue in depth. Key issues represented a broad range of concerns, some amenable to short-term study, analysis, and recommendation; others, such as the development of telecommunications capacity, require long-term study. Some groups have submitted their final reports; several see their work as ongoing; others are just beginning their work. Provided here is each focus group's original charge and a brief summary of its key recommendations or progress reports. Complete reports will be published in a separate volume of the self-study report.

Issue Focus Group 1: Access/Affirmative Action

This group will continue to recommend actions the entire University community should take to meet or exceed affirmative action goals at all employee and student levels. The committee, working with Admissions, will review plans for assuring all qualified persons full access to the University, and will review overall policies to assure student access to programs and resources. It will establish five-year goals and objectives for affirmative action and open access.

RECOMMENDATIONS

The Affirmative Action Office should

1. Prepare and disseminate reports in a timely manner.

2. Provide training to the FIU community on topics relevant to EOP.

3. Continue to review University AA/EO policies and procedures, and recommend necessary revisions.

4. Continue to respond to staff, student, and applicant allegations of discrimination.

5. Strive to increase minority and female representation at all levels.

Issue Focus Group 2: Administrative Quality

This group will study and recommend actions to be taken to improve the quality of life in the University's Division of Academic Affairs by improving the quality of administrative skills in academic units. The group's activities may include a faculty and employee survey that can lead to an organizational development plan as well as an administrative training program. The group will establish goals and objectives for administrative improvement.

RECOMMENDATIONS

This focus group will meet during the Fall 1989 term and make recommendations then.

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Issue Focus Group 3: Broward

This group will study the University's role in Broward County, and recommend actions to be taken to strengthen and improve the University's role in Broward County, including solutions to the transient faculty problem and communication issues. The group will develop long-term plans and alternate strategies for the University's presence in Broward and will establish objectives to achieve agreed-upon goals.

RECOMMENDATIONS

The University should

1.   Provide high-quality library service and access to collections for students.

2.   Provide sufficient resources for the Broward academic programs over the next five years.

3.   Provide services to students equal in quality to those at UP and NMC.

4.   Increase the University's visibility in the county.

5.   Improve communications with FAU and BCC.

6.   Improve courses and programs qualitatively and quantitatively.

7.   Enhance faculty development opportunities.

8.   Develop plans to solve transient-faculty problems.

Issue Focus Group 4: Centers and Institutes

This program will examine the role of Centers and Institutes within the context of the University Mission, including commitments to research and service. It will clarify the locus of accountability, planning, and programmatic support. It will recommend appropriate roles for faculty in Centers, and for Centers staff in teaching roles, as well as appropriate lines of reporting and accountability for University-wide Centers. It also expects to develop methods for initiating broader faculty and student participation in the Centers.

RECOMMENDATIONS

1. Identify and remove barriers to increased faculty participation with Centers/Institutes. Analyze possibilities for faculty status for Center/Institute professionals.

2. Continue the issue focus group as a forum for Center/Institute communication with one another. Establish a Center & Institute Directors Council to the Provost. Use DSRT monthly newsletter publications for communication to the faculty regarding center/institute activities and requests for research collaboration. Arrange for a Centers & Institutes column in *Inside*. Consider using the student newspaper's advertising space to publicize Center/Institute activities.

3. Analyze present indirect cost-distribution practices and evaluate alternatives for achieving greater uniformity and fairness. Evaluate problems in present FIU Foundation rules for fundraising and in University development activities for impact on Centers/Institutes.

4. Review relationship of University support service departments to Centers/Institutes. Evaluate how to remove barriers to better service delivery for Centers/Institutes. Pursue creation of new facility(ies) for Centers and Institutes. Review opportunities for shared support resources such as for fulfillment of publication subscriptions.

5. Because many recommendations require evaluation prior to further action, the Issue Focus Group should be ongoing.

Issue Focus Group 5: Child Care

This group will examine the need for developing improved child-care facilities on the University's several campuses. It will determine strategies for the maintenance of quality, develop proposals to establish a secure funding base for child care, and define goals and objectives for child-care programs that meet faculty, staff, and student needs.

Issue Focus Group 6: Faculty Development

This group will explore programs and policies that contribute to faculty development processes. This group will examine programs instituted at other universities, discuss the several proposals that have been presented at this University, and be concerned with continuing development activities for junior and senior faculty members. It will also examine the quality of administrative guidance and support given to faculty. It is anticipated that the subject will be viewed from the perspective of mutual faculty and University responsibility.

RECOMMENDATIONS

1.   FIU should implement fifty full-year, full-pay sabbaticals and professional development leaves. In the course of a seven-year cycle, each tenured faculty member and permanent non-tenured faculty member and professional employee should be granted a full-pay, full-year sabbatical/leave.

Implementation: Fall 1990

Objectives: Reports by faculty members upon completion of a sabbatical year; follow-up reports each subsequent year on any fruits of the sabbatical in publications, indicators of effective teaching, and service accomplishments.

2.   Each tenure-track untenured faculty member should be granted a research semester at full pay during his third year of FIU employment.

Implementation: Fall 1990

Objectives: Reports by faculty members upon completion of a research semester; annual follow-up reports on published research from the semester's work until tenure is achieved.

3.   Each faculty member should be provided with $1200 annually in travel money, which could be used for other valid professional development purposes as well.

Implementation: Fall 1990

    Objectives: Faculty would report on trips taken, papers delivered, research accomplished, publications resulting, or other expenditures.

4.   The University will maximize the services of graduate and undergraduate students to faculty members to assist with research and course grading.

Implementation: Fall 1989

    Objectives: Increase the number of graduate and undergraduate students assisting faculty members with research and grading.

5.   An Office of Faculty Development, with a director at the Vice-Provost level, should be established. This office should:

a.   listen to faculty concerns about areas in which the University could assist their professional development;

b.   coordinate FIU's existing faculty development activities, including: sabbaticals; summer research grants; computer and PC upgrades; teaching, research, and service awards; minority grants; special leaves; publishing costs; and professional development leaves;

c.   supervise the orientation of new faculty members, including a program of faculty mentors;

d.   annually conduct a seminar on research grants and a workshop on effective teaching in connection with the Fall convocation;

e.   promote applications for outside teaching and service grants;

f.   arrange videotaping of faculty classroom performance and counsel individuals on the results;

g.   promote developmental efforts within academic units;

h.   train deans and chairpersons in helping "burned-out" faculty members.

Implementation: Fall 1990

    Objectives: Annual report by the Director of Faculty Development quantifying accomplishments in each area. Evaluations of the Director by faculty members affected by the various activities of the office.

6.   FIU should contract with an outside agency to provide counseling for faculty members with chemical dependency problems.

Individual faculty members with such problems should be able to contact that agency directly for counseling; complete anonymity should be ensured. The University should never know the names of these individuals, even though it is paying for their treatment. Continuance in the program should be at the individual faculty member's discretion.

Individuals whose work has become unsatisfactory because of chemical dependency--as determined by departmental chairpersons, deans, and Provost--should be referred to the outside counseling agency through the Provost's office. In this case, there should be follow-up to ensure that the individuals receive the necessary help. This provision would be worked out in consultation with the FIU chapter of United Faculty of Florida.

Implementation: Fall 1990

Objectives: Reports to the University by the outside agency on the number and outcomes of counseling/therapy sessions.

7.   Academic Affairs is responsible for these suggestions. It is suggested that, for the indefinite future, the Faculty Development Focus Group continue to monitor and advise on the implementation of the Faculty Development program. The group should become an elected faculty committee to advise and monitor the Director of Faculty Development. The advisory committee should report to the Faculty Senate; the Director of Faculty Development reports to the Provost.

Issue Focus Group 7: Faculty Responsibility

In keeping with the theme of Ethics and the Professoriate, the group will examine the issues of outside employment, availability of faculty to students for advice and consultation, commitment to such required tasks of academic service as committee work. It will propose guidelines for the University and for academic units that can serve as standards for collegial judgment and reference.

Issue Focus Group 8: Graduate Studies

This group--a composite of the Graduate Council augmented by graduate students and the Acting Dean of Graduate Studies--is responsible for developing an overview of graduate study at FIU. Its task is to examine, in detail, compliance with all SACS standards (e.g., *Graduate Student Manual*, prior SACS recommendations and suggestions). This focus group should establish appropriate goals and objectives for maintaining the quality of graduate programs.

GOALS AND OBJECTIVES

1. To enhance the processing and outcomes of graduate program planning, implementation, and assessment through the Faculty Senate Graduate Council.

    a. establish and maintain policies and procedures to assure coordination, standardization, and quality of graduate activities;

    b. enhance the system for reviewing and evaluating new graduate program proposals;

    c. develop systematic assessment of graduate programs to assure compliance with established standards;

    d. develop and/or review orientation, student financial aid, and teaching assistant policies and procedures;

    e. assist the Faculty Senate and others in maintaining and enhancing graduate education quality.

2. Improve processing and outcomes of graduate program planning, implementation, and assessment through the Graduate Studies Office.

    a. enhance quantity and quality of available graduate program information;

    b. develop data-collection system to monitor and assess graduate program implementation;

    c. enhance systems documenting student progression from recruitment to graduation;

    d. obtain student and alumni assessments of graduate programs and the quality of student life, especially that of women and minorities.

Issue Focus Group 9: Library

This group, constituted as an expanded "Senate Library Committee," is responsible for examining the functioning of the library and its responsiveness to faculty and student needs. It will augment the libraries' self-study efforts by providing perspective to the academic unit and the student consumer. This group is expected to consult with libraries' staff and develop goals and objectives that can be measured against the libraries' own perspectives.

RECOMMENDATIONS

1. Collection development should be focused on the specific discipline needs for those programs offered at the UP and NMC sites.

2. Access to other library on-line catalogues needs to be developed by June 1990.

3. The quality of the undergraduate teaching library holdings should be maintained.

4. More resources should be focused on the purchase of books and periodicals to support graduate study and faculty research. A procedure for fulfilling faculty research needs should be developed by June 1990; sources of funding to increase periodical holdings should be identified and pursued.

5. Improve the physical plant at UP and NMC. An addition to and refurbishing of the UP facility will be completed by 1994; both campus libraries will have a comfortable snack and leisure lounge by June 1990.

Issue Focus Group 10: Lifelong Learning

The University Mission charges the University community with addressing the special needs of mature students and lifelong learners, and notes that education is no longer a "once-in-a-lifetime" experience. This group will be responsible for making more explicit the University's mission in this area, and specifying goals and objectives for the University as a whole. It will explore avenues of need and opportunity and propose "best judgment" or "best practice" ideas for deliberate and serious development. It will collaborate with the Telecommunications Focus Group to assure appropriate integration of technical methodology with substance and high academic standards.

It is also expected to propose policies and administrative mechanisms that will contribute to the full development of lifelong learning programs.

RECOMMENDATIONS

1. Professional schools should provide lifelong learning opportunities to constituent groups.

2. Instructional delivery options should be increased to reach a broader lifelong learning population locally and beyond our geographic region.

3. Identify the lifelong learning population (market share) most appropriately served by the University.

4. Assist and reward faculty interested in innovative instructional delivery systems and continuing education program development.

5. Develop an infrastructure to guide the practice of lifelong learning at the University.

6. Open University access to lifelong learners not currently served.

7. The Division of Continuing Education should generate and maintain adequate budgetary resources to support programming to meet identified needs.

Issue Focus Group 11: North Miami

This group is an expansion of the North Miami Senate Committee to include the broader constituency of the North Miami Campus. It is charged with examining questions of governance, integration of academic efforts across Arts and Sciences, Centers, and Professional Schools. It will be concerned with the issues of quality of life, availability of support resources, and the articulation of those measures that should be taken to assure the proper development of the North Miami Campus. The group will examine the current Mission Statement, suggest necessary changes, and propose goals and objectives for the development of the campus.

RECOMMENDATIONS

Issue Focus Group 12: School System Linkages

This group is to determine the University programs involved in collaborative efforts with the Dade, Broward, and Monroe County public schools. The group will also recommend concrete activities that should be undertaken to extend and strengthen these partnerships. The group will recommend such policy mechanisms as will encourage appropriate increased collaboration.

RECOMMENDATIONS

Issue Focus Group 13: Student Advisement

This group is charged with examining academic advisement--a critical responsibility of all faculty--of undergraduate- and graduate-level students. The group is asked to determine how advisement for all students, traditional and non-traditional, can effectively enhance the students' learning opportunities and improve the quality of their University experience. The group will be expected to develop specific goals for enhancing faculty capacity to serve as advisers, and to make available to all faculty the information and materials necessary for carrying out the role.

RECOMMENDATIONS

The Focus Group will meet in the Fall of 1989.

Issue Focus Group 14: Teaching Effectiveness

This group will be responsible for improving teaching effectiveness. It will examine model programs that have been demonstrated at other universities, review present uses of teaching evaluation by students, and recommend improvements in these systems where appropriate. It will examine acceptable roles and opportunities for peer counseling as well as chairperson counseling.

The group will be asked to establish goals and objectives for improvement of teaching over a five-year period.

RECOMMENDATIONS

1. A standing committee composed primarily of faculty who win the Teaching Effectiveness Award each year will be created to formulate University policy regarding teaching effectiveness. All colleges will be represented on the committee, whose chair will be chosen by the group.

2. The College of Education and the Division of Undergraduate Education shall combine resources and, in consultation with the Provost and the Committee for Effective Teaching, shall name a director of a unit formed for the enhancement of teaching and learning. This unit would be called The Center for Teaching and Learning Development (TOLD). Its director shall report to the Dean of the College of Education and the Director of Undergraduate Education.

3. The Committee for Teaching/Learning Effectiveness, in cooperation with the deans of the various colleges, the Provost, the Director of the Center for Teaching/Learning Development, and the Division of Institutional Research, shall develop a system and the instruments for the evaluation of teaching effectiveness.

4. The system for the evaluation of teaching should be uniform throughout the University. However, variance should be allowed to compensate for programmatic and curricular differences.

5. An instrument for student evaluation, such as the one developed at Purdue University, should be adopted at FIU. Such an instrument would provide some uniformity across the University, yet allow for necessary variability among colleges, departments, and individual faculty.

6. The Division of Institutional Research shall be responsible for the administration of the student questionnaires each term and for tabulating and distributing the results to colleges and faculty.

7. The Center for Teaching/Learning Development shall be responsible for activities for the enhancement of teaching and learning at the University. Included in the Center's services would be such activities as: consultation for individual faculty; presentations to faculty groups with reference to teaching/learning; workshops for faculty on various topics related to teaching/learning; the training and development of part-time faculty; orientation and development of new faculty with respect to teaching/learning; and other activities deemed appropriate for faculty development.

8.   The systematic evaluation of teaching and learning should be conducted by each academic unit.

9.   Evaluation of teaching and learning should include input from the following: students, chairperson, self, colleagues, alumni, and employers.

10.   Ratings of faculty by the chairperson should be based on the input outlined in recommendation 9.

11.   The Chairperson, in consultation with the faculty member, should be responsible for making the final rating of the faculty member.

12.   The Dean of each college should be responsible for review of the Chairperson's rating.

13.   The weight of teaching and learning for an individual faculty member's overall annual evaluation should be tied to the faculty member's assignment.

14.   The results of the systematic evaluation of teaching and learning should be used in several important ways: (a) in granting of tenure, promotion, and the awarding of merit monies; (b) in assisting faculty to develop their teaching.

15.   A Chairperson, with the concurrence of a faculty member, may refer that person for assistance from the Center when appropriate.

16.   Awards should be given for excellence in teaching and learning.

17.   Awards for excellence in teaching and learning should be based on the results of the systematic evaluation of teaching and learning effectiveness.

18.   The Center for Teaching and Learning Development should be empowered to develop activities for the enhancement of teaching (e.g., workshops).

19.   Adjunct faculty should be included in the efforts of the University to enhance teaching and learning effectiveness.

20.   The Center should draw upon the expertise and skill of all faculty, administration, and students within the University to assist in the enhancement of teaching and learning.

21.   Mini-grants should be used to assist faculty in their efforts to enhance their own teaching effectiveness.

Issue Focus Group 15: Telecommunications

This group will examine telecommunications' present and future roles in carrying out the University Mission. This group will be asked to develop an appropriate set of near-term and long-range telecommunications development goals for all aspects of the University. Particular attention will be paid to reaching the potential audience of lifelong learners, overcoming the distance barriers of our multicampus organization and recognizing the potential for working with international neighbors. Where appropriate the group will suggest target budgets commensurate with feasible goals and potential sources of support from non-State sources.

RECOMMENDATIONS

These are preliminary; final recommendations appear in the Appendix.

1. The need for development of comprehensive plan, policies, and institutional commitment to the establishment of telecommunications systems.

2. The further development of internal service support structures and physical facilities to meet the challenges of new technologies.

3. Emphasis on developing training systems that will facilitate and encourage the use of technology.

4. The consideration of engaging outside consultants with specialties in telecommunications technologies representing various areas of expertise.

5. Support for linking FIU campuses (specific technology to be used still undergoing fact-finding).

6. The focus group will follow these telecommunications-system-design criteria:

    a. most universal system for intended use;

    b. high number of users to management/cost efforts ratio;

    c. high network flexibility;

    d. low production/maintenance costs;

    e. high technological longevity;

    f. compatibility with existing systems or parts of them;

    g. relatively independent from geographical distances;

h.   compatibility with outsider systems with similar goals;

i.   technically manageable;

j.   low financial investment.

Issue Focus Group 16: Undergraduate Experience

The Undergraduate Experience Focus Group was charged with examining the total FIU undergraduate experience.

RECOMMENDATIONS

1. Convene a Dean's study group comprised of the academic deans, the Dean of Undergraduate Studies, and the Provost to meet regularly to discuss their reading of recent works on undergraduate education.

2. Appoint a committee to analyze the effects of an expanded lower division and make recommendations with regard to the core curriculum, class size, adjunct instructors, teaching assistants, academic assistance, and maintaining quality in lower-division education.

3. Explore establishing a "graduation core" (general education requirements) upon which to build more specific articulation with the community colleges.

4. Expand the honors curriculum to a more comprehensive program that includes all four years and opens honors to more than Faculty Scholars.

5. Appoint a coordinator to develop a community service opportunity for FIU students to learn of and serve the needs of their community.

6. Continue to improve orientation for freshmen and transfer students, and explore an orientation course.

7. Increase library use through developing user-education programs and courses.

8. Institute graduation interviews and/or surveys and adopt, by departments, a list of criteria to assess the success of undergraduate education.

Issue Focus Group 17: Mathematics and Statistics

This group is charged with addressing the issue of mathematics and statistics instruction for students who may encounter difficulties in these subjects. It will review other universities' experiences and determine which "best practice" models might apply to FIU. The group may propose plans for the establishment of a laboratory with appropriate facilities on each campus. It will examine the nature of FIU's relationship to the community colleges and high schools as it impacts the teaching of mathematics and statistics, and will establish goals and objectives for dealing with this.

RECOMMENDATIONS

Improvements to existing courses

1. The Mathematics and Statistics Departments should prepare proposals to institute scheduled problem sessions accompanying certain courses on a trial basis. These proposals should address scheduling, budget needs, staffing, and evaluation. Courses include finite mathematics, precalculus, and basic statistics. Additional resources should be provided to the departments if necessary.

2. Some training of new faculty and new adjunct faculty who teach lower-level courses should be considered. Such training should be aimed at sensitizing them to the needs and problems of timid and fearful students. This could be done by current faculty or an outside specialist.

3. There should be a strong mathematics/statistics component in the Learning Center. There should be close coordination between that Center and the Mathematics and Statistics departments, with training sessions for the Center staff.

4. The University should facilitate the formation of student study groups, possibly by providing reserved space, coffee, etc.

Testing and Placement

The University should ask Dr. Frank Demana of Ohio State University for the placement test in use at there, and compare it with the Mathematics Association of America tests used at FIU for possible administration on a trial basis to students enrolled in precalculus, calculus, appropriate statistics courses, and possibly appropriate science courses when applicable. Data should be gathered this year on student performance based on the placement test score, SAT score when available, previous courses taken (including at the community colleges), and other

available information. Analysis should be done at the end of the year to determine the scope of the problem and to try to find predictors of student performance. If the placement test results seem useful, the test should be adopted for entering students and appropriate test scores should be formal, enforceable prerequisites for relevant courses.

Preparatory and Remedial Work

1. Necessary remedial work should be given in formal courses that bear credit for the purposes of computing gradepoint average and financial aid, but do not count toward graduation. If necessary, the University should seek special permission from the Board of Regents to offer such courses.

2. Students should be allowed into relevant mathematics and statistics courses only if they have the necessary placement test score or have passed required preparatory or remedial coursework. This requirement, which must be strictly enforced, should be imposed with the authority of the Provost's office as a University-wide requirement to prevent units from attempting to exempt their students by offering their own courses not subject to this requirement.

3. Preparatory and remedial courses, including precalculus, must be staffed by instructors who are appropriate for this level of instruction. This may require non-research-oriented faculty.

4. There should be an investigation into the use of such technology as graphic calculators in preparatory and remedial courses.

5. Special consideration should be given to students with a high level of mathematics anxiety. These are predominantly older students returning to school. Solutions to be examined include a special "brush-up" course and counseling.

OTHER RECOMMENDATIONS

1. A joint task force should be established between FIU and Miami-Dade Community College to try to improve the success of transfer students. This might involve tracking students, making recommendations for changes to MDCC and/or FIU curricula, early testing of FIU-bound students, better advisement, and other issues. There should be agreement at high levels in the administrations of both institutions to support this project. It might be desirable to include representation from the Dade County public schools at some time.

2.   A specific individual should be given the assignment, responsibility, and resources to design, administer, and supervise precalculus and remedial courses, and the other recommendations proposed here; to gather data on their effectiveness; and to evaluate the courses. This person, who should have appropriate resources and release time, should also act as liaison between the Mathematics Department and Undergraduate Studies. This person should investigate and pursue opportunities for external funding to improve mathematics learning at the levels covered in this report.

Issue Focus Group 18: International Affairs

Formed in the Spring semester of 1989, this group was to examine the University's many diverse activities that have international linkages and implications (e.g., Fulbright Program, faculty research and teaching, student exchange and study-abroad programs, grants, international curriculum with FIU, State, and Federal funding for international programs and research, etc.). The group was to consider the best method(s) of communicating and coordinating this activity.

A University-wide survey was made to determine the nature and extent of all international activity at FIU. Simultaneously, position papers were written which provided an opportunity for discussion and clarification. Parts of the survey have been coded and analyzed by the Office of International Research. The narrative portion is being written.

PRELIMINARY FINDINGS

1.   Some kind of planning and coordination of international activities is needed, but without resulting in another level of bureaucracy.

2.   A review of the survey results and position papers should continue in the Fall 1989 semester.