

A NONTRADITIONAL SELF-STUDY
PREPARED BY FLORIDA INTERNATIONAL UNIVERSITY

Presented To
The Southern Association Of Colleges And Schools
For Reaffirmation Of Accreditation

November, 1979

Base Year 1978-1979

VOLUME I

PROLOGUE

Events of the last quarter century have reflected massive interest in finding new approaches to education. People of every age and background are dreaming of a better future. For many, education becomes a condition precedent to living that dream.


Florida International University was conceived and built to help meet the rising expectations of a growing, diversified, urban, international community. The demand for comprehensive higher educational opportunities and services in the region is rising, reflecting the increasing dependence from the state to support the needs of a large, diverse community with the size, wealth, and progress of the nation's great urban centers. We are grateful for the generous support and leadership.

Through the support of the highest educational achievement ever in the history of education, we are committed to the pursuit of new improvement in quality, risk-taking, and the positive, progressive development of the individual.

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confidence in institutions providing a quality education, and during the wrenching effects of deflation, inflation, and other economic conditions, we have tried and will probably continue to try to improve the quality of education, administration, and patronage of the University. We are confident that the University should prosper rather than blight the land with a high unemployment rate.

The University is committed to help in developing capacity to meet the needs of the community. We are committed to higher education with an international focus. It is our responsibility to make us aware of the needs of the community. This brochure goes to all the members of the Florida International University community and the Miami metropolitan area. We are confident that together we will meet the challenge of the future.



Base Year 1978-1979

PROLOGUE

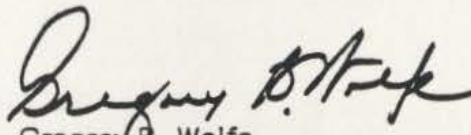
Events of the last quarter century have reflected massive interest in finding new approaches to a host of socio-economic problems. People of every age and circumstance have clamored for an opportunity to live the American Dream. For many, education became a condition precedent to living that Dream.

Florida International University was conceived and built to help meet the rising expectations of a growing cosmopolitan, urban, international community. The demand for comprehensive higher educational opportunities and services in the region is clear. Achieving the necessary commitment from the State to support the urban university at levels commensurate with the size, wealth, and prospect of the community is a leading challenge for university supporters and leaders.

The University opened to the largest initial enrollment ever in the history of American higher public education. Its growth in size, improvement in quality, rise in distinction and visibility have all underscored the positive, progressive developments of the first years' operation.

Combating the Vietnam era's crises of public confidence in institutions generally and in higher education particularly, enduring the crunching effects of inflation on consumer costs and community needs have tried and will probably continue to try the skills and patience of professors, administrators, and patrons of the University. But these are surely anxieties that should sharpen rather than blunt the new efforts of a new university to do its job unusually.

Our Nontraditional Self-Study was designed to help us sharpen our capacity to meet our commitments and our responsibility for public higher education with an international dimension. I believe it has helped significantly to make us aware of the need for continuing self-examination. My gratitude goes to all the members of the Florida International University community and the Miami Metropolitan region who have cooperated in our study. Together I believe we will meet the challenge to chart the future successfully.


Gregory B. Wolfe
President

VOLUME I - THE UNIVERSITY

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Adapted from the Role and Scope Report
Submitted to the Board of Regents
Summer, 1979

OVERVIEW

Florida International University was established by the Florida State Legislature in 1965 to provide higher education opportunities for students, services to the Greater Miami metropolitan area, and to foster international understanding. Before the University was opened, South Florida's largest urban area was without an institution of public higher education offering bachelor's and master's degrees.

In 1979 the University has a growing student population of almost 11,000. It serves its clientele from two major campuses in Greater Miami and several subsidiary locations. Steady progress has been made in developing upper-division undergraduate and graduate degree offerings which emphasize preparation in the urban professional education, technology, public affairs, hospitality management, and business.

PART I

THE ROLE AND SCOPE OF THE UNIVERSITY

A great diversity of ethnic groups and income levels are found in the people of Southeast Florida. The University's geographic service area—primarily Anglo, Black, and Hispanic—includes significant numbers of Haitians, French Canadians and other foreign nationals. The median age of the population in Southeast Florida is approximately 37 with a high number of retirees concentrated in the North Miami and South Broward County area where the University's North Campus is located.

People have come together in this region in ways which have caused the emergence of major social and human problems requiring the establishment of unique activities which focus on the problems. Discovery of solutions for these problems, which are being experienced by both the native and international community in Southeast Florida, requires the instructional, research, and service support of a quality public university which can be responsive to diverse needs of an urban area. This urban identity provides the University with a non-traditional clientele which affects programs, course offerings, and delivery systems. The community becomes a living laboratory within which students and faculty learn and simultaneously render a unique service that would be impossible without the presence of a public university. A symbiotic relationship exists between Florida International University and the community.

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A great diversity in age, race, ethnicity, religion, national origin and income are found in the people of Southeast Florida. The University's geographic service area--primarily Anglo, Black, and Hispanic--includes significant numbers of Haitians, French Canadians and other foreign nationals. The median age of the population in Southeast Florida is approximately 37 with a high number of retirees concentrated in the North Miami and South Broward County area where the University's North Campus is located.

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Both Miami and the University have the potential of being the beneficiaries as the activities of the variety of postsecondary institutions found in this urban center are synergized. The presence of Miami-Dade as the largest community college in the nation, the University of Miami, Barry College, Florida Memorial College, Biscayne College, Broward Community College, and educational centers for medical, marine and international research create rare opportunities for the sharing and blending of educational experiences and outcomes. Florida International University, because it is a State University, will be taken into consideration in future program planning and development the ways in which appropriate sharing can be accomplished.

In fulfillment of its international commitment, the University has been developing educational concordats with overseas academic institutions and foreign government departments. These agreements provide for degree study and research in higher education for foreign nationals. They also provide rich opportunities for the University faculty and students to expand their horizons through international experiences for quality learning, research and service abroad.

The reputation and attraction of the University to local and international students has been notable since the first enrollments in 1972. Working students who can usually attend only on a part-time basis constitute over half of the student body and help to foster an atmosphere of rigor, career experience, and high expectation of quality. The attraction of the University for international students as well as Americans is expected to grow significantly when housing and a more complete array of professional master's degrees and selected doctoral programs are made available.

Developing cooperative master's and doctoral programs with sister institutions in the State University System has also become a reality. As the clientele and demand for any program grows and as resources become available, Florida International University will gradually accept full and sole responsibility as the degree-granting institution.

The State University System is now studying the "upper-division concept." Among the possibilities for change in the way the State offers lower-division instruction is for Florida International University to provide a complete program at

the lower division level on a limited access basis. The University's own study to date leads it to propose that alternative. The proposed lower division might affect the University's international role and its planning for on-campus housing. Housing is contemplated also to help conserve energy and to enhance the international student program.

CURRENT STATUS AND PLANS FOR CHANGE

Florida International University is an upper division and graduate University. The mean age of the students is 29+ with an extended age continuum among all students served. Because the University is located in a dynamic, ethnically diverse, urban center there is a need for a vast number of offerings to satisfy the demands of individuals seeking to upgrade technical and professional skills required by an urban community. The University also provides course offerings to encourage the demands of students who wish to pursue the goals of lifelong learning. A complex, modern, expanding metropolis demands an equally complex, full-service university which can meet its needs.

Approximately 11,000 students are now served by the University. These are both part-time and full-time students. Ninety-three percent of the students served by Florida International University are residents of Florida. Twenty-seven percent are unclassified or non-degree seeking students. Forty-three percent of all course offerings begin after 5:00 in the afternoon during the week or on weekends and 51.7 percent of all instances of enrollment occur in these classes. The University is beginning to meet its international mandate since nearly five percent of the students currently enrolled at the University are on student visas and represent over 61 countries.

It should be apparent that the University serves a very atypical clientele. As a contemporary urban university located in a city of more than 1.5 million people, the University's pattern of student support services and enrollment is also atypical. For example, the Division of Student Affairs offers services well into the evening hours. Services such as Financial Aid, Veteran's Affairs, Career Development and Placement, and Cooperative Education are given increased importance because of the older and more independent student body. Since all students transfer from other institutions at the present time, the University has created an Office of School and College Relations with the responsibility of monitoring and facilitating the articulation agreement between the University and community colleges.

Approval was given by the Board of Regents in 1977 to plan for the housing of ten percent of the students on both the North Miami and Tamiami Campuses. Based on the assumption of a limited lower division and given the desirability of attracting international students, campus housing will be constructed quickly. The first phase of the housing program is expected to be funded by a combination of HUD and/or Revenue Bonds by 1983.

It is expected that the student population will continue to grow until the year 1985. With the operation of the three educational sites—on Tamiami Trail, in North Miami and at the New World Center—it is expected that approximately 16,400 students will be enrolled in courses offered by the University in 1985.

Off-campus programs offered by the University will continue to play a role in the total program development of the University because of the large geographic service area, and the unique mix of those students seeking university services. Off-campus credit courses are offered which bring the University to the people in distant locations such as Key West. It offers educational activities as well in community centers and business centers in the greater Dade-Broward area. Many of these courses are offered as part of degree programs and provide opportunities for study to interested citizens.

Through Sponsored Credit Institutes either on-campus or at another site, the University can offer special certificate programs in conjunction with State agencies or other sponsors at their request. Among the sponsored credit institutes offered by the University are an MBA program given in Venezuela; a program in technology with IBM in cooperation with Florida Atlantic University; accounting and technology programs; a training program for military club managers and special programs in Modern Languages.

The Outreach Program offers conferences, workshops and non-credit courses to upgrade skills and knowledge within a particular field and to provide the community with opportunities to take part in educational experiences which would otherwise not be available. Virtually every program in the University is involved in some non-credit course and conference generation and delivery. During the 1977-78 academic year, 95 programs or activities were offered with more than 5,520 participants being served. This University effort is constantly growing and may

offer well over 150 programs by 1985 which would serve more than 18,500 individuals.

There are several special programs currently underway. One of the newest is the Faculty Scholars' Program which brings a select group of able students directly from high school into the University. Approximately 40 students will participate in this program in the Fall of 1979. The Faculty Scholars Program would become a part of the University's proposed lower-division program.

Another special program at the University is the Southeast Florida Educational Consortium. A cooperative effort, it brings together local community colleges and universities in a spirit of mutual concern and commitment to provide for the varied educational needs of our region. The intent of the consortium is to maximize the impact of the educational communities on the Southeast Florida population and to avoid costly duplications and oversights when planning for the future.

A number of multi-disciplinary centers and institutes are also housed at the University. These function as important instruments in facilitating the urban mission to the community. Among these are the Center for Labor Research and Studies, the Cultural and Human Interaction Center, the Institute for Women's Studies, the Institute for Creative Communications, the Institute for Consumer Affairs, the Elders Institute, and the FIU/FAU Joint Center for Environmental and Urban Problems. These programs have been actively seeking external financial support and represent vehicles to channel grants and contracts into the University. Such support totaled more than \$1.5 million during the 1978-79 fiscal year.

The University also has a number of externally funded Hispanic community service programs operating out of its Outreach office. These include the Tri-ethnic Bilingual Program, the Hispanic Consumer Educational Program, the Spanish Total Experience Learning Lab. The University has also recently opened a Little Havana Outreach Office. There is a total commitment on the part of the University to support quality endeavors. Special attention will continue to be given to programs and other educational opportunities for low income students, minorities, the handicapped, veterans, women and through the Consortium efforts, to the community college students.

Programs which demonstrate quality by meeting the standards of the discipline or field of study are supported as they also demonstrate a commitment to quality instruction and service. Such quality instruction and service are generally assessed by national accrediting associations as well as through student evaluations and input from local practitioners and professional associations. Advisory committees to specific professional schools and programs are drawn from the ranks of practicing urban professionals to provide the particular school with data on the appropriateness of training and to validate program quality.

Because of its relatively new position in the community and the embryonic nature of many of its programs, the University anticipates an on-going process of assessing institutional goals and objectives and community needs. The addition of new programs or expansion and modification of existing programs will come in response to increasingly evident community needs. It follows that new student enrollments will flow into these new and expanded programs developed by the University.

Resources needed to accomplish this ambitious mission will have to be generated from a combination of sources. Additional resources may be available from the quality improvement efforts of the State Legislature. Even with this source of revenue, additional funds will be necessary to fully support program development. Of necessity then, the quest for funding excellence must be extended to private sources and federal grants. The operation of sponsored degree and non-degree certificate programs as well as other conferences, short courses, and non-credit workshops are expected to be on a "profit center" basis which will make them self-supporting. Alternative plans are being made to shift resources within the University to make available some of the necessary funds for continued program development.

PROGRAM FOCUS AND DEVELOPMENT IN THE FUTURE

The University is committed to program development focusing on the urban and international imperatives already described and it has five primary international goals and strategies. The first of these is to increase the involvement of academic units in international education, training, and research. The international focus embraces the concept of urbanism, for as an urban institution there must be commitment to the problems of urban centers around the world. Because

100 to establish
data base 13-19-80
to evaluate future

of a major and unique thrust of the University deals with international education, training, and research, an International Affairs Center has been developed. The cooperative efforts of the academic units with this Center may be the single greatest impetus for student body growth of the University over the next five years. The International Affairs Center is responsible for developing, supporting, and coordinating the University's international activities working with each of the academic units which are responsible for programs, faculty and delivery systems. This is primarily an external activity which currently involves the academic units in over 20 countries, primarily in Latin America.

The second goal is to respond to the international education, training, and research needs of Miami, which has become a major urban area with a special international definition. The third goal is to expand the international components of the University curriculum in terms of existing and new degree offerings and certificate programs. This will become more and more a key element of the University's international thrust which will permeate all graduate, undergraduate, and non-degree programs. Strong research operations will be related to each program area.

Fourth is the intention to increase significantly the international student body over the next five years. It is expected that the increase would be accompanied by a fee policy which would assure that no additional cost to the State would result. Lastly, students from across the United States will be recruited who wish to prepare for internationally related careers.

special funding
out-of-state compensation

The urban and international thrust of Florida International University is reflected institutionally as well as in its individual college and schools. Three programs are currently emphasized to respond to this mission: The International Banking Center, the Multilingual/Multicultural Center, and the Hospitality Management Program. Further, each academic unit of the University has developed, and will continue to develop, programs consistent with this direction.

The College of Arts and Sciences: This academic unit shares with the other schools of the University the role of providing quality educational opportunities in order to prepare people for specialized training for the urban professions. Although the role of the College must derive from its traditional focus on the

fundamental intellectual disciplines, there is recognition of the responsibility to respond to the special demographic and cultural features of Miami and South Florida in both classroom activity and research.

Within a quality university, research and education are, of course, international in scope and consequences. Within the Miami area, there are myriad and varied opportunities which can be used to prepare students for international careers and living. The College of Arts and Sciences is taking advantage of these many opportunities and will continue to support research and teaching focusing on international aspects of all disciplines, particularly in the area of Caribbean and Latin American Studies where the University has already demonstrated a competitive advantage.

Although the offering of bachelor's degrees in the traditional disciplines as well as in those areas which address contemporary interdisciplinary concerns will continue to be a major role of the faculty in Arts and Sciences, new opportunities will be sought for appropriate combinations of liberal arts fields and more specifically career oriented programs. Continued development of selected master's degree programs and the provision of opportunities for able students to accelerate in combined B.A./M.A. or B.S./M.S. programs is envisioned. Some limited development of selected doctoral programs is also anticipated as special needs can be demonstrated.

Because students learn best from faculty who are actively engaged in research, there will be continued encouragement for research involvement, not only in areas for which external funding is available, but also in the more esoteric and traditional fields.

The School of Business and Organizational Sciences: The core mission of the School of Business and Organizational Sciences is the Education, training, and the provision of conceptual, analytical, and human skills to students so that they can become effective and productive members of society. The emphasis of the educational and research components of the School is on business related subjects such as accounting, finance, banking, insurance, real estate, marketing, transportation, management, and information systems as they pertain both to the United States and as they focus on the international dimension of the University. As a

response to urban demands, the School of Business and Organizational Sciences consults with and serves the interest of small business firms through Small Business Administration (SBA) programs. This activity will be further strengthened by establishing a Small Business Development Center at the University.

Several certificate programs are also offered by the School of Business and Organizational Sciences to assist business firms in the areas of insurance, finance, banking, transportation and real estate. The School will, in the future, offer more extensive programs and services in the heart of downtown Miami as well as making special efforts to recruit, develop and retain students from minority communities with different cultural and linguistic backgrounds.

For the School of Business and Organizational Sciences, the international component of the University will be achieved through the development and strengthening of quality oriented programs in international business, accounting, finance, management, marketing and other well-defined business subjects. An International Executive Development program is soon to be established which can be conducted on one of the campuses of the University, on the premises of multinational companies located in Miami or in selected locations in foreign countries.

There will be a determined recruitment of high quality international students as well as a recruitment of high quality native students. Faculty and/or student exchange programs between Florida International University and selected foreign universities will be developed shortly. Educational consortia to offer programs in selected international locations with both private and independent universities are also on the horizon. Foreign-based degree programs in addition to the MBA offered in Venezuela are now under consideration. A cooperative doctoral program in business is also being discussed.

Although the School of Business and Organizational Sciences has already achieved some national visibility through the research and publication records of its faculty, progress will be continued in this attempt to contribute to the total profession through monographs, textbooks, and research papers.

The School of Education: Preservice teacher education had been the chief mission of the School of Education with instructional programs being based

primarily on the University's campus. With the emerging need for K-12 school-based instructional activities, improved staff development programs for public school personnel, and research which relates directly to the problems encountered by urban school systems, the mission of the School of Education has recently and dramatically changed. The new mission of the School reflects commitment to the need for systematic planning and management of instructional programs as a result of a collaborative relationship among the School of Education, the county school authorities and other educational agencies in South Florida and abroad. The primary focus will be on staff development of already employed public school personnel. Preservice teacher and administrator education will be retained as one objective of the School, but it will be reformed to train teachers in those skills which are required in an urban or international setting.

Programs will be developed in Urban Teacher Education, Urban Educational Management and Assessment, and Urban Community Education. Existing and new programs will also reflect commitment to the multilingual, multicultural nature of the urban environment with programs concentrating on a variety of training activities including bilingual teacher education, migrant education and research in the education of Hispanic-Americans.

The School of Education will become the major center for educational research and dissemination focusing on policy, personnel management, curricular and evaluation needs in urban schools.

Plans are also being made for the creation of programs in International Personnel development, foreign student programs, a Technical Assistance Center for educational advancement in developing nations, and doctoral and master's degree programs in International Development Education. It is expected that the International programs in the School of Education, as in other academic areas, will result in the acquisition of significant external financial resources.

The demand for doctoral study is substantial, encompassing requests for specializations in urban educational administration and instructional leadership, bilingual education, technical-vocational education, education of the handicapped and human resources development. A cooperative doctoral program in Educational Administration is being offered through the University of Florida. Other cooperative doctoral programs are being planned.

Educational centers will be planned to provide for graduate research and study in such matters as federal educational policy and management and international educational planning and development. A major evaluation and reorganization of the School of Education has been planned and initiated. This will result in the termination of some unnecessary or unproductive programs.

The School of Hospitality Management: One of the original five programs designated as a Program of Distinction in the State University System, the School of Hospitality Management has already earned an international reputation. It now ranks among the top three Hospitality Management schools in the United States. The mission of the School is to serve as a partner in education with the Hospitality Industry which implies a mission with urban, state-wide, national, and international components.

A considerable number of students from around the world are attracted to the School. Twenty percent of those currently enrolled are international and this percentage is expected to increase. Efforts in providing technical assistance to countries in the Caribbean and other parts of the world have begun and are expected to continue. Faculty members have and will regularly participate in executive seminars for hotel companies operating in the international market.

Although no new programs or majors are currently planned, changes in content and emphasis in existing programs will occur as there are changing needs and demands in the industry the School serves.

Much effort has been and will continue to be focused on the training, upgrading and educating of personnel in the Hospitality Industry in Dade County. The School is also currently working closely with the Tourism Development Council to initiate a positive image-building program for the County which will include a marketing and promotion campaign to build tourism.

Extensive tourism research is being planned which will involve faculty members and graduate students from several academic units of the University. Research in the field of energy management, equipment design and utilization in cooperation with the School of Technology will carry a high priority.

The School of Public Affairs and Services: The School of Public Affairs and Services was created in 1978 to provide an effective response to the needs of these public, quasi-public and non-profit organizations which seek to address critical urban public and social service problems. This urban mission will be addressed through the School's existing and proposed degree programs, Institutes, other non-credit activities, and its expanding urban research focus. Over the next five years, the School anticipates increased collaboration with, and a greater utilization of, jurisdictions and relevant organizations in the Miami region as a laboratory within which students can be trained and faculty can contribute their expertise toward improving public sector management and social service delivery.

The School regards the University's international mission as an especially significant one. Working closely with the International Affairs Center it has assisted in the development of a degree program in Mexico. Other potential credit and non-credit programs are being considered in such countries as Mexico, Panama, and Venezuela.

At the master's degree level, the School proposes the establishment of a unique management/policy/evaluation oriented Master's of Social Work (MSW) degree, and is examining the feasibility of a master's degree in Judicial Administration. The School will also seek to achieve greater cooperation between other academic units through joint degree programs designed to maximize existing faculty resources.

There is specific interest in examining the market potential and desirability of offering the doctorate in the areas of public administration, social work, and health services administration. Internal decisions and analyses related to each of the projected programs will be undertaken over the next five years with priority attention being given to offering the doctorate in public administration within the next three years.

The provision of non-credit programs is one of the School's major missions. In 1978, the Institute for Public Management was created specifically for the purpose of coordinating activities related to such activities as the provision of training and the development of workshops. In addition to its own training activities, the School has worked collaboratively with the Office of Continuing Education and the Joint

Center for Environmental and Urban Problems. These activities will be expanded over the next five years, as the faculty of the School seek to work more closely with organizations throughout the region which provide human services.

Finally, recognizing the professional development needs of an expanding number of middle management professionals in public and human service agencies throughout the region, the School also anticipates the development of several Certificate Programs.

Over the next five year period, the School will develop incentives and special initiatives to foster the development of sponsored research proposals by the faculty. The School will give particular attention to the development of joint projects with other academic units of the University.

The School of Technology: Because the School of Technology offers programs ranging from engineering technology to allied health and communications, there is impact on a wide range of needs of an urban community. The engineering, construction and industrial programs supply employees and expertise for respective industries. Aeronautical and construction industries utilize graduates from a wide variety of our programs. The clothing and textile industry is calling heavily upon students from the Home Economics area.

The health delivery system, a major industry in the community, has been able to improve the quality of service rendered and expand the services available to the community through the graduates of the health programs. A limited amount of applied research, specifically related to this urban community, has also been conducted in all of the present programs and has been used for the improvement of goods and services to the community.

The School is also committed to promoting technological and health related support for other countries. Several cooperative programs have and will be established to promote this partnership. Further, the growth of programs conducted by the International Housing Institute will continue to contribute towards solving a major, world-wide problem.

In order to continue serving International needs and needs unique to the urban community, master's level programs both in health and technology are a necessity. The Department of Dietetics is ready to pursue planning for a Ph.D. degree. The engineering technology programs will be developed to include accredited undergraduate engineering degrees and master's programs. With proper development of other master's degree programs in technical and health disciplines, research and continuing education for the community, the School of Technology can keep pace with current and future needs for advanced education. There are plans to expand the communications technology program to meet the needs of the highly concentrated communications industry in the community.

PART II

THE URBAN AND INTERNATIONAL DIMENSION

In one sense, the Self-Study has focused on the generic concept of what constitutes a university. This is appropriate because the University recognizes that its primary reason for being is based on the specifications within that concept. Two non-generic dimensions are brought to bear in shaping the character of Florida International University. These are the Urban Dimension and The International Dimension.

THE URBAN DIMENSION

Location alone cannot produce an Urban university. Urban universities not only function in urban centers but also interface with the institutions and individuals within that center. In every case collaborative and cooperative efforts of the university must be strongly influenced by the fundamental character of the specific academic institution.

PART II

THE URBAN AND INTERNATIONAL DIMENSION

Florida International University has effectively blended teaching, research, and service in order to achieve the urban interface. Perhaps the most important component of this interface is represented by a curriculum designed to serve the urban professional: education, technology, public affairs, hospitality management and business. Each program provides pre-professional, graduate and inservice training in the form of formal classes (on and off campus), conferences for continuing education credit or for personal development and workshops. These activities are overseen by the Vice President for Academic Affairs and/or are coordinated by the Associate Vice President for University Outreach and Services with the appropriate academic unit. The same activities are considered intricately related to both the teaching and service functions of this urban University.

Off-campus and Weekend Credit Courses are scheduled at the request of community groups and in conjunction with the appropriate academic class. This results in an outreach effort which is directly responsive to expressed community needs and consistent with on-campus academic programs, policies and enterprises. The effort has been greatly enhanced by an extensive pool of available adjunct professors within the urban setting. Tables that appear on page seventeen have been reproduced from regular Quarterly Activity Reports to document (in this one area) the scope of the University's involvement with its urban community.

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The Institute for Women's Research and Studies

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ESAA Race Relations Project Cultural and Human Interaction Center

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University Outreach Programs are developed beyond formal course offerings. The University currently interfaces with the community in ways that affect a broad spectrum of the affairs within local urban community. This impact is apparent in the following examples.

- The Institute for Women's Research and Studies

The Institute, founded in 1973, is guided by a council that consists of faculty, staff, students and community leaders. Offered are programs in management development, and career counseling. During the past five years, more than 10,000 people have been served by over 200 programs. The Institute for Women's Research and Studies has received awards for its "Women in Prison Program" and its "Career Options and Opportunities," a WPLG-TV Channel 10 television series.

- Institute on Sexism

The Institute works with teachers, counselors, and administrators in an effort to eliminate sex discrimination and sex-role stereotyping (following federal guidelines established under Title IX). Conferences and workshops, involving approximately 1,100 counselors, teachers and administrators are held each project year. Nearly every public school in Dade County has been visited on behalf of the Institute. A limited number of workshops have been conducted for gifted students, problem students and students participating in career day. The Institute has been in operation since the 1975-1976 school year.

- ESAA Race Relations Project (Cultural and Human Interaction Center - CHIC)

This project is a Human Relations Training Program for students and school-system personnel. During the last five years this program has worked in Dade and Broward secondary schools to reduce racial stereo-

OFF-CAMPUS AND WEEKEND CREDIT COURSES

	Fall, 1978			Winter, 1979			Spring, 1979		
	Tamiami	North	Total	Tamiami	North	Total	Tamiami	North	Total
Incidents of Enrollments	1,122	858	1,980	1,129	698	1,827	583	435	1,018
Number of Courses	55	43	98	49	22	71	29	17	46
Credit Hours Generated	5,098	4,007	9,105	5,040	3,349	8,389	2,628	2,069	4,697
Average Class Size			20.0			25.7			22.1
Average Credit Hours per Class			92.7			118.1			102.1
Courses Taught by Regular Faculty	34	26	60	31	12	43	13	6	19

OFF-CAMPUS AND WEEKEND CREDIT COURSES
BY COUNTY SERVED

Courses Offered in Various Counties	Fall 1978	Winter 1979	Spring 1979
Dade	78	56	35
Broward	7	7	5
Monroe	2	2	3
Bradford	3	1	0
Hillsborough	2	1	1
Lee	1	3	0
Palm Beach	3	1	1
Sarasota	1	0	0
Orange	0	0	1

typing. Through training sessions, workshops, rap groups and classroom interventions, the ESAA program reaches approximately 12,500 students and up to 1,000 teachers, counselors and administrators each school year. The program operates an ongoing program in five to eight schools per year and serves students from many other schools through training sessions, workshops and on special invitations.

• Coconut Grove Crime Prevention Project

This project is a delinquency intervention program aimed at reducing crime among a select group of young people who have a history of repeated criminal involvement.

University personnel collaborate with administrators, attendance clerks and counselors at the schools that are attended by the program participants. Members of the group are from as many as eight different elementary and junior high schools in a given year. The program has been in operation since 1975.

• International Institute for Creative Communication

This institute has operated poetry programs in Dade, Broward and Monroe County Schools. These programs have brought approximately 50 young practicing poets into direct teaching contact with elementary school children through a four-lesson course which, among other things, teaches students how to organize ideas and express emotions in writing. The Institute has published eight anthologies of poetry by local children and has been asked to prepare an anthology that would represent the creative work of the children in similar programs throughout the state.

Approximately \$250,000 in grants (supported on a matching basis by the School Boards of Dade, Broward and Monroe Counties) have been obtained to operate these programs. Other grants have been obtained to fund poetry programs for exceptional children and for birth-damaged children. These programs are being operated at several Sunland Training Centers in the state. Institute personnel have toured the state, establishing similar programs in different counties.

Center for Labor Research and Studies

This center is committed to serving the entire State of Florida as well as the local region. Staff members have designed a quinmester curriculum for Labor Studies. The curriculum has been approved and accepted by the Dade County School Board. Upon invitation the Center's staff members lecture to history and vocational educational classes in Dade County's secondary schools.

The Center for Labor Research and Studies provides a Youth Training program in Broward County. This program attempts to develop vocational skills, labor education training and career development among economically disadvantaged children between the ages of 16 and 21. The school system has provided classroom facilities and academic credits for participants in past years. However, these arrangements are currently being negotiated for next school year. The Broward School Board assigns one adult education teacher to this program for ten hours per week. The teacher provides selected participants with preparation training for the G. E. D. examination and the school system receives the FTE for each participant.

The Occupational Institute for the Handicapped is a CETA-funded project which operates within the Center for Labor Research and Studies. The Institute provides a Title II B program of classroom training to 60 physically and mentally handicapped participants at the Miami Lakes Technical Education Center (Dade County Public Schools). The focus of the training is business education. A Job Readiness Program is also provided at that facility and is sponsored solely by the Occupational Institute.

The Institute supports the efforts of the Dade School System's Division of Blind Services by furnishing fifteen staff members who provide a wide range of services to 1,500 visually impaired persons each year.

The Institute in cooperation with the School of Education is

currently planning a program designed to train parents of visually impaired infants and pre-school age children.

The Center for Labor Research and Studies has conducted 33 non-credit workshops, seminars and non-credit short courses during the 1978-79 academic year. These programs served more than 1,500 members of labor groups, including unions.

• Tri-Ethnic Bilingual Program

Funded through a grant from HEW/OE, the program has been in operation since July 1, 1977. Its main thrust is to support the bilingual educational programs of the Dade County Public School System by developing a curriculum designed to sensitize counselors and parents to the special educational needs of Hispanic children, while encouraging a more receptive attitude towards bilingual education.

This is currently the only program in Dade County that deals with the lack of receptivity to, and understanding of, bilingual education among school-system personnel and members of this community. One of the program's components, the Spanish Immersions, has attracted extensive media coverage. Governor Graham, several county commissioners and state legislators have attended the two-week immersion. The Staff consists of a director and six employees.

• Hispanic Consumer Education Project

Funded through a Title I grant, this project has been in operation since 1977. Its purpose is to attend to educational needs of Hispanics as consumers - helping them gain access to consumer information and understand the various forms of consumer-protection action. This project also conducts a media campaign directed at Spanish-speaking consumers in Dade County. A staff of two full-time employees and two trainees coordinates the program.

• Total Experience Language Laboratories (TELL)

Due to the tremendous success of the Spanish Immersions conducted

through the Tri-ethnic Bilingual Program, the Division of Latin Affairs (in conjunction with the Department of Conferences) has begun to offer the same two-week immersion program to the general public. Consultants conduct the immersion; the Division of Latin Affairs trains the consultants and evaluates the program.

• Latin Affairs Outreach Office

Since January, 1979, the Latin Affairs Outreach Office has been operating from the Royal Trust Building. This office (located in the heart of Little Havana) was provided by the owners of the building at no cost to the University. Lacking a budget allocation to operate these facilities, the Division of Latin Affairs transferred the staff of the Consumer Education Project to its Outreach Office. Clerical support is being provided by several manpower-training programs, again at no cost to the University.

The outstanding feature of the Outreach Office is its potential to help bridge the gap between FIU and the Latin community. This Office is staffed with personnel capable of coordinating activities and programs that focus on the needs and concerns of the Latin community. It is also used to recruit potential students from the immediate area.

• Multilingual/Multicultural Studies Center

The Division of Latin Affairs and Multilingual/Multicultural Programs has also been directly involved in the development of the proposed Multilingual/Multicultural Studies Center. The concept for this Center has made steady progress in the last 18 months and funding may develop during the third quarter of 1979.

• The Elders Institute

The Elders Institute serves retired learners, generally residing in close proximity to the University's North Miami Campus. These men and women are motivated to pursue life-long learning for their own enrichment. They seek to reduce social isolation and establish a new identity after job retirement. The institute provides an environment for

intellectual, social and psychological growth for this segment of the urban population. Lectures and non-traditional courses are offered which expand awareness, up-date skills and stimulate creativity.

In recent years, more than seventeen (17) courses have been offered by 11 University faculty members and other experts in the community.

Special efforts are being made to expand the current program in the humanities as well as in public service.

The Department of Conferences

In an effort to assist the University in meeting the goal of service to the community, the Department of Conferences provides leadership and support in developing and delivering special activities to bring FIU and its many communities together in an appropriate university environment. During the 1978-79 academic year more than 46 conferences were conducted by the Department of Conference in conjunction with academic, civic, and professional co-sponsors. Over 3,350 persons participated in these events, representing the urban professions as well as the general community.

The Southeast Florida Educational Consortium represents another effort to meet the needs of the urban center. By working cooperatively with Miami-Dade Community College and Broward Community College, the enterprise has improved cooperation in academic program-planning for transfer students, made arrangements for inter-library checkout and loan privileges, and sponsored workshops and joint programs. These efforts are designed to unify the three independent institutions as a way of improving general educational services in the area.

The establishment of the Southeast Regional Data Center (SERDAC), in 1972, has made the University the home of the first regional data center within the State University System. This enterprise serves the University and Florida Atlantic University, and provides contractual services to Miami-Dade Community College and Barry College. Back-up systems have been established with the University of Miami. This enterprise serves as a prime example of public/private cooperation for mutual benefits.

THE INTERNATIONAL DIMENSION

The University is also actively involved in providing service to the local urban community through enterprises that have specific research functions. The FAU-FIU Joint Center for Environmental & Urban Problems is located in Fort Lauderdale and maintains additional offices at the University's Tamiami Campus. This enterprise sponsors relevant urban research, conducts meetings and workshops, and publishes the bi-monthly journal Florida Environmental and Urban Issues. The center focuses its efforts on issues related to the environment, growth, energy, legislative concern and action (statewide), taxation, economic growth, and planning and urban--community concerns.

The University also maintains the Drinking Water Quality Research Center. This center considers one of the most important issues facing an expanding urban center. In an effort to conduct meaningful research and service, the center is actively involved in (1) study and service with local municipalities, and (2) statewide efforts to raise the quality of drinking water.

Through a joint effort with the School of Education and the offices of Outreach and Service, the University, is currently working with the Dade County Schools to develop an Urban Educational Resource Center.

The basic purpose of this Center is to conduct and disseminate significant, relevant and useful research aimed at solving certain critical problems in urban education. The center is expected to contribute significantly to the resolution of these problems by helping local and other urban school systems in the state implement successful educational strategies with inner-city students. Implementation of this Center is currently projected for the 1979-80 academic year.

Each of the programs noted augments the work being conducted independently by the various academic units. Community involvement is sought in virtually all of these activities through student participation, community oriented advisory committees, and the use of local experts in appropriate teaching functions. Their collective effort results in an interface with the community which, in turn, provides another significant dimension to the University's character.

*Based on 1977 statistics. The International Affairs Center

THE INTERNATIONAL DIMENSION

World affairs are influencing economic, political, and social life more than ever before in the United States. Especially affected by new international developments are the people of South Florida. A bilingual metropolitan area, Miami is already recognized as a major international trade center. More than 65 international corporations are located in the immediate service area of Florida International University.

People from many countries come to Miami for business and recreational purposes. During 1977 and 1978 over 1.5 million of them came here from Latin America and the Caribbean. The Immigration and Naturalization Service reports that 369,379 foreign nationals, representing more than 140 different countries, are living in Florida.* The majority of these foreign nationals form part of the greater community which is served by the University. The economic climate of Florida, the goals, location, and constituency of the University not only justify its commitment to international education but require that commitment.

The University recognizes that there are many ways to nurture its international dimension. Students are a key factor in the international dimension of any university. The University has the highest percentage of foreign students (4.8%) of any student body in the State University System of Florida. As of the Fall quarter (1979), 1,274 resident aliens and 506 persons on student visas were enrolled in undergraduate programs. Hospitality Management and Technology are the schools with the largest numbers of international students. Of the 59 countries represented at the University, Iran, Nigeria, Colombia, Venezuela and the Bahamas have the greatest number of students.

The staff of the University's International Student Advisor and International Admissions Officer look after the concerns of international students. The highpoint of student activities at the campus is International Week, a week-long celebration of the various national tastes, styles and interests that students bring with them to the University. Faculty and administrators--as well as people from the general community--join the students for this week of activities, which produces excellent aesthetic and intellectual results.

*Based on 1977 statistics. The International Affairs Center

The International Affairs Center gives the University the tools with which to research, plan and develop the programs needed to achieve the University's goal of becoming a hub of international education. The center encourages a variety of faculty and student activities in international affairs. It sponsors research, training and educational programs throughout the Caribbean and Latin America and, to a lesser extent, in parts of Europe, the Middle East, and Asia. Faculty members contribute most to the new success of any University program. With help from the International Affairs Center, the faculty has contributed steadily and effectively to our overseas programs. This undertaking requires the active involvement of the faculty, administration, and staff in cooperation with the International Affairs Center. Through the Center, the University intends to facilitate, coordinate and most effectively utilize resources directed at international activities.

The Center (in collaboration with other units of the University) has begun to develop stable, long-term contract and grant programs that emphasize education, research, and training. These efforts have recently resulted in new international relationships and programs for the University.

Working with the International Affairs Center of the University, some academic units sponsor study-abroad programs, while others work to develop media materials and internationally oriented course syllabi to enrich the University's overseas curriculum.

Current International Education, Training and Research Programs

- Bahamas - The School of Technology delivers three bachelor's degree programs in collaboration with the College of the Bahamas (Construction Technology, Electrical Technology, and Industrial Technology).
- Mexico - In January, 1979, the Department of Public Administration in the School of Public Affairs and Services began a two-year program leading to a Master's degree in Public Administration for mid-level executives of the Mexican Ministry of Finance.

- Honduras - In 1979, the School of Education began to provide in-service training courses for the staff of an American school (the Mazapan School) in LaCeiba.
- Panama - In 1979, the University entered into an Inter-Institutional Cooperative Program with Universidad Santa Maria La Antigua. The Accounting Department of FIU's School of Business will inaugurate the program in September, 1979, with a professional conference on international accounting.
- Aruba - In April, 1979, the University entered into a cooperative agreement with the Office of Education of the Island Government to provide educational research and development services to the government. The University's School of Hospitality Management began the implementation of this agreement in the summer of 1979 by providing consultants to further develop the island's training program for its hospitality industry.
- Curaco - In 1978, the University signed an Inter-Institutional Cooperative Agreement with the newly established Netherlands Antilles University.
- Venezuela - The School of Business offers an M.B.A. Program for the Universidad de Oriente, Cumana. During 1978, the Department of Conferences worked with the Metropolitan University in Caracas to provide a professional conference on zero based budgeting in Caracas.
- Surinam - In 1978, the University entered into an Exchange and Cooperation Program in geological science with the University of Surinam. (The first exchange and cooperative activities have begun.)
- Peru - The School of Education provides in-service training for the teachers of the American School in Lima, the Colegio Franklin Delano Roosevelt.

- Kuwait - During 1979 and 1980--through the International Affairs Center, the School of Education, and Student Affairs--the University will provide consultative services to the Kuwaiti Technical Institutes, the Kuwait Ministry of Education, and the University of Kuwait.

Current Study-Abroad Programs

- Mexico/Guatemala - The Department of Anthropology of the College of Arts & Sciences offers Mayan Civilization study tours several times a year.
- Colombia - The School of Education offers a field course in Comparative Education in Cartagena. As a part of the program, the School also hosts educators from Cartagena who come to inspect school systems in Dade County.

Area Studies Programs

- Caribbean and Latin American Studies Program - CLASC, the Caribbean/Latin American Studies Program of the College of Arts and Sciences, offers a certificate in Caribbean and Latin American Studies. It has achieved the distinction of being one of the few federally funded undergraduate Caribbean or Latin American study-center programs during 1979-80. Its annual conferences have attracted scholars from many countries to study regional problems or celebrate regional achievements. In 1978, CLASC worked with the International Affairs Center, the University of West Indies and the University of Surinam to develop and host an international symposium "Towards Integration of Science and Technology with Development Needs of Less Developed Countries--Caribbean/Latin American Problems on the Eve of the UN Conference on Science and Technology Development." The collected papers of this conference were reviewed closely by attendees at the United Nations Conference on Technology and Development in Vienna (August, 1978). In 1979, CLASC also worked with the International Affairs Center, the National Endowment for the Humanities and the Florida Endowment for the Humanities to stage a conference on Latin American Theater. This

comprehensive conference attracted playwrights and actors from Latin America and the Hispanic theater of North America. It combined theatrical presentations, discussions between scholars and playwrights and the presentation of academic work in this field.

- Asian Studies - The International Affairs Center is working to develop an Asian studies program. It has funded the presentation of introductory Chinese language courses and, through the department of International Relations, has reintroduced Chinese and Japanese history to the College. The Center is seeking private funding for a full range of academic, faculty development and exchange activities in Japanese studies (to be offered by the academic units).

Global/International Studies

- The International Affairs Center and the School of Education have collaborated in staging curriculum development workshops in the field of global studies. They have also surveyed social studies teachers in the Dade County public school system to ascertain the current status of global studies in the schools. Together they have submitted several proposals to the federal government for global studies programs.
- The International Affairs Center and the School of Education have collaborated in bringing to the University a federal grant for an International Human Rights Education Program to begin during 1979-80 school year. The program will have the cooperation of the College of Arts and Sciences.

Other International Activities

- Intensive English for Foreign Students Program - Begun in the summer of 1978, this self-supporting program enrolls approximately 100 students. Average class size is five to six students. The program features an accent reduction component under the direction of a speech pathologist.

- International Institute for Housing Studies - The School of Technology is home to the International Institute for Housing Studies, a professional organization concerned with the generation and dissemination throughout the world of the latest advances in housing technology.
- Interamerican Psychological Review - The College of Arts and Sciences is home to this bilingual professional journal whose circulation reaches into libraries throughout the Western Hemisphere.
- Caribbean Review - The University sponsors this quarterly journal dedicated to the Caribbean, Latin American and their emigrant groups. The Review has won several awards since its revival two years ago. Thus far the journal has published the work of the University's faculty, along with a host of other authors. At present, the Caribbean Review has subscribers from 35 countries outside of the United States. Represented are virtually every nation in the Caribbean, most European countries, Japan and Australia.
- International Alumni - The Alumni Association has an active chapter in the Bahamas and is organizing a chapter in Venezuela.
- The University's International Advisory Council - The University's International Advisory Council makes available to FIU the advice and guidance of a distinguished group of well placed educators, industrialists and government officials in various parts of the world. The council was created in 1977.

New International Education, Training and Research Programs Currently Under Development

• Bahamas

Technology: From September 1979 to March 1981, The School of Technology will offer a bachelor's degree program in Home Economics at the College of the Bahamas.

Accounting: The University and the Bahamian Ministry of Education are exploring the possibility of offering professional seminars and master's degree programs to strengthen the accounting profession in the islands.

Mexico

Public Administration: At the request of the Federal Government of Mexico, the Department of Public Administration is developing a proposal for a master's degree program in Public Finance and Economics, and has entered into discussions with the government about plans to upgrade the federal civil service.

At the request of the Federal District of Mexico, the Department of Public Administration is developing a proposal for a master's degree program in urban planning.

Costa Rica

Special Education: The Ministry of Planning and the Public Administration faculty of the National University have invited FIU to plan a master's degree in Public Administration for faculty members of the National University and for mid-level government officials.

Colombia

Special Education: The Department of Psycho-Educational Services and Futuro, a private Colombian organization, are considering a joint effort whereby they would develop a model program in special education.

Student Counseling: The University plans to begin a program of counseling in-country students who have declared their interest in attending the University. The counseling program is to be in collaboration with the Fulbright Office in Bogota.

Curaco

Business and Public Administration: The University will offer graduate credit and intensive professional seminars in Business and Public Administration at the Netherlands Antilles University.

Venezuela

Caracas - Professional Seminar Program Exchange with Universidad Simon Bolivar, Caracas.

The University is negotiating an exclusive contract with Venezuela's foremost university under the terms of which FIU would deliver professional seminars and conferences in Caracas and USB would do the same in Miami.

The University is exploring with Universidad Simon Rodriguez in Caracas, a joint external degree program at the Bachelor's level.

Latin American Center

The University and State University System are considering the possibility of establishing a center in Latin American (similar to SUS centers in London and Florence).

General Projects

Development of a North-South Center

Similar in concept to the East-West Center at the University of Hawaii, the North-South Center would function as a coordinator for conferences and exchanges among middle-level managers, technicians, scientists and college administrators. The objective of the Center would be to create a climate of cooperation for professional development in a non-governmental setting in order to foster an exchange of ideas, information, technique and methodology. A conference supported by the Organization of American States is being planned for further discussion of this subject. (Target date of conference: 1980).

Faculty Immersion Program

This program would allow faculty members to spend up to two quarters living and studying in the country of their international expertise. Intensive immersion would give faculty members an opportunity to engage in on-site research and to increase their professional contacts.

Faculty Exchange Programs - These programs would encourage faculty members to study and work abroad and bring their counterparts to the

University. Private-sector funding would be needed by the International Affairs Center (through the FIU Foundation) in order to develop this program--which would be available to all faculty members at the University.

THE NEXT 20 YEARS

The development of Florida International University over the next 20 years will be reflective of the University's commitment to systematic planning and development. As a significant component of the State University System, the University will continue to be responsive to both legislative action and Board of Regents' policy. However, the University shall also continue to shape its own future within these broad guidelines. To this end the University shall continue to shape and strengthen its academic core and refine its urban and international dimensions.

The decade of the 1980's will serve as the formative planning years as the character of the University is firmly established. The careful planning and development represented by the recommendations developed as a part of the Self-Study process (see Volume III) represent the beginning of this effort. The plan for follow-through demonstrates the seriousness with which the University shall undertake the process (see Volume III).

As the final decade of this century begins, Florida International University will be recognized as a University of high quality. The development of strong, highly selective lower-division and advanced graduate programs will provide the academic framework around which the urban and international dimensions shall be nurtured. These dimensions will, in turn, affect the University's basic character resulting in a unique blend of the traditional academic nature of the American University in a dynamic urban and international setting.

Interaction between business, cultural and governmental leaders and the University will create a bond, a cooperative spirit, on behalf of the community. Interaction of this kind will identify the University as an institution committed to academic, cultural and intellectual pursuits, setting it apart from other local enterprises.

The people of Southeast Florida will look to the University as a place of higher learning. By continually upgrading its curriculum and maintaining a commitment to the education of students, the University will be recognized as offering an opportunity for all to come and study. The community will rally in support of the University as it will be respected for its integrity and academic rigor.

The development of a large pool of local alumni will provide a base of support which will not only offer political leverage but also secure endowments and other contributions that will provide cultural enrichment on-campus and within the local communities. This mutually beneficial development will make the University a vital part of the urban landscape.

The University can provide significant support for the urban professions by initiating expanding and appropriate graduate programs. This will allow continued training and upgrading for professional men and women. Through urban oriented research (designed to provide quality information), the University will work closely with local planners and agencies striving to improve the Greater Miami Area.

The impact of the University on the community will raise the quality of urban life by providing opportunities for personal enrichment, attracting commercial ventures to Miami, and providing opportunities for local individuals to find meaningful employment in the urban professions.

By working collaboratively, cooperatively, and independently, the University will develop significant relationships with other local institutions, engaged in postsecondary education in ways which enhance each institution as well as the Greater Miami Area.

The University looks forward to welcoming many internationally distinguished faculty members and large numbers of students from abroad. Programs of emphasis (such as the Business School's International Banking and Finance Institute and the Multilingual/Multicultural Studies Center) are to serve as cynosures, attracting faculty and students to the University. Other major attractions will include a wide range of graduate programming, a strong international library, intensive language study unit, an international career-placement program and international student housing.

The role of the International Affairs Center will become clarified and international efforts will be augmented by substantial endowments. The center will assist faculty members in finding outlets for their professional services, supervise certain services to international students, and raise funds to support the international dimension of the University.

The University will continue to support high quality publications. Faculty members will produce scholarly and technical material that is well received in the United States and abroad. If twenty percent of the student body were non-resident aliens, the University would be truly cosmopolitan and indelibly international. With adequate student housing, affordable tuition and fees and policy adjustments, this percentage represents a reasonable goal.

An estimated five million dollars must be raised from private sources, if the University is to support its own international operation, including research and other activities that are to be conducted by the University's faculty members.

Florida International University shall fulfill the promise of the future through the efforts of many. However, it is appropriate to recognize that the faculty will carry the ultimate responsibility. The full participation of the faculty in the planning and development process and the refinement and continued upgrading of the University's commitment to teaching, research and service by its faculty will yield the fruit of promise the University currently represents.

