

FLORIDA INTERNATIONAL UNIVERSITY

A Member Institution

of

The State University System of Florida



SELF-STUDY REPORT FOR ACCREDITATION

PART ONE

Submitted to

The Southern Association of Colleges and Schools

College Delegate Assembly

MAY, 1974



FLORIDA INTERNATIONAL UNIVERSITY

A Member Institution

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The State University System of Florida

The report represents the concerted evaluative effort of an interdisciplinary task force of select persons representing all segments of the University, and has been reviewed by all chief administrative officers of the University.

Florida International University has profited greatly from the self-evaluative process. It was invited to the Commission on Colleges and The College Delegate Assembly of the Southern Association for providing an additional impetus to ensure the realization of the goals and objectives of Florida International University.

Charles B. Fwery
President

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FLORIDA INTERNATIONAL UNIVERSITY

A report prepared

by

The Staff of the Bureau of Florida

RESEARCH REPORT NO. 100

PART III

APPENDIX

The members of the Bureau of Florida

are listed in the following

page

INTRODUCTION

The Self-Study Report for Accreditation presented herein provides a current and comprehensive overview of Florida International University during its second year of operation. Part One of the Report gives narrative information requested by The College Delegate Assembly of the Southern Association of Colleges and Schools. Part Two contains exhibits related to Part One. Part Three summarizes the progress of the University planning for the Interama Campus of the University which is scheduled to open in the Fall of 1976.

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VII	STUDENT DEVELOPMENT SERVICES.....	VII-1
VIII	PHYSICAL PLANT.....	VIII-1
IX	SPECIAL ACTIVITIES.....	IX-1
X	GRADUATE PROGRAM.....	X-1
XI	RESEARCH.....	XI-1

Charles E. Perry
President

May, 1974

Exhibits related to Part One are given in Part Two

INTRODUCTION

The Self-Study Report for Accreditation presented herein provides a current and comprehensive overview of Florida International University during its second year of operation. Part One of the Report gives a narrative description requested by the College Degree Assembly of the Southern Association of Colleges and Schools. Part Two contains a table relating to Part One. Part Three summarizes the progress of the early planning for the interim campus of the University which is scheduled to open in the fall of 1974.

The Report represents the concerted evaluative effort of an Accreditation Task Force of select persons representing all segments of the University, and has been reviewed by all chief administrative officers of the University.

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Charles E. Perry
President

May, 1974

O - INSTITUTIONAL CHARACTERISTICS

PART ONE

Self-Study Report for Accreditation

Table of Contents

	<u>Page</u>
O INSTITUTIONAL CHARACTERISTICS.....	O-1
I INSTITUTIONAL PURPOSE.....	I-1
II ORGANIZATION AND ADMINISTRATION.....	II-1
III EDUCATIONAL PROGRAM.....	III-1
IV FINANCIAL RESOURCES.....	IV-1
V FACULTY.....	V-1
VI LIBRARY.....	VI-1
VII STUDENT DEVELOPMENT SERVICES.....	VII-1
VIII PHYSICAL PLANT.....	VIII-1
IX SPECIAL ACTIVITIES.....	IX-1
X GRADUATE PROGRAM.....	X-1
XI RESEARCH.....	XI-1

Exhibits related to Part One are given in Part Two

Florida International University is legally authorized to provide programs leading to baccalaureate and graduate degrees under the Florida State Board of Education and the Florida Board of Regents by virtue of Section 239.012 of the Florida Statutes. See Exhibit 9-A.

1. Level of Offering

- a. Baccalaureate degree programs of an upper divisional nature.
- b. Masters Degree programs beyond the first professional degree.

Self-Study Report for Accreditation

Table of Contents

<u>Page</u>	
0-1	0 INSTITUTIONAL CHARACTERISTICS
1-1	I INSTITUTIONAL PURPOSE
11-1	II ORGANIZATION AND ADMINISTRATION
111-1	III EDUCATIONAL PROGRAMS
121-1	IV FINANCIAL RESOURCES
131-1	V FACULTY
141-1	VI LIBRARY
151-1	VII STUDENT DEVELOPMENT SERVICES
161-1	VIII PHYSICAL CAMPUS
171-1	IX SPECIAL ACTIVITIES
181-1	X GRADUATE PROGRAM
191-1	XI RESEARCH

Exhibits related to Part One are given in Part Two

14. Form O - INSTITUTIONAL CHARACTERISTICS

1. Corporate name of the institution.

Florida International University

2. Address.

Tamiami Trail
Miami, Florida 33144

3. Date institution was chartered or authorized.

June 22, 1965

4. Date institution enrolled first students.

September 19, 1972

5. Date institution graduated first regular class.

June 16, 1973

6. Type of control.

Florida International University is a member of the State University System of Florida

7. By what agency(s) is the institution legally authorized to provide a program of education beyond the high school?

Florida International University is legally authorized to provide programs leading to baccalaureate and graduate degrees under the Florida State Board of Education and the Florida Board of Regents by virtue of Section 239.012 of the Florida Statutes. See Exhibit 0-A.

8. Level of Offering:

- a. Baccalaureate degree programs of an upper divisional nature.
- b. Masters degree programs beyond the first professional degree.

9. Type of undergraduate programs:

- a. Liberal arts
- b. Teacher preparatory
- c. Professional

10. Describe and chart the academic organization of the institution to show the various colleges, schools, divisions or departments. Include undergraduate, graduate and professional units of the institution.

Exhibit II-B gives the organizational chart for Academic Affairs; Exhibit III-B gives the organizational charts for the College and five professional Schools; Exhibit IX-A gives the organizational chart for Special Programs (External Degree); and, Exhibit IX-C gives the organizational chart for University Services and Continuing Education.

11. The calendar system at the institution is:

Quarter system

12. What constitutes a "normal" credit hour load?

- a. Undergraduate: 15 quarter hours
- b. Graduate: 12 quarter hours

13. Give the full-time equivalent (FTE) enrollment for the previous year.

The FTE statistics for the (a) full-time enrollment and (b) part-time enrollment for the three quarters of the 1972-73 academic year, the 1973 Summer Quarter, and the Fall Quarter of the 1973-74 academic year are given in Exhibit O-B, Table 1.

The FTE statistics for special short-term non-credit enrollments for July 1, 1972, through June 30, 1973, and for the Fall Quarter of 1973-74 are given in Exhibit O-C, Table 2.

14. Record briefly the history of the institution:

Florida International University was established by the State Legislature on June 22, 1965. The enabling legislation was Section 239.012 (Florida Statutes). (See Exhibit O-A).

Funding was made available by the Florida Legislature at its 1969 session. On July 11, 1969, the Florida Board of Regents also gave the institution its name-- Florida International University--and appointed Vice-Chancellor Charles E. Perry as the University's first President.

On September 2, 1969, Florida International opened planning offices at the Tamiami Campus, formerly the Tamiami Airport, a 344-acre tract 10 miles west of downtown Miami. The land, adjacent to Tamiami Regional Park, was provided by the people of Dade County.

The 1970 Legislature allocated up to 400 additional acres of land at the Interama tract in north Dade County for a second campus to be activated in 1976, making Florida International a multi-campus university. Subsequently in April 1973, 40 acres of prime land was deeded to the University. The Interama site, totaling 1,700 acres of coastal property, has been projected as a permanent, international cultural and trade center, linking the two Americas. Florida International will be a part of the center, with plans for the University's Interama Campus now being coordinated with those for the nation's Bicentennial Celebration to be held on the site in 1976.

Although the University was established by the Florida Legislature as a four-year institution, the Board of Regents staff and the early planning team decided to open Florida International as an upper division institution, with selected graduate programs. This decision to create an upper division institution was influenced by the high quality of the freshman and sophomore programs offered by South Florida's community colleges.

Groundbreaking ceremonies for the University's first major building--Primera Casa, a five-story structure costing \$5,678,550--were held January 25, 1971. The building was completed on schedule and occupied in July 1972. This building housed all University activities during the first quarter except for faculty offices located in converted hangars and trailers.

The second major building on campus--Deuxieme Maison--

was completed in December of 1972, and houses faculty offices, classrooms, and two small auditoriums.

A University House costing \$4,200,000 has been funded and is under construction. Completion date for this building is estimated as March, 1974.

A fourth major building housing science, technology, media, and fine arts will be started by June of 1973 with an estimated cost of \$4,100,000.

A permanent library is in the early planning stages and \$4,925,000 has been allocated for this project.

15. List all programs accredited by a nationally recognized, specialized, accrediting agency. List the name of the appropriate agency for each accredited program.

The five professional schools of the University plan to seek accreditation for their respective programs from appropriate agencies over the next five years. Exhibit O-D, outlines the estimated target dates for achieving the respective accreditations from the agencies indicated.

I - INSTITUTIONAL PURPOSE

1. Describe in a few sentences the major purpose of the institution. Attach to this report any more lengthy statement of purpose which may be available in print.

The philosophy, goals and objectives of the University as stated in the original Master Plan entitled, The Birth of a University . . . and Plans for its Development, remain in effect. A copy of the Master Plan is attached to this report.

The goals of the University are threefold:

- Education of Students: To provide a university education for qualified students which (a) prepares them for useful careers in education, social service, business, industry, and the professions; (b) furnishes them with the opportunity to become effective members of the society; and (c) offers them an appreciation of their relation to their cultural, aesthetic and technological environments.
- Service to the Community: To serve the greater community, with a primary emphasis on serving the Greater Miami and South Florida area, in a manner which enhances the metropolitan area's capability to meet the ecological, cultural, social and urban challenges which it faces.
- Greater International Understanding: To become a major international education center with a primary emphasis on creating greater mutual understanding among the Americas and throughout the world.

2. When and how was the statement of purpose designed and adopted?

The Master Plan was designed by the initial staff and consultants of the University and approved by the Florida Board of Regents in September, 1970.

3. Based on Standard I (Institutional Purpose) of the Standards of the College Delegate Assembly, what weaknesses have been identified by the institution? What steps have been taken (or are contemplated) to remedy these weaknesses?

The faculty, staff and students appear to be very familiar with the stated goals and objectives of the University.

The operational definitions of those goals and objectives pose problems which are noted in the various sections of this report.

In particular, it has been difficult to determine what it means to be an "international" university. The problem appears to be not so much one of human resources; but rather seems to be with the concept of "internationalism" itself. Efforts to operationalize the concept confront several unresolved issues and competing solutions dealing with the response of the world powers to global issues in old-fashioned ways, the disregard for the limited capabilities of the earth reflected in solutions proposed to resolve problems of population growth and threatening famine, and competition between nations.

A recent Sub-Committee report on The Center for International Affairs, which recommended lists of characteristics and activities for the Center, was received with mixed reactions at upper administrative levels. The reactions reflect the varying perspectives and competing solutions suggested above, which the University has thus far found difficult to manage and resolve.

Many faculty members have notable international backgrounds and expertise; in excess of 1,500 students are of Cuban-American origin, and 410 students are of other international origins; courses and programs with an international dimension have been offered, and more are being discussed or planned. However, the need exists to utilize such resources according to an acceptable set of priorities and interests. A funding base on state and national levels needs to be established.

II - ORGANIZATION AND ADMINISTRATION

1. Chart and describe the current general administrative structure of the institution to indicate the relationships among major administrative functions.

- a. Office of the President

See Exhibit II-A

- b. Academic Affairs

See Exhibit II-B

- c. Community Affairs

See Exhibit II-C

- d. Administrative Affairs

See Exhibit II-D

2. Prepare a second set of charts showing the future organization for those areas in which significant changes are contemplated.

The Division of Community Affairs, under a Vice President, was established as of July 1, 1973, (Exhibit II-C). The Division of Academic Affairs will likely undergo some change when the successor to the current Vice President for Academic Affairs is appointed. Part Three of this Report provides a description of the progress in planning the Interama Campus of the University, scheduled to open in September of 1976. As other growth and development needs of the University are anticipated by the University administration, and approved by the Board of Regents, appropriate organizational changes and appointments will be effected.

3. Describe the structure of the governing board to show the size, method of elections, length of terms, alumni representation, occupational distribution and other pertinent facts.

The section of the Bylaws of the Florida Board of Regents Operating Manual describing the composition, membership, powers and duties, officers, committees, and meetings of the governing board (Board of Regents) is given in Exhibit II-E. The Florida statute 240.001, which outlines the aims of the Board of Regents is given in Exhibit II-F.

The organizational chart for higher education of the State of Florida is given in Exhibit II-G.

4. Are any members of the governing board on the salaried staff of the institution?

No.

5. Is there any agency other than the governing board which has the power to initiate, review, or reverse actions of the board? If so, explain in detail.

The Florida Board of Regents acts subject to the general supervision and control of the State Board of Education (i.e., The Governor's Cabinet). See Exhibits II-E and II-G.

6. Attach a copy (or summarize) the official document which defines the duties and responsibilities of the governing board.

See Exhibit II-E.

- a. Has a copy of this document been provided each member of the governing board?

Yes.

- b. In what ways are board members (including new members) oriented to their responsibilities and obligations?

New board members are oriented to their duties and responsibilities by the Chancellor of the State University System and his professional staff.

7. If the institution has regularly constituted advisory group(s) which serves in advisory capacities to the governing board or the administration, what is the explicit relation of this group(s) to the governing board? To the Administration?

The President of the University has a Board of Advisors of area citizens. The Board of Advisors has no legal authority, and advises the President on University matters of consequence to the community served. The list of the Board members is given in Exhibit II-H.

8. Attach a copy (or summarize) the official document which defines the duties and responsibilities of each administrative office.

The position descriptions of all the administrative officers are available for examination. The roster of the chief administrative officers is given in Exhibit II-I.

- a. When was this document prepared and published?

The respective position descriptions for the administrative officers were prepared when authorization for those positions was sought from the Florida Board of Regents. All the position descriptions, with the exception of that of the President, have been updated during the Spring of 1974, and are available to staff and students.

- b. In what ways are faculty members informed of the responsibilities of the various administrative officers?

Orientation sessions were held for new and returning faculty members early in September of the 1973-74 academic year. At that time, all faculty were given a copy of the 1973-74 Faculty and Staff Sourcebook which includes descriptions of the areas of responsibility and functions of the administrative officers. The Sourcebook is available for examination.

9. Based upon Standard II (Organization and Administration) of the Standards of the College Delegate Assembly, what weaknesses have been identified by the institution? What steps have been taken (or are contemplated) to remedy these weaknesses?

Standard II indicates that:

Published bylaws of the board and formalized faculty manuals are strongly recommended. These or similar official documents should contain the following information: the duties and responsibilities of chief administrative officers, the pattern of faculty organization, statements governing tenure and related procedures, and all other policies and regulations that affect the members of the administrative staff, or other personnel.

The present Faculty and Staff Sourcebook attempts to fulfill some of the functions of a faculty manual, but it does not

fully meet the specifications indicated by the Standard. There is a comprehensive Policy and Procedures Manual for Administrative Affairs. An Academic Policy and Procedures Manual is being planned. In addition, a University Manual of general University policies is also being prepared, and a Task Force of the Faculty Senate is preparing a Faculty Handbook.

In addition, the University administrators and the four Senates of the University Council have been attempting to develop the proper blend of their roles in University decision-making. In lieu of that blend, some decisions are being made without the kind of acceptance and understanding envisioned in the Master Plan.

III - EDUCATIONAL PROGRAM

1. Admissions

a. What is the usual minimum requirement for admission to the institution as a first-time student?

1) Undergraduate admissions requirements:

- 90 quarter hours or 60 semester hours or the equivalent completed

2) Graduate admissions requirements:

- baccalaureate

- 3.0 GPA or the equivalent in upper division work OR appropriate test score (School of Education, and the School of Hotel, Food, & Travel Services: 1,000 of GRE; School of Business and Organizational Sciences: 450 on ATGSB).

b. How was the admissions policy established?

The above admissions policy was established jointly by the Registrar, the Academic Council (Vice-President for Academic Affairs and the Deans), and a Task Force (faculty and administrators). All policies are in accord with the policies of the Florida Board of Regents and have been approved by the President of the University. A state-wide articulation committee made up of representatives of the community colleges, four year and upper level universities, is also influential in setting policy. Other admissions policies and guidelines following from the above admissions requirements are given in The Catalog available for examination. It should be noted that an External Degree applicant may not meet all the undergraduate admissions requirements.

c. Attach to this report any available summary which shows the composition of the (incoming) class admitted in the current year and the two previous years. The summary might show school origins, and other pertinent facts.

See Exhibit III-A.

2. Academic Program

- a. Chart or describe the organization for the administration and coordination of the academic program by college, school, or division and department.

Exhibit II-B gives the organizational chart for Academic Affairs. Exhibit III-B gives the organizational charts for the College and the five Professional Schools.

- b. Summarize for each degree, certificate or diploma:

- 1) The Quantitative Requirements: Florida International University will confer the Baccalaureate when the following conditions have been met: (a) Successful completion of a minimum of 180 credit hours or equivalent; (b) Completion of the last 45 credit hours at Florida International University; (c) Certification by the Dean of the College/School concerned that all the requirements for the degree being sought have been completed.

NOTE: Exceptions to the above are made by the appropriate academic dean with the concurrence of the Vice President of Academic Affairs.

Florida International University will confer the Master's when the following conditions have been met: (a) Successful completion of 90 quarter hours or equivalent for degrees requiring two years of work and 45 quarter hours for those requiring one year of work, (b) Certification by the Dean of the College/School concerned that all requirements of the degree being sought have been completed.

NOTE: Normally a minimum of 35 credit hours must be completed at Florida International University for a 45 quarter hour program and 75 credit hours for a 90 quarter hour program.

- 2) The Qualitative Requirements: In keeping with the philosophy of its grading systems, the University does not have a specific qualitative requirement such as a fixed grade point average. Continuous evaluation of progress is made to determine that the student is maintaining a level of achievement which would qualify him/her for graduation. The basic qualitative measure for all degrees (graduate and undergraduate) is the recommendation of the College or School awarding the degree.

3) The Residence Requirements: The only residence requirements of the University are as follows:

a) Undergraduate Degrees: A student must take the last 45 quarter hours at Florida International University.

b) Graduate Degrees: A student must earn a minimum of 35 acceptable credit hours at Florida International University for a 45 quarter hour program and 75 acceptable credit hours for a 90 quarter hour program.

NOTE: Exceptions to these residence requirements may be made by the appropriate academic dean with the concurrence of the Vice President for Academic Affairs.

4) Limitation on Coursework Transferred from other Institutions:

a) Undergraduate: Within the framework of the regulations below, undergraduate students admitted to the University will receive credit for all work appropriate to their degree programs. Final determination regarding applicability of credits accepted in transfer toward the fulfillment of degree requirements resides with the Dean of the College or School in which the student is enrolled.

- A student transferring from a four-year college may transfer up to 135 quarter hours (90 semester hours), and those transferring from two-year colleges may transfer up to 90 quarter hours (60 semester hours) toward the Baccalaureate. In individual cases, at the discretion of the appropriate academic dean, a greater number of credits may be transferred.

- Normally, the grade of "D" will be accepted for transfer; however, such coursework in the major field is subject to review and approval by the appropriate dean.

- Normally, credit from non-accredited institutions will not be accepted. However, such credit, when presented, will be con-

sidered on an individual basis by the appropriate College or School.

- Credit from military schools will be considered for transfer in accordance with the recommendations of the American Council on Education.
- Credit from foreign institutions will be considered on an individual basis. Credit will be granted for all work which is applicable toward the degree being sought.

b) Graduate: Final determination regarding the number and applicability of credits accepted in transfer toward the fulfillment of degree requirements resides with the Dean of the College or School in which the student is enrolled. Normally, 10 credit hours may be transferred toward degrees requiring one year of work (approximately 45 quarter hours) and, 15 credit hours toward degrees requiring two years of work (approximately 90 quarter hours).

c. What measures have been used, or are contemplated, for the evaluation of institutional effectiveness? (Include such measures as standardized tests and follow-up studies of graduates and former students.)

The following measures are being used by the University to evaluate its institutional effectiveness:

1) Testing: The CUES test (Educational Testing Service) was administered to a random sample of the incoming student enrollment in the Fall Quarter of 1972-73. A follow-up study of those same students will be conducted prior to their graduation.

2) Program Evaluation: A program evaluation plan (Phase I) has been initiated for the School of Health and Social Services and the School of Hotel, Food, and Travel Services. The objective is to build-in program review, and thus refinements, into curriculum planning and administration. Phase II will extend the plan to the College, other Schools, and other academically related units.

3) Grading System Evaluation: The two non-traditional grading systems, adopted experimentally

for a three-year period with the approval of the Florida Board of Regents, are being thoroughly evaluated by the Office of Institutional Research to determine their effectiveness. Interim evaluation reports are available for examination.

- 4) Follow-up Studies of No-Shows, Non-Returnees, and Alumni: Questionnaires have been sent by the Office of Institutional Research to all students who applied but did not register, as well as to students who did not complete registration, to determine their reasons for non-registration. Questionnaires have been sent to recent graduates and are available for examination. The Report of the survey of the first graduating class is also available for examination.

d. Major Programs of Study and Diplomas:

Table 1, which begins on the next page, lists all the major programs of study offered by the University and the number of diplomas conferred in each area during 1972-73 and the Fall Quarter of 1973-74.

Program	1972-73	Fall Quarter of 1973-74
COMPUTER & INFORMATION SCIENCES	1	1
EDUCATION	1	1
Adult Education	1	1
Art	1	1
Biological Sciences	1	1
Early Childhood Education	1	1
Earth Sciences	1	1
Educational Administration	1	1
Educational Supervision	1	1
Elementary Education, General	1	1
English	1	1
French	1	1
German	1	1
Health Education	1	1
Health Services	1	1
Nursing	1	1
Spanish	1	1
Portuguese	1	1
Foreign Languages	1	1
French	1	1
German	1	1
Italian	1	1
Spanish	1	1
Portuguese	1	1
Theater	1	1
Music	1	1
Art	1	1
FINE AND APPLIED ARTS	1	1
Environmental Studies	1	1

*NA-No program offered at that level; 0-Program offered at that level but no diplomas were conferred in that level during the quarter of 1973-74.

Table 1. Programs of Study and Number of Diplomas
 Conferred in 1972-73 and 1973-74 (Fall Quarter)

Academic Program	Diplomas	
	Graduate	Undergraduate
BIOLOGICAL SCIENCES		
Biological Sciences	NA*	3
BUSINESS & MANAGEMENT		
Accounting	5	37
Business Administration	31	NA*
Cuban CPA	NA	9
Finance	0*	5
Health Care Management	0	NA
Insurance & Risk Management	NA	0*
International Management	NA	1
Management	0	9
Management Information Systems	NA	0
Marketing	NA	23
Public Administration	6	0
Real Estate	0	2
Transportation Systems	NA	0
Urban Affairs	NA	2
COMPUTER & INFORMATION SCIENCES		
Computer & Information Sciences, general	NA	1
EDUCATION		
Adult Education	1	NA
Art	1	2
Biological Sciences	1	0
Early Childhood Education	3	14
Earth Sciences	NA	0
Educational Administration	21	NA
Educational Supervision	0	NA
Elementary Education, general	0	35
English	0	3
French	NA	2
German	NA	1
Health Education	1	2

*NA=No program offered at that level; 0=Program offered at that level but no diplomas were conferred as of the Fall Quarter of 1973-74.

(Table 1, Continued)

Academic Program	Diplomas	
	Graduate	Undergraduate
History	NA*	2
Home Economics	0*	0*
Humanities	NA	0
Industrial Arts, Vocational & Technical Education	2	8
Mathematics	1	0
Music	0	4
Physical Education	3	15
Physical Sciences	NA	1
Portuguese	NA	0
Psychology	NA	0
Reading Education (Methodology & Theory)	0	NA*
School Counseling	0	NA
School Psychology	0	NA
Social Studies	1	4
Spanish	NA	3
Special Education	5	23
Theatre	NA	0
Vocational Industrial Ed.	NA	6
ENVIRONMENTAL STUDIES		
Environmental Studies	NA	1
FINE AND APPLIED ARTS		
Art	NA	10
Music	NA	2
Theatre	NA	2
FOREIGN LANGUAGES		
French	NA	7
German	NA	2
Italian	NA	0
Spanish	NA	4
Portuguese	NA	0
HEALTH PROFESSIONS		
Health Science	NA	23
Nursing	NA	1
Occupational Therapy	NA	0
Physical Therapy	NA	0
Medical Technologies	NA	0

*NA=No program offered at that level; 0=Program offered at that level but no diplomas were conferred as of the Fall Quarter of 1973-74.

(Table 1, Continued)

Academic Program	Diplomas	
	Graduate	Undergraduate
HOME ECONOMICS		
Dietetics & Nutrition	NA*	12
HOTEL, FOOD AND TRAVEL		
General Hospital Management	NA	9
Hotel-Motel Management	0*	22
International Hotel-Food Management	NA	9
Restaurant & Food Service Management	0	4
Tourism & Travel Management	NA	12
Condominium, Cooperative & Apartment Management	NA	0*
INTERDISCIPLINARY STUDIES		
Humanities	NA	3
Liberal Studies	NA	30
LETTERS		
English, general	NA	32
Philosophy	NA	6
Religious Studies	NA	0
Philosophy & Religion Interdisciplinary:	NA	0
MATHEMATICS		
Mathematical Sciences	NA	6
Statistics	NA	0
PHYSICAL SCIENCES		
Physics, general	NA	0
Chemistry, general	NA	0
Environmental Chemistry	NA	0
Psychology, general	NA	42
Geology	NA	0
PUBLIC AFFAIRS & SERVICE		
Social Work	NA	40
Criminal Justice	NA	62

*NA=No program offered at that level; 0=Program offered at that level but no diplomas were conferred as of the Fall Quarter of 1973-74.

(Table 1, Continued)

Academic Program	Diplomas	
	Graduate	Undergraduate
SOCIAL SCIENCES		
Social Sciences	NA*	0*
Economics	NA	10
History	NA	16
Political Science	NA	40
International Relations	NA	0
Sociology/Anthropology	NA	27
TECHNOLOGY**		
Construction	NA	0
Engineering Technology	NA	0
Environmental & Urban Systems	NA	0
Industrial Technology	NA	0

3. Describe the official process whereby the curriculum is developed and controlled. Indicate the responsibilities assumed by:

- a. The Governing Board: The initial curriculum outlined in the Master Plan (The Birth of a University...and Plans for Its Development), was authorized by the Florida Board of Regents in September, 1970.

All proposed new programs, graduate or undergraduate, must be authorized for planning and again for initiation. The Florida Board of Regents policy on planning authorization for new degree programs is given in Exhibit III-C.

- b. The Administration: The initial curriculum plan was developed by the respective deans utilizing a core of faculty planners. Coordination of program designs and offerings was achieved through the Academic Council consisting of the Academic Deans and the Dean of Students and chaired by the Vice President for Academic Affairs. Subsequent curriculum coordination has followed the same pattern.

*NA=No program offered at that level; 0=Program offered at that level but no diplomas were conferred as of the Fall Quarter of 1973-74.

**Programs offered for the first time in the Fall Quarter, 1973-74.

- c. The Faculty: The official faculty body for developing and controlling the curriculum is the Faculty Senate which delegates the development of policies and procedures to a University-Wide Curriculum Committee. A copy of the charge by the Faculty Senate to the University-Wide Curriculum Committee is contained in Exhibit III-D. Also included in Exhibit III-D are the procedures for course request and review.

The normal process for the development of new courses and curriculum starts with the faculty of individual departments/divisions. These are submitted to the respective College or School Curriculum Committees. Curricular modifications which are approved by the College or School and its Dean are submitted to the University-Wide Curriculum Committee. This committee reviews all curricular changes and acts as a hearing Committee for all curricular disputes. The University-Wide Curriculum Committee then reports the results of deliberations to the Faculty Senate for final recommendation and transmission to the Academic Vice President.

- d. Lay Advisory Committees: Formal lay advisory committees have seldom been utilized in preparing curricula, with the exception of the School of Hotel, Food and Travel Services and several professional programs of the School of Health and Social Services.
- e. Other: Student input to the development of curriculum has been mainly through the use of course evaluation instruments at the conclusion of each course. The design of the evaluative instrument varies from one academic unit to another.

Individual outside consultants have been utilized on many occasions during the curriculum planning processes.

Is this process clearly defined in written form and understood by all parties involved?

The processes described above are in written form in various places, but are not yet published as a separate document. In addition, many of these processes have only recently been developed. As a result, they are not widely understood at the moment.

4. In what ways are members of the faculty chosen for the

committees or agencies responsible for curriculum control and administration?

Members of a College/School Curriculum Committee are elected by the faculty of that College/School. The University-Wide Curriculum Committee is composed of one member from each academic unit and one member from the Library. Each member is elected by his/her constituent body.

5. Based on Standard III (Educational Program) of the Standards of the College Delegate Assembly, what weaknesses have been identified by the institution? What steps have been taken (or contemplated) to remedy these weaknesses?

Although considerable success has been achieved in designing and implementing undergraduate programs and courses in keeping with the objectives of the University during the two years of operation, several problems of varying magnitude remain: (a) the need for more precise structures and clearer processes for curriculum control and administration; (b) ambiguity and ambivalence about the importance, feasibility, and types of interdisciplinary studies; (c) clarification of the grading standards used by the faculty in the two grading systems; (d) the tendency to view the merits of programs and courses merely from the perspective of their credit-hour generation for budget purposes; (e) the development of even closer articulation of programs and courses with the community college; and (f) the occasional lack of effectiveness in briefing adjunct instructors about the objectives, content and interrelationships of courses.

Discussions of these and other problems and issues in the Academic Council, and among faculty members of the College and Schools, during the past year have raised sensitivities about the need to clarify academic policies and coordinate administrative and faculty efforts. In several matters, the Academic Council and Faculty Senate have jointly or independently succeeded in resolving policy and/or procedural issues. The University-Wide Curriculum Committee of the Faculty Senate has a well defined procedure for reviewing new courses/programs, but no effective mechanism exists for removing courses/programs which represent a duplication of effort or are no longer appropriate. A Task Force on Course and Program Control and Priority System, appointed by the President, has given its report to the President. The conferral of certificates for students who have completed certain types of special programs is being considered. Finally, there appears to be a genuine concern, shared by almost

all academic administrators and faculty, for identifying and resolving the developmental problems and weaknesses of the academic program.

Members of the University of the Pacific... the University of the Pacific... each academic unit... members are elected by their constituent bodies...

Based on Standard III (International Program) of the Board of the College... have been taken for consideration...

Although academic matters have been assigned in design and implementing... in keeping with the objectives of the University during the two years of operation... importance, feasibility, and type of international studies... (c) clarification of the grading standards used by the faculty in the two grading systems... from the perspective of their present situation for other purposes... and (2) the occasional lack of effectiveness in... and (3) the occasional lack of effectiveness in... and (4) the occasional lack of effectiveness in... and (5) the occasional lack of effectiveness in... and (6) the occasional lack of effectiveness in... and (7) the occasional lack of effectiveness in... and (8) the occasional lack of effectiveness in... and (9) the occasional lack of effectiveness in... and (10) the occasional lack of effectiveness in...

IV - FINANCIAL RESOURCES

1. Chart or describe the organization for the administration and coordination of financial resources.

During the initial planning and operating years, the financial resources of the University were managed through a less formalized budget system. That is, the annual University budgets were developed and directed by various committees appointed for ad hoc purposes and then discontinued.

A more formal structure was created during the current year to ensure the complete and adequate consideration of the fiscal needs and consequences of University program development. Two budget-related committees have been appointed:

-Budget Policy Committee--this committee is comprised of the Deans of the College and Schools, the Dean of Student Services, the Director of Libraries, one representative each from the Divisions of Administrative Affairs and Community Affairs, one representative from each of the four Senates, the three Vice Presidents, and is chaired by the President.

The responsibilities of the Budget Policy Committee are to: (a) review and recommend the annual Legislative Budget to the President; (b) review Operating Budget policies and allocative criteria, and make allocative recommendations to the President; and (c) review budget requests and problems that could have major impact on the various programs of the University.

-Administrative Budget Committee--this committee is comprised of the three Vice Presidents, ex officio the Director of Institutional Research and the Budget Coordinator, and is chaired by the President.

The responsibilities of the Administrative Budget Committee are to: (a) decide on day-to-day requests for fund transfers that do not have major program impact; and (b) determine which items should be referred to the Budget Policy Committee.

2. Complete the following table of current-funds revenue by source for the past three fiscal years.

<u>Revenue Source</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>
Student Tuition and Fees and Other Incidental			\$2,312,090
Auxiliary Enterprises			161,865
Student Aid Grants - Including Federal			467,630
Student Aid Loans - Including Federal			538,306
Gifts and Grants	\$ 201,545	\$ 801,969	986,323
State Government Appropriation	1,460,974	4,475,434	9,066,950
Federal Government Grants			331,434
Student Activity & Service Fees			483,292
Other Sources - Extension - Non-Credit	24,447	141,819	73,483
Other Sources - Campus Concessions			13,235
TOTAL CURRENT-FUNDS RECEIPTS	\$1,686,966	\$5,419,222	\$14,434,608

3. Capital-funds receipts by source for past three years.

<u>Revenue Source</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>
Private Gifts			\$ 60,854
State Government - DOT Parking Lot			148,167
State Government	\$8,272,150	\$7,335,154	6,042,086
Federal Government			
Other Sources			
TOTAL CAPITAL-FUNDS RECEIPTS	\$8,272,150	\$7,335,154	\$6,042,086

4. Capital-funds loans received by source for past three years.

<u>Source of Funds Borrowed</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>
Other Funds of the Institution			
Private Sources Outside Institution			\$ 500,000*
Local Government			
State Government			
Federal Government			
TOTAL CAPITAL-FUNDS LOANS	-0-	-0-	\$ 500,000*

5. Current-Funds Expenditures by function for past three years.

<u>I. Basic Educational and General</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>
a. Instruction and Departmental Research	\$ 286,408	\$2,108,785	\$5,482,670
b. Libraries	390,052	1,155,728	1,008,428
c. Physical Plant Maintenance & Operation	94,256	269,816	1,246,142
d. Other Educational & General	535,697	755,376	2,396,961
e. Sub-total (Basic Education & General)	1,306,413	4,289,705	10,134,201
<u>II. Other Educational and General</u>			
f. Extension & Public Service	7,884	552,307	1,249,434
g. Organized Activities Relating to Educational Departments	11,167	20,923	456,019

<u>Other Educational and General</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>
h. <u>TOTAL EDUCATIONAL & GENERAL (I & II ABOVE)</u>	<u>\$1,325,464</u>	<u>\$4,862,935</u>	<u>\$11,839,654</u>
III. <u>Student-Aid Grants (Total)</u>	-0-	-0-	\$ 402,764
A. <u>Student-Aid Loans</u>			\$ 271,456
Federal			36,491
University			102,785
Other			<u> </u>
TOTAL			\$ 410,732
IV. <u>Campus Concessions</u>			10,613
A. <u>Student Activity Fees</u>			184,206
V. <u>Auxiliary Enterprises</u>			
m. <u>Housing and Food Services</u>			
n. <u>Other Auxiliary Enterprises</u>			\$ 99,193
o. <u>Total Auxiliary Enterprises</u>	-0-	-0-	-0-
VI. <u>Current Funds Expended for Physical Plant (Total)</u>	158,705	107,812	438,515
<u>Total Current-Funds Expenditures (I-VI Above)</u>	<u>\$1,484,169</u>	<u>\$4,970,747</u>	<u>\$13,385,677</u>
<u>Full-Time Equivalent Enrollment (see Page 0-4)</u>	-0-	-0-	8,583

6. Physical Plant Assets for the year ending June 30, 1973

Type of Asset	Book Value at Beginning of Year	Additions During Year	Deductions During Year	Book Value at End of Year
Land	\$ 4,473,376	\$ 871,200	\$	\$ 5,344,576
Buildings	8,500,045	3,998,650		12,498,650
Equipment	1,851,981	2,008,794	627,492	3,233,283

7. Indebtedness on physical plant for fiscal year ending June 30, 1973

Balance and Transaction	Type of Financing			Total
	Educational and General	Auxiliary Enterprises	Other	
Balance on principal at beginning of year			-0-	-0-
Additional principal borrowed during year			500,000	500,000
Payments made on principal during year			15,000	15,000
Balance owed on principal at ending of year			485,000	485,000
Of the balance owed at the ending of the fiscal year, how much was financed through:				
a. Other funds of the institution			-0-	-0-
b. Private sources outside the institution			485,000	485,000
c. Local Government			-0-	-0-

7. (continued)

	<u>Type of Financing</u>				<u>Total</u>
	<u>Balance and Transaction</u>	<u>Educational and General</u>	<u>Auxiliary Enterprises</u>	<u>Other</u>	
d. State Government				-0-	-0-
e. Federal Government				-0-	-0-
Total of balance owed on principal at ending of year by source of financing				485,000	485,000

8. Investment of endowment by book and market value, earnings and realize gains for the fiscal year ending June 30, 1973

No endowment funds are currently invested.

<u>Balance and Transaction</u>	<u>Amount</u>
Value of investment at the beginning of the fiscal year	
a. Book value	-0-
b. Market value	-0-
Value of investment at the ending of the fiscal year	
a. Book value	-0-
b. Market value	-0-
Income from investment for the fiscal year	
a. Earnings (rents, dividends, interest, et cetera)	-0-
b. Realize gains from appreciation of investment	-0-
Net realized gains on losses on sale of investments	-0-

9. Describe the process by which:

- a. The budget is prepared.

See Exhibit IV-A

- b. The budget is managed. (If an agency outside the institution exercises any management or control of the budget, please explain.)

See Exhibit IV-B

10. Based on Standard IV (Financial Resources) of the Standards of the College Delegate Assembly, what weaknesses have been identified by the institution? What steps have been taken (or are contemplated to remedy these weaknesses?

The weaknesses that have been identified in regard to the administration of the University's financial resources, such as problems with the initial systems for budget preparation and management, and an occasional lack of clarity about roles and responsibilities, are expected problems in a developing organization. Efforts to resolve these problems have included the dissemination of budget policies and the development and dissemination of written procedures for budget preparation and management.

The Sourcebook has been distributed to all members of the Faculty. The Sourcebook is available for examination.

3. Complete the attached faculty rosters.

Exhibit V-C gives the Faculty Survey by Department. Exhibit V-D gives the Faculty Roster.

4. Relate procedures used in the evaluation of the faculty.

The guidelines for the annual evaluation of faculty as approved by the Florida Board of Regents are given in Exhibit V-E. The implementation of these guidelines at Florida International University is currently being studied by the Faculty Senate. Presently, the responsibility for faculty evaluation lies with the appropriate

Note: A copy of the most recent audit and a person copy of the current budget are available for examination

Describe the process by which:

a. The budget is prepared.

See Exhibit IV-8

The budget is prepared by the University's financial administrator in cooperation with the various departments and units of the University. It is approved by the Board of Regents and the University Assembly.

b. The budget is executed.

See Exhibit IV-9

10. Based on Standard IV (Financial Resources) of the Standards of the College League Assembly, what steps have been taken to ensure that the University's financial resources are managed in a responsible and efficient manner? What steps have been taken to ensure that the University's financial resources are used in a responsible and efficient manner?

The University has taken several steps to ensure that its financial resources are managed in a responsible and efficient manner. These steps include: (1) the establishment of a financial planning committee; (2) the implementation of a budgeting process; (3) the adoption of cost accounting; and (4) the implementation of a system of internal controls. The University also has a policy of regular audits of its financial records.

a. The University has established a financial planning committee to oversee the development of the budget and to monitor its execution.

b. The University has implemented a budgeting process that involves the participation of all departments and units in the University.

c. The University has adopted cost accounting to track the costs of its various activities and to identify areas of inefficiency.

d. The University has implemented a system of internal controls to ensure the accuracy and integrity of its financial records.

e. The University has a policy of regular audits of its financial records to ensure compliance with applicable laws and regulations.

f. The University has implemented a system of financial reporting to provide the Board of Regents and the University Assembly with timely and accurate information about its financial resources.

V - FACULTY

1. Chart or describe the organization for the faculty.

The Florida International University Proposed Constitution which contains within it the organization and membership of the Faculty Senate is given in Exhibit V-A. The Constitution has been forwarded to the Florida Board of Regents for its review and approval. It is the governing document currently being used at Florida International University.

2. Attach to this Report the statements or policies pertaining to tenure and academic freedom. By whom were the statements adopted? Attach to this Report a copy of the faculty manual.

The faculty personnel policies of the Florida Board of Regents regarding faculty tenure and academic freedom are given in Exhibit V-B. In addition to being adopted by the Florida Board of Regents, these policies have been approved by the State Board of Education and apply to all universities within the Florida State University System. A Faculty Handbook is being prepared by the Faculty Senate. In the meantime a Faculty and Staff Sourcebook has been distributed to all members of the faculty. The Sourcebook is available for examination.

3. Complete the attached faculty rosters.

Exhibit V-C gives the faculty Survey by Department. Exhibit V-D gives the Faculty Roster.

4. Relate procedures used in the evaluation of the faculty.

The guidelines for the annual evaluation of faculty as approved by the Florida Board of Regents are given in Exhibit V-E. The implementation of these guidelines at Florida International University is currently being studied by the Faculty Senate. Presently, the responsibility for faculty evaluation lies with the appropriate Deans in conjunction with the Department-Division Chairperson. The manner in which this responsibility is discharged presently varies from one academic unit to another.

The Council of Presidents of the State University System has upheld the confidentiality of faculty evaluation records, which the Attorney General of Florida has challenged.

5. List all measures designed to upgrade the professional status of the faculty such as leaves, grants for study, released time for research, support for research, funds for travel to professional meetings, etc.

The Faculty Development Program of the State University System, as outlined in the Florida Board of Regents Operating Manual, is given in Exhibit V-F. Since a faculty member must have six years of full-time service before the Board of Regents guidelines apply, there are presently no State University System funds for faculty development at the University. Academic Deans and Department-Division Chairpersons have provided a few individuals with released time for research, and have allocated some travel funds for faculty to attend professional meetings. Such arrangements vary from one academic unit to another; there is no formal University Faculty Development Program in operation at the present time.

6. How are faculty "loads" calculated?

At the beginning of each academic quarter the load of each faculty member is assigned by the Department or Program Chairperson. These assignments are made by means of a Faculty Effort Report. (See Exhibit V-G). At the end of the quarter the actual effort of each faculty member is tabulated on the bottom of the Faculty Effort Report for that faculty member. This format allows for the calculation of load factors in whatever form is required.

What is the average or normal load of the faculty?

Due to the newness of the procedure outlined above, faculty output from the Faculty Effort Report is not yet available for statistically reporting the average faculty load in the various categories of instructional activities, research, public service, academic counseling, and administration. A normal teaching load for faculty is considered to be 10 classroom hours per week.

Are there regulations about the maximum and minimum teaching loads?

The State of Florida has a so-called 12-hour statute (Section 241.73) outlining minimum loads for faculty members (See Exhibit V-H). A part of this statute also deals with the Faculty Effort Report mentioned above. There are no maximum loads specified.

Are there exceptions to the maximum and minimum loads? If so, how are the exceptions determined?

As indicated in part two of the statute given in Exhibit V-H, the reduction of teaching load for any faculty member is related to specific duties assigned to him by his departmental Chairperson or other appropriate University administrator. Thus, there are no exceptions to the minimum load requirements in that each faculty member must either fulfill the 12 classroom contact hour requirement or be assigned an equivalent load in other duties.

7. Summarize the established criteria for promotion of faculty.

The Board of Regents policy relating to annual evaluation (Exhibit V-E) requires that the evaluations must be considered as part of the criteria for promotion. The formal manner in which these evaluations are considered has yet to be ratified by the Faculty Senate. At present, there is some variation in the style of the academic units considering promotional matters. The normal first step is for the Department/Division Chairperson to recommend promotions to the Dean of the College or School or to a representative faculty body that is advisory to the Dean. He then reviews and transmits his recommendations to the Vice President for Academic Affairs. The Vice President for Academic Affairs then reviews these recommendations and transmits them to the President for final action.

8. Based upon Standard V (Faculty) of the Standards of the College Delegate Assembly, what weaknesses have been identified by the institution? What steps have been taken (or are contemplated) to remedy these weaknesses?

There are several weaknesses which appear to need further attention. Paragraph two of the Standard reads as follows:

Provision should be made for adequate faculty participation in the development of academic policies. The organization should provide regular and open channels of communication among faculty and between faculty and administration, and should be broadly representative of the faculty as a whole.

A recent Accreditation Task Force Survey of the faculty suggests that some of the faculty do not feel that their ideas/opinions are given sufficient consideration in decision-making at the higher levels of the University administration. Two facts concerning the present organization of faculty could explain much of this feeling. First, the Faculty Senate is not yet fully operational. Hence, the formal channel of communication between faculty and administration is not functioning well. The situation is documented by the number of meetings of the Faculty Senate at which a quorum was not present, so that business could not be conducted. Second, the present alternative formal channel is from the Faculty to the Chairperson, to the Dean, to the Academic Council, to the Academic Vice President, to the President. However, the membership and title of the body presently called the Academic Council has changed during the first two years of the University operation, resulting in the faculty being unclear about the scope and responsibility of that body or that it adequately represents their interests. The Executive Committee of the Faculty Senate has suggested that faculty members be added to that body.

Steps are being taken to correct the weakness identified above in regard to the faculty organization. The Executive Committee of the Faculty Senate is in the process of determining what steps should be taken to reorganize the Faculty Senate into an effective body. That reorganizational effort should lead to a more representative Faculty Senate which can help to provide the needed avenue of faculty communication with the administration.

Another weakness is related to the third paragraph of the Standard V which reads as follows:

The continuous professional growth of all members of the faculty should be encouraged, and the institution should assist members of

VI - LIBRARY

the faculty to further their professional development.

As indicated above, the University has been handicapped by the Board of Regents policy requiring that full-time faculty members have six years of experience in the State University System before becoming eligible for Faculty Development Program funding. Professional growth efforts have thus far been sporadic and vary considerably between the College and Schools, due in part to the lack of funding and in part to indecision among the faculty and administration. The possibility of State University System phased funding, to allow at least a limited number of faculty members to participate before six years, should be explored. Regardless, an annual allocation from the regular operating budget of the University should likely be considered, in order to sponsor campus activities (e.g., conferences, workshops, colloquia) to encourage professional growth among faculty and staff.

Finally, although the present procedures, and the relative weights of the criteria, used for faculty evaluation are less than clear or acceptable, the anticipated action of the Faculty Senate should substantially clarify and unify University policy and procedures in this regard.

equipment. Thus, the Curricula Laboratory, Independent Study Center, Music Listening Center, Communications Laboratory and the Film Library will comprise an integrated unit.

Further description of the media component of the Learning Resources Services is provided in Section IX (Special Activities) of this Report.

2. Chart or describe the scope of these services and the administrative structure employed.

See Exhibit VI-2

3. Describe the library staff, showing title, training and specific duties or responsibilities of each person.

See Exhibit VI-3

4. Describe the library facilities as follows:

1. Total square feet of floor space allocated to library functions 30,000

the faculty to further their professional development.

As indicated above, the University has been handicapped by the Board of Regents policy regarding that full-time faculty members have six years of experience in the State University System before becoming eligible for faculty development grants. This policy, while well intentioned, has not been effective and very considerably between the different schools, due in part to the lack of full-time faculty in part to allocation among the faculty and administration. The possibility of State University System grants funding, be it as least a limited number of faculty members to participate during six years, should be explored. Furthermore, an annual allocation from the State University System to the University should likely be considered. In order to ensure certain activities such as conferences, workshops, seminars, to encourage professional growth among faculty and staff.

Finally, although the present procedure, and the relative merits of the criteria, used for faculty evaluation are not clear or acceptable, the administrative action of the Faculty Senate should be essentially clearly and only University policy and procedure in this regard.

The following are some of the reasons why the present procedure is not acceptable:

1. The present procedure is not clearly defined.
2. The present procedure is not fair to all faculty members.
3. The present procedure is not consistent with the University's goals and objectives.
4. The present procedure is not cost-effective.
5. The present procedure is not transparent.
6. The present procedure is not based on merit.
7. The present procedure is not based on the University's needs.
8. The present procedure is not based on the faculty's input.
9. The present procedure is not based on the State University System's policies.
10. The present procedure is not based on the University's long-term interests.

It is recommended that the Faculty Senate be given the authority to develop and implement a new procedure for faculty evaluation that is fair, consistent, cost-effective, transparent, based on merit, based on the University's needs, based on the faculty's input, based on the State University System's policies, and based on the University's long-term interests.

VI - LIBRARY

1. Briefly describe the philosophy utilized in providing Learning Resources Services.

Learning resources services of the University encompass a combination of services relative to both print and nonprint materials and equipment. The Library and the Media Center share responsibilities in a clearly defined cooperative system, although the divisions are administered separately. Both divisions report to the Vice President for Academic Affairs.

Distribution of equipment and production services are solely the responsibility of the Media Center, but the Library catalogs all instructional resources--print or nonprint. Furthermore, the automated library acquisitions system handles purchasing of commercially produced instructional media resources.

At present, media resources and public services are separated from the library's curriculum laboratory; but in the new library building scheduled to open in 1975 both areas will share a common facility to ensure flexible use of related materials and audiovisual equipment. Thus, the Curriculum Laboratory, Independent Study Center, Music Listening Center, Communications Laboratory and the Film Library will comprise an integrated unit.

Further description of the media component of the Learning Resources Services is provided in Section IX (Special Activities) of this Report.

2. Chart or describe the scope of these services and the administrative structure employed.

See Exhibit VI-A

3. Describe the library staff, showing title, training and specific duties or responsibilities of each person.

See Exhibit VI-B

4. Describe the library facilities as follows:

- a. Total square feet of floor space allocated to library functions 36,000

b. Of the total, estimate square feet devoted to:

Stack areas for shelving volumes	12,000
Seating areas	14,600
Staff office and work areas	4,000
Other areas (i.e., media production, learning labs, and listening rooms	5,400
	9,000 - Media Center

c. Number of users who can be seated at one time

490 - Library
80 - Media Center

5. What are the library hours?

Weekdays	7:30 a.m. - 11:00 p.m. (Friday - 7:30 a.m. - 7:00 p.m.)
Saturdays	8:30 a.m. - 5:00 p.m.
Sundays	2:00 p.m. - 9:00 p.m.
Total per week	89

6. Number of hours of student assistance during year?

22,470 (1972-73)

Number of hours of other hourly assistance during year?

11,000 (1972-73)

7. For the library collection, complete the following as of the end of the most recent fiscal year ending June 30, 1973.

a. Library materials, by type:

Number of volumes held at end of previous year	98,106
Number of volumes added during year	43,358
Number of volumes withdrawn during year	0
Total number of volumes held at end of year	141,464

Number of reels of microfilm held at end of year 9,876

Number of physical units or other forms of microtext held at end of year 336,729

Number of serial titles, excluding duplicates, being received at end of year 3,309

Of the number of serials, the number of periodical titles, excluding duplicates, being received at end of the year 2,686

b. Analysis of Resources

NOTE: the two columns to be completed in the following table refer to the first two items in a. above.

Area	L.C. Classification	Percent of Total Collection	Estimated Percent of Total Acquisitions
General Works, Polygraphy Bibliography, Library Science	A,Z	2.8	3.7
Philosophy, Psychology, Religion	B	7.5	7.0
History, Auxiliary Sciences of History	C,D,E, F,U,V	9.5	8.5
Geography, Anthropology, Recreation, Travel	G	2.5	3.5
Social Sciences, Business Economics, Political Science	H,J	16.7	19.7
Law	K	1.2	1.9
Education	L	3.4	4.0
Music	M	1.8	2.0
Fine Arts	N	3.3	4.9
Language, Literature	P	18.6	19.0

Area	L.C. Classification	Percent of Total Collection	Estimated Percent of Total Acquisitions
Science	Q	6.8	10.5
Medicine	R	2.6	7.5
Agriculture	S	0.7	0.5
Technology	T	3.6	7.3
Unclassified materials		19.0	
		100.0%	100.0%

8. According to institutional policy, what are the responsibilities of the library committee? And, how was it appointed?

The Library Committee of the university is composed of seven members elected as representatives of the College, the professional Schools, and the Library, with one member from each unit. The purpose of the Committee is to serve as a liaison agency between the faculty and the library. The Director of Libraries meets regularly with the Committee and provides records of the meetings. The Committee elects its own chairperson. Terms for the Committee members and expansion of the membership is determined by the faculty governance unit. Frequency of meetings is established by the membership.

As the student, career service, and administrative and professional constituencies of the University governance structure become fully organized, it is anticipated that representatives from those areas will serve on the Library Committee.

Specifically, the functions of the Library Committee are summarized as follows:

- a. To advise about major operational policies such as hours of service, circulation regulations, use by outsiders, and collection emphasis.
- b. To review and advise on matters concerning the library budget processes.
- c. To give advice on extraordinary purchases of book

- collections or acceptance of major collections or endowments with special conditions.
- d. To give advice on requests for creation of departmental, divisional, or branch libraries.
 - e. To work with building committees established for major library building programs.
 - f. To give advice on the selection and promotion of senior library personnel, including assistance to any established search committee for new directors.
 - g. To give advice on organization of library resources and services.
 - h. To assist in the evaluation of library services.
 - i. To give advice on regional cooperative proposals.
 - j. Participation of faculty in book selection.
9. Based on Standard VI (Library) of the Standards of the College Delegate Assembly, what weaknesses have been identified by the institution? What steps have been taken (or are contemplated) to remedy these weaknesses?

The basic weakness in the library has been the lack of sufficient staff, both professional and career service. The administration of the University has provided some relief by allocating special funds to employ temporary part-time people. Although this is an expedient measure, it by no means alleviates the ongoing deficiency in staffing. It should be noted that library staff allocations are implemented at the State level.

The second major weakness is the crowded temporary library facility, which inhibits the most efficient organization of resources and services. This is being remedied by the construction of a new library building which should be operational in the fall of 1975.

A third weakness concerns the lack of an optimum collection of backfiles of journals, a problem inherent in the development of a new institution. Since the purchase of backfiles depends in part on their availability and on curriculum development, the necessary backfiles will be purchased as the initial curricular designs are modified and expanded and or funding allocations permit. During the 1973-74 academic year, approximately \$100,000 of backfiles will have been ordered.

NOTE--a compilation of information and statistics pertaining to each illustration in Standard VI (Library) is available for examination.

The following information is available for examination:

- To give advice on the selection and promotion of senior library personnel, including assistance in any established search committee for new directors.
- To give advice on organization of library resources and services.
- To give advice on regional cooperative proposals.
- To give advice on the evaluation of library services.

Standard VI (Library) of the Standards of the American Association of Colleges and Universities has been revised to reflect the changes in the field of library education. The changes in the Standards of the American Association of Colleges and Universities are as follows:

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VII. STUDENT DEVELOPMENT SERVICES

1. What are the objectives of the student development program?

The central objective of the student development program is to meet the range of needs expressed by the student body. The Division of Student Services offers two kinds of student services:

- a. Functional activities such as financial assistance, coordination of academic advising, career planning and job placement, and assistance in resolving individual student problems; and
- b. Personal growth and development activities such as career counseling, student organizations, campus recreational activities, personal counseling.

2. How are the objectives related to the purpose of the institution, and in what ways do they support the educational program?

The student services and activities sponsored by the Division all promote the three goals of the University: the education of students, community service, and greater international understanding. Financial assistance and personal counseling, provide the access, or lessen the obstacles, to obtaining a university education. Professional counseling services for therapeutic needs are available through the Division at no cost to the student. The departments of Veterans Affairs, Career Planning and Placement and Cooperative Education Assistance (which will start this summer) each promote community outreach or service. The activities of the Foreign Student Advisor, and the international clubs assist the University student body and strive to promote greater international understanding.

3. Chart or describe the organization for the administrative and coordination of the student development program.

See Exhibit VII-A.

4. Prepare an analysis of the professional training of all staff members.

The professional staff in Student Services ranges in age from 21-58 (average 32 years). All but one of the staff have at least a Masters Degree and two of the ten have the Doctorate or its equivalent. Most of the MA Degrees are in guidance and counseling or in higher education; one is in business; one of the doctorates is in law. All directors and coordinators have extensive experience in their area of staff assignment. There are some unfilled positions for which we are currently recruiting. Exhibit VII-B outlines the staff recruitment plans for the Division.

5. Describe the physical facilities used for student development services.

The current temporary space allocated to student services functions, although limited, has not substantially impaired the effectiveness of the Division.

Table 1 compares the space currently available for student development services to the space that will be available in the University House (student center), which will be ready for use in the summer of 1974.

Table 1. Physical Space for Student Development Services and Related Activities

<u>Use</u>	<u>Current Space in Primera Casa</u>	<u>Future Space in University House</u>
Auditorium	0 sq. ft.	5,830 sq. ft.
Bookstore	4,100	9,000
Food Service	3,600	10,800
Activities	8,200	16,600
Student Services Offices	2,130	4,600

The University House floor plan is given in Exhibit VII-C.

6. Prepare a brief description of the program of:

- a. Counseling and guidance services: The academic preparation and experience of almost all the professional staff of the Division are of sufficient

breadth to enable them to counsel and assist as generalists in resolving the wide variety of problems found among 9,000 university students. The growth in student enrollment has necessitated the narrowing of individual staff effort to specialized areas. Thus, counseling and guidance service in the areas of financial aid, veterans affairs, and career planning are available through professional staff assigned to those service areas. In addition, an academic advisement coordinator aids and assists the academic units of the College and School in meeting student needs in that area.

Psychiatric and psychological counseling and therapy are available off-campus through the Division at no cost to students. In addition, one part-time contract is maintained on a trial basis with the clinician who is also faculty member on campus. The services enable the Division to provide emergency and short-term assistance to the student population.

b. Orientation: Based on student feedback and staff experience during the first year of the University operation (1972-73), the student orientation effort for the 1973-74 academic year has included:

1. A direct mailing of basic university information to homes of students;
2. A special edition of the Action (student newspaper) mailed directly to homes of students; and
3. A Festival of Activities sponsored by the Division of Student Services on September 21, 1973, attended by 2,500 students.

c. Career planning and placement: One Coordinator and one Vocational Counselor have been appointed to provide career planning and placement services. The growing enrollment and increasing requests for job placement assistance warrant the authorization of a Director of Placement position, for which qualified candidates are being screened. During the 1973-74 academic year, a greater number of potential employers recruited prospective employees among the student body. Exhibit VII-D provides a report of career planning activities during the Fall Quarter of the current year.

- d. Extra-class activities: Students are encouraged to form organizations to meet social and cultural, and academic and non-academic, interest and needs. There are approximately 60 student organizations which are fully established and active. Approximately 12 of those organizations have a membership exceeding 100 members, and approximately 12 organizations have membership between 50-100 students. In addition, there are another 25 student organizations in various stages of formation. Student organizations are gradually turning to the Student Government Association for direction and for funding generated by student activity fees.
- e. Student government and student participation in institutional government: Student involvement in University Government Association, which elects representatives to the University Council. The higher average age of the student population, all of whom are commuters, and the diversity of class schedules have been significant factors in inhibiting student interest and involvement in institutional governance. Students are selected to serve as voting members on committees affecting student life and welfare.
- f. Student discipline: The resolution of student discipline problems has been gradually evolving from an ad hoc, situational approach (based on close communication and cooperation between the Division, the academic units, and Campus Safety) to establishment of published procedures for due process.

The Student Government Association is preparing rules, regulations, and procedures to clarify the student discipline process which will be included in their handbook being prepared for the Fall of 1974. The due process section will be in accord with the guidelines provided by the National Association of Student Personnel and Administrators.

- g. Student records: All permanent student records are filed in the office of Registration and Records. Students may ask to review the contents of their own files. Copies of the student record forms are available for review.

- h. Student financial aid: Nearly 25 percent of the student enrollment receive some financial aid in the form of scholarships, loans, grants or the work-study program.

Financial assistance rose from \$511,084 in 1972-73 to \$1,183,850 in 1973-74. These dollar amounts include financial awards to both full-time and part-time students. Approximately 96 percent of the requests with documented needs have received awards.

Exhibit VII-E gives more complete statistics on student financial aid for the 1972-73 and 1973-74 academic years.

- i. Student housing and food services: The University does not provide dormitories for students. Information regarding available housing in the Miami area is published and made available to students.

The food services provided by Servomation under contract with the University have been continually criticized by the students and staff. The University Council appointed a sub-committee to investigate the basis of the complaints, and concluded that most of the problems can be directly traced to the severe space limitation of the current temporary facility. The University House will substantially expand the food facilities as well as space for programs (Table 1 above). The University is expecting improvement in the quality of the food when the new facility is opened.

- j. Health services: Health services are provided through the Health Clinic in Primera Casa. The Health Clinic on campus is staffed by a registered nurse 8:00 a.m. to 9:00 p.m. Monday through Friday. The clinic is operated under contract with a medical center located near the campus. Additional and more extensive medical facilities and assistance are available at the new American Hospital one and one-half miles from the campus.

Health insurance information is centralized in, and distributed by, the Health Clinic. Some form of medical insurance is required for all foreign students, and is optional for all other students. All full fee-paying students are automatically covered by a \$1,000 blanket accident insurance policy.

- k. Athletics (intercollegiate and intramural): A variety of intramural athletic programs are offered to students, and coordinated by the Director of Athletics (School of Education). Intercollegiate athletic programs are offered or planned in all major sports except football.

An extensive outdoor recreational complex is under construction and will be complete by the Summer of 1974. The complex includes baseball facilities, soccer field, tennis courts, outdoor handball courts, locker rooms, training room and activity areas. In addition, the new University House will significantly expand the indoor recreational facilities available to students and staff.

The Tamiami Campus borders on a several hundred acre county park; cooperation with the county allows for using this facility when needed.

7. Based on Standard VII (Student Development Services) of the Standards of the College Delegate Assembly, what weaknesses have been identified by the institution? What steps have been taken (or are contemplated) to remedy these weaknesses?

a. Several real or potential problem areas have been identified by the professional staff of the University community. Specific problem areas and current efforts to provide solutions are enumerated below.

1. Communication between the Division and the commuter-type student enrollment is a continuing problem. Efforts to improve the amount and clarity of Division communication to the students have included (1) expanded information about registration dates and procedures mailed directly to the homes of students; (2) regular purchases of column space in the weekly independent student newspaper to inform readers of services and necessary information and (3) the twice-per-quarter publication of Veteran's Newsletter containing information about credit, finances, people and other items worthwhile to veterans; (4) directories installed in each building to inform students of daily events; and (5) bulletin boards erected in each parking lot and additional boards in other areas.

The effectiveness of the above and other usual means of communication need to be re-assessed in light of the recent Accreditation Task Force Survey of 2,100 students, 358 of whom returned the questionnaire. About one-half of the 358 student respondents were apparently not aware of division services such as career planning, job placement and personal counseling. However, among the respondents who had utilized those services approximately seven out of ten students felt that the service was good or very good.

Still another aspect of the communication problem was revealed in the recent Accreditation Task Force Survey of the faculty. Nearly seven out of ten respondents felt that communication from student organization to the faculty are fair to poor.

2. Another problem of the Division concerns the need to give more adequate assistance of all types to the foreign student enrollment. A counseling coordinator has been assigned full-time as Foreign Student Advisor. Further, the gradual clarification of the roles of the Center for International Affairs and the Office of Admissions, and their priorities, will assist in attracting foreign students to the University and help to provide the support services needed to meet their needs.
3. As stated earlier, academic advisement is the responsibility of each academic unit. For this reason, some faculty members question the role of the academic advisement coordinator of the Division of Student Services. Numerous discussions have been held between the staff of the Division and the academic units to further define the role of the coordinator.
4. The development of a viable representative Student Government Association has posed a problem. The urban characteristics of the University and the commuter student body have both hampered its development. Substantial progress has been made in recent months. However, the Student Government Association remains a governance unit operated by a small group

elected by a small percentage of the student body.

5. The original class scheduling pattern, which set aside Wednesdays for student and staff meetings and activities, has not been entirely satisfactory. Thus, an experimental daily schedule change, effective in the Spring Quarter of the current academic year, sets aside one hour and 25 minutes at mid-day on all class days for student and staff meetings. This change is an example of an idea from the Student Government Association which was jointly developed with the help of several of the governance units and the Academic Council.

- b. Finally, the Office of Registration and Records and the Admissions Office have experienced several operational problems that have occasioned recurrent dissatisfaction with the accuracy of student academic data available to the faculty and administration. There has been some difficulty in getting academic transcripts to the college and schools on a timely basis; and, with the evaluation of transcripts to determine transfer credit.

Several approaches are helping to resolve the above problems: refinement of computer programs; an additional staff position to work more closely with academic departments/divisions in class scheduling; closer supervision of individuals responsible for the initial evaluation of transcripts; a stricter policy requiring receipt of all transcripts from other institutions before a student can proceed with registration for a second Quarter. In sum, an effort will be made to involve faculty or users in the design and evaluation of the University systems and procedures for registration and records.

VIII - PHYSICAL PLANT

1. Number of acres which comprise the total campus?

- a. Tamiami campus 344 acres
- b. Interama site 40 acres + 100 acres committed
(Planned for 1976 opening.)

2. Total number of buildings on the campus?

Nineteen

3. List below all college buildings used for instruction, for housing, and for student activities. Do not list homes used exclusively for faculty or administrative residences. Rate each building on each of the following qualities according to the scale indicated. Size should be interpreted in terms of the needs of the building. (Provide a separate analysis for each campus in the case of multi-campus institutions).

- 1 - Excellent 3 - Satisfactory 5 - Unsatisfactory
- 2 - Good 4 - Below Standard

Building	General Adequacy	Size Square Feet	Fire-proof Quality	Present state of Repair	Ligh-ting
Primera Casa	1	198,774	1	1	1
Deuxieme Maison	1	103,318	1	1	1
Utility Building	3	1,800	1	1	3
East 1 (Fine Arts)	4	2,952	2	3	4
East 3 (Fine Arts)	4	3,337	3	3	4
Central 1 (Lab. storage)	3	2,835	2	3	3
West 1 (Shops)	3	2,730	3	3	3
West 3 (Shops)	3	6,555	3	3	3
West 4 (Offices)	2	10,192	3	2	1
West 5 (Storage)	5	400	3	4	4
West 6 (Recreation)	3	6,825	3	2	2
West 7 (Recreation)	4	6,018	1	2	4
West 9 (Recreation)	3	4,800	3	2	2
West 10 (Storage)	3	6,808	3	3	5
Trailers (Offices 5)	3	7,000	3	3	2
		<u>380,864</u>			

4. Attach a list of buildings now under construction showing the purpose of each building, predicted adequacy in terms of purpose, and estimated date(s) of completion.
- a. University House: (student services building) to be completed in April, 1974, will adequately house the Student Affairs Offices, Student Activities, Food Service, Book Store, Recreation, Theatre, and General Lounge Space.
 - b. Multifunction Building II: A laboratory Building for Technology, Fine Arts, Media, and the Sciences. This building is due for completion in December, 1974.
 - c. Permanent Utilities Building: Will house chillers and lift pumps for the entire central campus including those functions now in the temporary Utilities Building. This is part of the Multifunction II contract.
 - d. West 2 (Temporary Technology Laboratory): The building will house the Technology Laboratories, Shops, and Physical Therapy Laboratories (12,000 square feet), and will be ready for use in April of 1974.
 - e. West 1A (Animal Quarters): 300 square feet was completed February 19, 1974.

Other buildings presently being planned are:

- a. Library-Auditorium Building: Phase I will be bid in April of 1974.
 - b. Building VI: Will house specialized science laboratories, office space, and some classrooms, and is presently being planned.
5. How many students can be accommodated in the residence halls?
- The University is an urban non-residential commuter campus. There are no residence halls on campus.
6. Chart the organization for the housekeeping staff and the buildings and grounds staff.

See Exhibit VIII-A.

7. List and briefly describe major physical plant weaknesses. What specific steps have been made to eliminate these weaknesses including the availability of capital funds, and established schedules for construction or renovation of facilities, or acquisition of equipment?

The major physical plant weaknesses are those to be expected from an "instant university". The building program is on schedule and appropriately funded both for physical plant and requisition of equipment. A shortage of offices has temporarily been lessened by the addition of the five trailers adjacent to the Tower.

8. Based upon Standard VIII (Physical Plant) of the Standards of the College Delegate Assembly, what weaknesses have been identified by the institution? What steps have been taken (or are contemplated) to remedy these weaknesses?

The current laboratory facilities are crowded. Power supply, ventilation, and the number of gas and water outlets are somewhat inadequate. The unanticipated high lab course enrollments are accommodated in the temporary laboratory space only with difficulty. Multifunction Building II (number 4 above) will alleviate the space problems considerably. Building VI will improve lab facilities significantly.

list and briefly describe major physical plant
 improvements that should have been made to
 the physical plant facilities for the
 of the building and especially for the
 of the building of facilities, or expansion
 of facilities.

The major physical plant weaknesses are those to be
 expected from an "average university". The building
 program is an academic and approximately funded both
 for physical plant and replacement of equipment. A
 program of office has temporarily been launched by
 the addition of the five buildings adjacent to the tower.
 The tower and the adjacent buildings are

located upon Standard VIII (Physical Plant) of the
 Standards of the College Entrance Examination, which
 standards have been established by the Association
 of American Universities for the College Entrance
 Examination. The standards are contained in the
 following table.

The current laboratory facilities are crowded, power
 supply, ventilation, and the amount of gas and water
 available are somewhat inadequate. The standardized
 and the course requirements are accommodated in the
 existing laboratory space only with difficulty.
 The current building II (number 1 above) will also
 face the same problems considerably. Building VI
 will improve the facilities significantly.

Physical Plant Program

1. Library - The library is being expanded and
 the new building is being planned.

2. The new students can be accommodated in the
 existing buildings. The university is an urban non-residential
 campus. There are no residence halls on campus.

3. The physical plant program for the university
 is being planned and is being carried out.

IX - SPECIAL ACTIVITIES

NOTE - Florida International University organizes special activities under (A) the Division of Special Programs, (B) the Division of University Services and Continuing Education, (C) the Media Center, (D) the Center for Environmental and Urban Problems, and (E) the Center for International Affairs. This section of the Report describes, under the above headings, the special activities of the University within the framework of the questions outlined by the College Delegate Assembly. The last part of the section deals with foreign travel and study.

A. Division of Special Programs

1. Operationally separate unit: The Division of Special Programs is an organizationally separate unit responsible to the Vice President for Community Affairs. The Division encompasses the School of Independent Studies (External Degree), the Institute for Women, the Institute for Labor Research and Studies and Sponsored Programs.

a. School of Independent Studies (External Degree): The School of Independent Studies administers the External Degree Program of the State University System of Florida. The External Degree Program is a self-directed, largely off-campus academic program for residents throughout the State. Students in the program earn the Baccalaureate through a combination of credit for previous academic work, life experience, independent study, equivalency testing, and regular classroom courses at any college or university in the state. Together, the student and a faculty advisor write an individualized program of study known as the Education Contract Plan.

The External Degree Program operates through the faculty of the College and Schools. With the exception of the School of Education, degrees throughout the University can be achieved through non-residential methods of study. All degrees are granted by the College or School sponsoring the student, and they are identical to the Baccalaureate earned in the other academic programs of the University.

The School of Independent Studies is a participating member in the University Without Walls

Program of the Union for Experimenting Colleges and Universities. Through the Union, the School has received a grant to design special services for high risk, low income, disadvantaged, and minority group students.

- b. The Institute for Women: The Institute for Women provides credit and non-credit educational services through the College and Schools for women throughout South Florida. Programs are co-sponsored with community organizations. The Institute provides career and educational counseling; disseminates information on programs for women including scholarships, fellowships, and grants; maintains a talent bank listing of women qualified to serve on boards and committees; and, collects library materials and audio-visual resources by and about women.

The Institute utilizes an advisory group of women in the University and the community.

- c. The Institute for Labor Research and Studies: The Institute for Labor Research and Studies provides educational, consultative, and research services for organized labor organizations throughout the State of Florida. Programs have been designed to meet the needs of locals, central bodies and international unions. Individualized credit and non-credit programs are also available. The Institute provides access to a degree program in either labor and manpower studies or urban and environmental economics, which are offered through the External Degree Program and for which the Bachelor of Science is conferred by the College.

The Institute utilizes an advisory council of both community (organized labor) and university members.

- d. Sponsored Programs: The Division also serves as the focal point for sponsored activities that might otherwise not be securely housed in a university. An example of recently sponsored programs that are interdisciplinary in nature and experimental in design is a Course by Newspaper, that allows students to earn college credit without coming on campus by using material published in The Miami News along with a kit of supplementary materials.

2. Administration and Organization

- a. Chart the organization of Special Programs:
See Exhibit IX-A

3. Finance

Does the institution have a clearly identified budget for Special Programs? Indicate the sources of income for Special Programs and describe the administration of the budget for Special Programs:

The Division receives an annual allocation from the University budget. Outside funding supplements the University budget allocation.

The External Degree Program has been funded twice by an HEW grant through the University Without Walls at Antioch College. The Institute for Women and the Institute for Labor Research and Studies have each received HEA Title I funds through the State University System (Board of Regents).

4. Faculty

Describe the faculty for Special Programs including part-time and full-time faculty members. What policies and procedures have been established for the recruitment, selection, supervision and evaluation of faculty for Special Programs:

The Division is staffed by a Dean, Assistant Dean, a Director of the Institute for Women, a Director of the School of Independent Studies (External Degree Program) and an Acting Director of the Institute for Labor Research and Studies. All are full-time positions. Regular faculty members of the College and Schools serve as the faculty advisors for External Degree Program students.

The professional staff of the Division is supervised and is evaluated in writing each quarter by the Dean. Faculty serving as advisors in the External Degree Program are presently evaluated informally by the Director.

5. Students

Describe the policies and procedures for admissions, registration, and records for Special Programs

(External Degree) students. Briefly describe student development resources for Special Programs (External Degree) students:

Exhibit IX-B outlines the policies and procedures regarding the admission, educational contract and graduation of External Degree Program units. Such students have equal access to the student development services of the University as do all other registered or graduated students.

6. Based on Standard IX (Special Activities) of the Standards of the College Delegate Assembly, what weaknesses (in the Division of Special Programs) have been identified by the institution? What steps have been taken (or are contemplated) to remedy the weaknesses?

Two areas of problems confront the Division of Special Programs at present. First, the External Degree Program, being non-traditional in nature and approach, poses some unique issues: (1) determination of the best manner of compensating faculty members who serve as advisors; (2) determination of the need or feasibility of setting a maximum External Degree Program enrollment; (3) evaluation of the acceptability of External Degree credit by other institutions of the State University System; and, (4) clarification of the advisement roles and relationships of the External Degree Program professional staff and faculty advisors. Second, both Institutes are attempting to find more effective avenues into academic program development across the University, and to find a firmer financial basis than funding from grants. Negotiations and discussions are in progress about each of the problem areas identified above.

B. Division of University Services and Continuing Education

1. Operationally separate unit: The Division of University Services and Continuing Education is an organizationally separate unit responsible to the Vice President for Community Affairs. The Division coordinates and directs (a) off-campus credit and non-credit courses, (b) branches and centers, (c) conferences and short courses, and (d) School Service Center consulting.
- a. Off-Campus credit courses: The Division has developed plans and procedures for credit

course service to the four county areas (Broward, Collier, Dade and Monroe) in cooperation with all the academic units of the University. Requests for credit courses to be offered at locations other than the Tamiami campus are directed to the Director of Off-Campus Credit Activities. The acceptance of a course request is contingent upon an adequate class enrollment and the availability of a suitable instructor. All necessary details are worked out jointly with the respective Dean and the Director of Off-Campus Credit Activities. A full report of off-campus credit activity is available for examination.

- b. Branches and Centers: The Division is in the process of establishing Centers to serve the four-county area.
- c. Conferences and Short Courses: The Division, working with virtually every unit of the University, provides a wide variety of conferences, short courses, seminars, workshops, symposia and other non-credit continuing education programs, which are jointly sponsored by the appropriate College or School. Audiences include persons in South Florida, the State, Nation, and Latin America. Topics for the programs are generated from the educational needs identified by the groups to be served. A full report of the activities of the Department of Conferences is available for examination.
- d. The School Service Center: The School Service Center is intended to serve public schools in ways other than the traditional course/degree programs. The Center assumes the responsibility to (1) survey education requirements of public schools in Florida International University's service area and (2) to design programs utilizing total University resources to help meet such requirements.

The Center attempts to utilize the resources of all academic units, where appropriate, to provide service. Thus, it affords a mechanism for liaison between public schools and the total University staff.

2. Administration and Organization

- a. Chart the organization of the Division of University Services and Continuing Education

See Exhibit IX-C.

- b. Is the Continuing Education Unit (CEU) utilized to record participation of students in non-credit classes, courses, and programs?

The CEU has been utilized only on one occasion thus far (i.e., Consumer Resources Management Conference -- January through March, 1973). Plans are being developed to employ the CEU unit in all non-credit activities.

3. Finance

Does the institution have a clearly identified budget for University Services and Continuing Education? Indicate the sources of income for the Division and describe the administration of the budget:

The Division receives an annual allocation from the University budget. The annual budget is supplemented by revenues from conferences, contracts and grants.

The budget of the Division is planned and managed using input from the Director and Coordinators of the Division.

4. Faculty

Describe the faculty for University Services and Continuing Education including part-time and full-time faculty members. What policies and procedures have been established for the recruitment, selection, supervision and evaluation of faculty in the Division?

The Division is staffed by an Acting Dean, an Assistant Dean, a Director of Conferences, a Director of Off-Campus Credit Activities, an Acting Director of the School Service Center, and two Conference Coordinators. All are full-time positions. The Division also utilizes the services of regular faculty members recommended by their respective units as adjuncts for the credit and non-credit activity. Instruments for evaluating non-credit programs are presently being revised. Faculty members employed for off-campus credit courses are evaluated informally at present, but a formal evaluative process is contemplated.

5. Students

Describe the policies and procedures for admissions, registration, and records for students in the Division

of University Services and Continuing Education.
Briefly describe student development resources for
such students:

Credit Courses: Credit courses are open to students under the same procedures as for on-campus students. Registration develops according to the ways in which the activity meets individual needs. The division maintains records of each program's roster of participants and a financial report.

6. Based upon Standard IX (Special Activities) of the Standards of the College Assembly, what weaknesses (in the Division of University Services and Continuing Education) have been identified by the institution? What steps have been taken (or are contemplated) to remedy these weaknesses?

The Division of University Services and Continuing Education is currently attempting to resolve several problem areas: (1) the appointment of a permanent Dean to provide the needed on-going leadership; (2) authorization of a position for a fiscal officer to insure adequate management of the several activities of the Division intended to be self-supporting; (3) authorization of an additional Director for either the School Service Center or for Off-Campus Credit Activity to permit the further development of those areas of Community education and service; (4) the recent preparation of two brochures to improve communications to the University community and the areas intended to be served; (5) the regular staff development sessions in the Division, recently initiated, to provide growth and training opportunities for the professional staff; (6) implementation of the CEU unit, and the development of a special transcript for CEU credits, to ensure the recognition of learning through continuing education courses and activities.

C. Media Instruction

1. Operationally separate unit: The Media Center serves both faculty and students. The relationship of the Center to the Library is explained in Section VI of this Report. The Director of the Center also serves as Regional Director for the television production section to which both Florida International University and Florida Atlantic University have equal access.

The Center maintains the following hours of service:

Film Library

Monday thru Thursday	- 8:30 a.m. - 10:45 p.m.
Fridays	- 8:30 a.m. - 7:00 p.m.
Saturdays	- 8:30 a.m. - 2:00 p.m.

Equipment Area

Monday thru Friday	- 8:00 a.m. - 10:45 p.m.
Saturdays	- 8:00 a.m. - 2:00 p.m.

The Center provides the following services:

- a. Communication Laboratory: The Communication Laboratory is equipped with 42 wired study carrels and 20 audio-comparator cassette tape recorders and headphones. In addition to cassette tapes in many languages, the Laboratory also has a collection of classroom lecture cassette tapes in several academic disciplines.
- b. Equipment Distribution Center: The Center aids faculty by providing free equipment, technicians, films and other resources. Delivery of equipment and materials to a classroom can be readily scheduled.
- c. Production Center: The Center maintains graphics production facilities. Two illustrators provide production services to faculty and staff. A full-time photographer is available for slide duplication, copy stand work, and other photographic assignments.
- d. Film Library - Film Viewing Area: The Film Library has a collection of over 200 16mm black and white and color films, video tapes and super 8mm films. This facility provides the College and Schools with rental, preview and purchase services for films and video tapes from outside sources. The Film Library has fifteen stations for independent study or preview of films, video tapes, slides, records and filmstrips, by students, faculty and staff. Catalogs and other media reference sources for research or instructional planning are available.
- e. Clinical Teaching Stations: Nine clinical teaching stations are equipped with Sony cassette video tape recorders, cameras and TV monitors. Clinical instructors work with students and faculty in producing teaching aids.

- f. Television Production: Florida International University and Florida Atlantic University were authorized by the Board of Regents to work jointly in television production. Television personnel at Florida Atlantic University are assigned to work with the faculty of Florida International University in developing effective television video tapes, cassettes, or kinescope films for their instructional programs. All faculty requests for television services are initialed through the College Media Advisory Committee representative.

2. Administration and Organization

- a. Chart the Organization and Administration of Media Instruction within the institution.

Exhibit IX-D gives the organization of the Media Center.

- b. Is there a designated administrative officer for the Media Center?

The Director of Learning Resources at Florida Atlantic University serves in a regional capacity as administrative officer. The Director is assisted by two Assistant Directors at Florida International University.

3. Finance

Does the institution have a clearly identified budget for media instruction (Media Center)? Indicate the sources of income for media instruction and describe the administration of the budget:

The Media Center at Florida International University and the Division of Learning Resources at Florida Atlantic University have separate operating budgets, except for the television production section for which both institutions share financial responsibility.

4. Faculty

Describe the faculty for media instruction including part-time and full-time faculty members. What policies and procedures have been established for

the recruitment, selection, supervision and evaluation of faculty in media instruction activities.

The professional staff of the Media Center are evaluated once annually in writing by the Director and the Assistant Directors.

5. Based on Standard IX (Special Activities) of the Standards of the College Delegate Assembly, what weaknesses (of the Media Center) have been identified by the institution? What steps have been taken (or are contemplated) to remedy these weaknesses?

Three problem areas of the Media Center have been identified with the help of the Media Advisory Committee: (1) instructional requests exceed budget resources, (2) lack of organization, and (3) insufficient professional staff. Additional operating funds will be requested. Television production services are more effectively coordinated under the Regional plan developed and, nine additional professional staff positions have begun to be transferred from Florida Atlantic University to Florida International University.

- D. Center for Environmental and Urban Problems: Florida International University is engaged in a joint effort with Florida Atlantic University to study the urban and non-urban environment in South Florida.

The scope of the activities of the Joint Center includes:

- (1) Grants to faculty and students at both institutions for research which has short-range applicability to South Florida.
- (2) Development of a regional information center for use by public and private agencies in the area.
- (3) Publication and distribution of a monthly journal: "Florida Environment and Urban Issues".
- (4) Support of environmental and urban studies programs and continuing education courses.
- (5) Service to a number of voluntary state and local boards and ad hoc committees, and

service in an advisory capacity to state agencies.

- (6) Several long-term-in-house research projects dealing with the South Florida environment.
- (7) Facilitation of communication between faculty and the public and private sectors.

The Center assists governmental agencies, business organizations, civic groups and individuals as they work to improve the quality of urban life and our environment generally. A separate budget was allocated by the Florida Legislature for the 1973-74 academic year.

E. Center for International Affairs

The Center for International Affairs is conceived as a catalyst and coordinator of international activities throughout the University, and relies upon and develops the interest and expertise of both faculty and students in activity areas of international significance. The Center pays special attention to the relationship between Latin America and the Caribbean nations, on the one hand, and the United States on the other hand.

Some of the international activities of the University have been: the development of certified programs of studies; presentations by distinguished professors and lecturers; conferences, workshops and seminars; exchanges of students and athletic teams; action-oriented research in several circum-Caribbean nations; international travel on the part of faculty for the purposes of research, participation in academic events and the establishment of contacts for additional international activities.

(See Section I of this Report).

F. Are there additional special activities of the institution other than those already described above?

Foreign Travel and Study: Faculty members and staff are permitted to use institutional funds for foreign travel for professional purposes in accordance with the institutional travel regulations and procedures.

Foreign study travel by students enrolled in the University are planned and coordinated by the individual academic units. The Division of Student Services assists American national students desiring to travel abroad for study purposes.

Foreign national students are assisted by the Division of Student Services in terms of adequate housing in the area, health care, and cultural or social difficulties they may encounter while in the United States. Presently, the University annually takes part in Operation Amigo.

(7) Facilitation of communication between faculty and the public and private sectors.

The Center for International Affairs is organized to coordinate and coordinate the activities of the University in the area of international affairs. The Center is organized to coordinate and coordinate the activities of the University in the area of international affairs. The Center is organized to coordinate and coordinate the activities of the University in the area of international affairs.

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X - GRADUATE PROGRAM

1. Chart the organization and administration of the graduate program.

Selected graduate programs at the Master's level are offered in the School of Business and Organizational Sciences, the School of Education, and the School of Hotel, Food and Travel Services. The current policy of the University places the responsibility for the organization and administration of graduate programs with the Dean of the initiating College or School. The establishment of a separate office for Graduate Studies under the Vice President for Academic Affairs will be considered as the number and complexity of graduate program offerings increases.

As an upper division University, it is expected that many faculty will participate in graduate level instruction. Faculty recruitment has been conducted with that consideration in mind. During the past year, a significant percentage of the faculty in the three professional Schools noted above have taught graduate courses in their respective graduate programs. Growth in enrollment and major improvements in curricula may result in the recruitment of even more graduate oriented faculty.

2. Summarize the policies governing admission of students to each graduate program.

Students seeking admission into graduate programs must meet the minimum standards set forth by the Florida Board of Regents, which are as follows:

- Bachelor's degree or equivalent from a regionally accredited university or college.
- "B" or better average in all work attempted while registered as an upper division student for the baccalaureate, or a total quantitative-verbal score of 1,000 or higher on the Graduate Record Examination or an equivalent score on some other measure specified by the University.

An applicant, therefore, who does not have a "B" average on his upper level work is required to present a score of 1,000 on the Graduate Record Examination

(School of Education and School of Hotel, Food, and Travel Service) or 450 on the Admission Test for Graduate Study in Business (School of Business and Organizational Sciences). Grades earned at institutions with non-traditional grading systems, including Florida International University, are treated equally with students who present grades from institutions with traditional grading systems.

All graduate applicants to the University, regardless of previous grade-point average, are required to submit the appropriate aptitude test scores. For School of Education and School of Hotel, Food and Travel Services applicants, the required test is the Aptitude Test (quantitative and verbal section) of the Graduate Record Examination; for applicants to the School of Business and Organizational Sciences the Admission Test for Graduate Study in Business. Florida Board of Regents policy allows a dean to admit applicants who fail to meet these criteria but not in excess of ten percent of all those accepted.

3. List graduate programs pending and not recorded in the section on educational program in this report.

a. The following list of proposed graduate programs have received final planning authorization from the Florida Board of Regents:

<u>College/School</u>	<u>Program</u>	<u>Initiation Date</u>
Education	Business & Office Education (M.Ed.)	September, 1975
	Health Occupation Education (M.Ed.)	September, 1975
Health and Social Sciences	Criminal Justice (MS)	September, 1975

b. The following list of proposed graduate programs have been submitted for initial planning authorization by the Florida Board of Regents.

<u>College/School</u>	<u>Program</u>	<u>Initiation Date</u>
Arts & Sciences	Psychology (MS)	September, 1976
	Economics (MS)	September, 1976
	Mathematical Sciences (MS)	September, 1976

<u>College/School</u>	<u>Program</u>	<u>Initiation Date</u>
Business and Organizational Sciences	Public Administration (MPA)	September, 1975
Education	Curriculum & Instruction: Home Economics (MS)	September, 1975
	Recreation Management (MS)	September, 1975
Health & Social Sciences	Dietetics & Nutrition (MS)	September, 1974

4. List and briefly describe any external and/or non-traditional graduate degree programs which may be offered by the institution.

The offering of graduate level external and/or non-traditional programs is not contemplated at the present time.

5. Based on Standard X (Graduate Programs) of the Standards of the College Delegate Assembly, what weaknesses have been identified by the institution? What steps have been taken (or are contemplated) to remedy these weaknesses?

As originally conceived, the graduate programs of the School of Business and Organizational Sciences were not effectively meeting the needs of the students. Both programs have been substantially improved. Whereas the initial MBA program was a 90 quarter hour program for full-time students without business undergraduate degrees, the revised MBA program has been changed to include the following features: variable length for business and non-business undergraduate majors; largely evening courses for either full-time or part-time students. The enrollment rose from 4 students in 1972-73 to 350 students in 1973-74. On the other hand, the MSM program has been changed from a part-time program for students with undergraduate business degrees and consisting of a 45 quarter hour core curriculum, to a specialized program without core requirements having four tracks: accounting, health care, real estate, and public administration.

Further improvements in the graduate business programs have been made. Admissions procedures, forms, testing information are centralized in the Dean's office. A descriptive brochure has been prepared. Specific counselors have been assigned for each of the four MSM tracks. MBA courses are published one year in advance. And, catalog descriptions have been clarified.

The current absence of uniform graduate program policy may engender some difficulties as the number of requests are made by individual units for graduate level programs. At present, the academic units rely only upon the policies and planning guidelines of the Florida Board of Regents.

XI- RESEARCH

1. Describe briefly the institution's program of contract research.

A summary of the grants, donations, and research contracts for each year from 1970-71 to the current academic year is given in Exhibit XI-A.

Until recently an ad hoc administrative office for contracts and grants was housed in the Office of Special Programs. Overall responsibility for contracts and grants has now been assigned to the Office for Academic Affairs. Each academic dean or other major area head is presently responsible for encouraging and assisting in the preparation of contracts and grants within his area. A position has been budgeted for an administrator for the contracts and grants activities, and an appointment will likely be made before the end of the current academic year.

2. Based upon Standard XI (Research) of the Standards of the College Delegate Assembly, what weaknesses have been identified by the institution? What steps have been taken (or are contemplated) to remedy these weaknesses?

Standard XI suggests that the drain on faculty time occasioned by the faculty having to search for, and administer, contract research grants can be minimized by assigning those responsibilities largely to departmental administration. The recent shift of the Office of Contracts and Grants to the Office of the Vice President for Academic Affairs, and the assignment of funding and administrative leadership to the respective deans, has yet to improve the effectiveness with which contract research is conducted. In the recent Accreditation Task Force Survey, 40 percent of the faculty felt that the present emphasis on research at the University ranges from poor to very poor; and the 93 percent felt that the future emphasis ought to range from very high to medium.

Finally, an entirely acceptable institutional policy on research -- which provides released time and support for many other kinds of scholarship that might be related to the basic goals of this University -- does not exist. Until such a policy and the appropriate funding are developed the University will be hindered

in meeting fully that section of the Standard which says the "The administrative officers of the institution should provide support and time for those who are not in a position to seek grants."

A summary of the grants, contracts, and research contracts for each year from 1970-71 to the current academic year is given in Exhibit A-2. Overall responsibility for grants and contracts has now been assigned to the Office for Academic Affairs. Each academic dean or other major area head is presently responsible for encouraging and assisting in the preparation of contracts and grants within his area. A position has been budgeted for an administrator for the contracts and grants activities, and an appointment will likely be made before the end of the current academic year.

Standard XI (Research) of the Standards of the College Delegate Assembly, what weaknesses have been identified by the institution? what steps have been taken (or are contemplated) to remedy them?

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Finally, an entirely acceptable institutional policy on research -- which provides released time and support for many other kinds of scholarship that might be related to the basic goals of this University -- does not exist. Until such a policy and the appropriate funding are developed the University will be hindered

