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 III

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 III - THE SELF STUDY PROCESS

CONTENTS

Page

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has recognized the unique nature of Florida International University by giving the University an opportunity to engage in a Nontraditional Self-Study. The Self-Study permits the University to reaffirm its status as an accredited institution. By accepting this challenge, the University has made a commitment to address itself to issues that are germane to the developing character of FIU.

RATIONALE

The design of the Nontraditional Self-Study grew from four basic convictions:

1. The design called for maximum involvement of all constituencies (faculty, administration and staff, students and the community in its fullest sense);

2. The design identified the responsibility on the part of the University to maintain reasonable workloads for principal participants.

3. The design required a systematic approach to the development of the study.

4. The Self-Study would be in narrative rather than statistical form. The intent was to produce a document that is strong in content and easily understood by the University and its many constituencies.

Limitations

The study is limited to those key issues that may be identified by the University's faculty, administration and staff, students and the general public. Those under study are those that are considered holistic rather than those that focus on a specific unit concern. At this point of its development the University has the most to gain by looking closely at itself as a complete entity rather than by studying a collection of isolated and independent parts.

Objectives of the Self-Study

The objectives of the Nontraditional Self-Study are:

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has recognized the unique nature of Florida International University by giving the University an opportunity to engage in a Nontraditional Self-Study. The Self-Study permits the University to reaffirm its status as an accredited institution. By accepting this challenge, the University has made a commitment to address itself to issues that are germane to the developing character of FIU.

RATIONALE

The design of the Nontraditional Self-Study grew from four basic convictions.

1. The design called for maximum involvement of all constituencies: faculty, administration and staff, students and the community (in its fullest sense).

2. The design represented a commitment on the part of the University to maintain reasonable workloads for principal participants.

3. The design required a systematic approach to the development of the study.

4. The Self-Study would be in narrative rather than statistical form. The intent was to produce a document that is strong in content and easily understood by the University and its many constituencies.

Limitations

The study is limited to those key issues that may be identified by the University's faculty, administration and staff, students and the general public. Items under study are those that are considered holistic rather that those that focus on a specific unit concern. At this point of its development the University has the most to gain by looking closely at itself as a complete entity rather than by studying a collection of isolated and independent parts.

Objectives of the Self-Study

The objectives of the Nontraditional Self-Study are:

1

To identify appropriate goals for the University as we look ahead to the year 2000.

To establish a commitment to a process of ongoing self-study—even after completion of this formal effort.

To establish operational objectives that will direct the University in its quest for excellence and service, and provide a set of criteria for measuring progress.

To (whenever possible) enrich the overall quality of University life during the Self-Study process by engaging FIU in events and activities that would enhance ongoing academic enterprises.

METHODOLOGY

The Self-Study process began in the Winter of 1978 with the distribution of Florida International University: of the City and of the World, a discussion of institutional options and programatic necessities, prepared by Ricardo Arias and Richard Dwyer. This paper was distributed to the University community, the Board of Trustees and selected members of the general community. Responses were solicited; readers were asked by then President Crosby to respond to four options for the future, which had been discussed in the paper.

In the Spring of 1978, two special advisory groups of approximately 50 members each were formed representing the political, civic and business sectors. The purpose: to direct a study of the Future of Southeast Florida. The rationale behind this effort was to provide a context from which the University could begin to plan its future, recognizing that the need to plan with an eye towards our field of service was both appropriate and essential. A University Committee on the Future of Southeast Florida was formed and the results were shared at a symposium held in November, 1978. An effort was made to validate the basic findings of the committee.

During this time frame the IGI (Institutional Goals Inventory) was distributed to faculty members, the administrative staff and a randomly selected group of students. Data was sought from students in morning, afternoon and evening classes on both campuses. Twenty supplementary items were added to give all respondents

2

an opportunity to address issues of specific local concern. A committee was formed to analyze the data gathered via the IGI. The areas of concern which reflected the most significant concern of the University's community were designated as the areas of focus for the Self-Study itself.

In the fall of 1978, President Crosby appointed the Self-Study Coordinating Committee. Support Committees were appointed to investigate each area of focus (from the IGI Committee's final report), with the chairperson of each Support Committee also serving as a member of the Coordinating Committee.

Several of the Support Committees developed and disseminated question-naires. Alumni, faculty and administration, and the community-at-large were given an opportunity to contribute input to several surveys during the 1978-79 academic year. One comprehensive questionnaire was developed and distributed to all faculty during the study. Data was also collected from the Office of Institutional Research.

Issues were aired and data shared via a series of five university-wide symposia. The symposia were held on each campus (three at Tamiami and two at North Miami), with President Crosby opening the first two and President Wolfe opening the final three sessions. The proceedings of each symposium are reported in Volume II of the Self-Study. Two issues of an internal publication (UP-DATE) were distributed to the University as another means of maintaining communication between the working committee and the University-at-large.

Each Support Committee reported its findings and recommendations to the Coordinating Committee which, in turn, synthesized those findings, then formu-lated for follow-up action. The results were shared with the academic units during the Summer of 1979. After completion of this process, the Self-Study was prepared for distribution in appropriate quarters.

PART II

RESULTS OF THE STUDY

*The summaries contained in this section of the Self-Study represent the completed documents submitted to the Coordinating Committee by the various Support Committees participating in the Nontraditional Self-Study effort. Full reports are presented in the Self-Study supplementary volumes.

The Self-Study process began with the circulation of the Arias/Dwyer paper. Although formal responses were limited, one theme tied each of the thirty-seven responses together. The concept of a "Drifting Option" was unacceptable. The other options "Thematic," "Full Service" and "International Outreach" fell short as it was recognized that a viable university located within a community such as Miami needs to recognize each of these options under the umbrella of a high quality academic institution. The results of this effort were unsuccessful in terms of clarifying the future of the University with regard to the options presented but clearly supported the concept of systematic planning towards the further development of a university of significant quality on local, regional, national and international fronts.

Institutional Goals Inventory

The University began administering the Institutional Goals Inventory (IGI) in early Summer of 1978 to every faculty member, all administrators, and a random sampling of sutdents. A total of 337 respondents were scored by Educational Testing Service which indicated a response rate of forty-four (44) percent for the faculty, forty-nine (49) percent for students and one-hundred (100) percent for administration surveyed. A special committee was formed in early July 1978 to identify areas on topic issues for investigation by the Nontraditional Self-Study. The consolidated inventory report was forwarded to each committee member for consideration. The data indicated basic agreement among all groups participating in the survey.

It was decided to establish a base criteria whereby each IGI statement/response could be reviewed. The Committee determined to use the numerical criteria of "Should Be" responses of 4.0 or higher and/or a "Mean Differences" of 1.5 or higher as the appropriate way to identify areas of high interest and in need of significant improvement. The Committee then reviewed the entire inventory and discovered that 26 statements emerged using that criteria. A subcommittee was appointed and charged with the responsibility to modify the Goals Inventory Profile Chart and to incorporate specific goal statements into more appropriate and manageable categories. This procedure narrowed the goal statements to twelve. The full committee then began to determine which specific areas of concern should be addressed in the Self-Study. The review produced the agenda for

4

study which identified six items as appropriate areas of focus for the Nontraditional Self-Study. These areas were:

- Academic and Intellectual Development of Students

    Focus: The quality of academic programs and special student needs

- Allocation of Resources

    Focus: The utilization of human, fiscal and space resources

- Intellectual/Aesthetic Environment

    Focus: The quality of campus life

- Participation In the Development of the University Community

    Focus: The decision-making processes of the University

- Preparedness of Students

    Focus: The success of university graduates

- Program Expansion and Development

    Focus: The 2+2 concept, multiple campuses, and university housing

Additionally, it was decided to consider the question of faculty evaluation in conjunction with an ongoing effort emanating from the Office of the Vice President for Academic Affairs in conjunction with the Southern Region Educational Board.

Support Committee Summaries

Each of the following summaries takes the position that the University is a strong and durable entity which not only seeks criticism in order to improve itself but can also accept the challenges which grow from such criticism. The investigations which lead to the development of the reports are often critical of the University in order to facilitate self-improvement.

Academic and Intellectual Development of Students

After gathering data related to the basic skill needs of entering students, the four-year program, academic advisement, and the educational process both in and

outside of the classroom, the Committee addressed the broad question of the Academic and Intellectual Development of Students.

It was found that no systematic program for remediation exists which supports the commitment to access especially as related to the University's urban and international missions. This finding was interpreted as one which needs to be addressed as long as the University's undergraduate student body is primarily made up of transfer students from local community colleges.

The report describes the relationship with the students in the 2+2 system as representing a four-year effort. However, the report goes on to point out that the evidence indicates that student advisement in preparation for transferring to the University is often inadequate and generally left to specific academic units. The Southeast Florida Educational Consortium is cited as a current example designed to improve the advisement process for students preparing to enter the University and pursue a bachelor degree.

Academic advisement of enrolled students, the report states, is not conducted in any specific or systematic way. Although each academic unit does have an advisement process and several other advisement offices exist on each campus, the reports note this is an area in need of improvement.

The fact that the curriculum is crowded with required courses leaving little room for electives is cited by the Committee as a limiting factor in terms of the quality of programs available to most university students. This condition limits opportunities for students to take advantage of certificate programs and minors.

In terms of the quality of the curriculum offered, the report stresses the need to raise the academic rigor of the entire curriculum. The report also reflects concern that most full-time faculty have very little interaction with commuter students outside of the classroom, resulting in an informal university environment which needs to be strengthened.

Allocation of Resources

The report developed by the Committee focused on six critical areas related to the allocation of University resources. Budget allocations and processes were

6

investigated using interviews, surveys and document searches. The investigations revealed that during the past year the University has grown considerably in terms of full-time personnel with growth within the ranks of the teaching faculty declining while all other areas either expanded or remained stable.

The process which produces the budget is described in the report as consisting of two interacting cycles. One involves the State and the State University System and the other grows from the University's administration, including the Administration Budget Committee (ABC). The investigation is critical of the local process as it appears that current procedures do not result in a feeling of participation and involvement in the overall process. Immediate budget "crises" appear to dominate the budget process and the administration seems to find ways to cope with these crises even though no remedy appears to exist. This recurring phenomenon has resulted in wide spread skepticism about the efficiency of the process. The Committee calls for the establishment of a climate of "reciprocal good faith" surrounding the budget process.

With regard to program development and program implementation the Committee identified the need for a more refined set of procedures. They cite current efforts to develop an Academic Program Inventory as an effective move in this direction. It is argued that this is the first step in a process which should consider productivity, cost, and contribution to the total university effort when decisions relating to program development and implementation are made.

Facilities Planning and Development was also considered by the Committee. This phase of the Study revealed the need to continually up-date long-range plans for facility development in accordance with changing conditions. Further, the investigation revealed that the many advisory bodies included in the planning process did not seriously influence the outcome of various projects. The Committee has concluded that the planning process has not maximized the academic and technical contributions which could be made by the University faculty who are most knowledgeable about the programs they are delivering within the facilities designed to accommodate these individuals for teaching and research.

After considering the impact of the addition of the North Miami campus to the more established Tamiami Campus, the Committee recounted the difficulties

faced by all in bringing this project to fruition. The Committee concluded that the addition of this campus requires clear commitments to specific programs and functions in order to insure that the allocation of human and fiscal resources is managed for mutual benefits.

Finally, the Committee considered the public relations effort of the University. The investigation broadened the scope of public relations beyond media relations and included such things as drama, appearance of faculty and staff on radio and television and at professional meetings. The Committee also considered the impact of efforts directly related to the articulation agreement existing between the University and the local Community College as representing a public relation effort. In all cases the Committee felt that there is a need to establish a more effective and perhaps economically efficient public relations system.

This report is best capsuled with a concern expressed repeatedly by the Committee. That is, although the evidence seems to indicate a lack of inclusion of the Faculty in all of the above, the Faculty must also recognize that they must demonstrate an active commitment to become more involved if reciprocal good faith is to be brought to the processes related to the allocation of University resources.

Intellectual/Aesthetic Environment

This report focused on the concept of the intellectual/aesthetic life on campus or put another way--the quality of campus life. The committee recognized from the outset that this area for study is at least as much a question of perception as it is a question of reality. In its effort to meet its charge, the Committee attempted to compile inventories and gather data via surveys and interviews.

The Committee reports that the University affords all members of the community an opportunity to participate in a rich intellectual and aesthetic environment. Evidence is presented which cites more than 300 events scheduled during the 1977-78 academic year and the presence of 77 clubs and student organizations existing on campus.

However, there continues to be a feeling that the campus is void of a significantly high quality of campus life. This feeling, it is stated, may result from

8

the fact that the University serves a basically commuter oriented student body. It may also result from the fact that no centralized calendar of on-campus events is maintained. It was also found by the Committee that student/faculty interaction outside of the classroom was very limited. Again, a primary reason cited was the fact that the University serves commuter students.

Upon examining the impact of a surprisingly large number of international students on campus, the Committee found that in most cases the presence of these students goes virtually unnoticed as the majority of students and university faculty are accustomed to mingling with people from other countries given the nature of the Miami area and given the fact that it is uncommon for the non-American student to dress in ways which make him or her easily identifiable by sight.

The Committee considered the library as representing a centrally important theme in the development of the intellectual and aesthetic environment. Unfortunately, the library has been severely limited by problems related to available space and other resources. This has resulted in a library which cannot meet its potential in terms of setting a strong academic and intellectual tone for the entire University.

It was further noted that although much is done to contribute to the general quality of campus life, the University is without adequate gallery space and lacks a large theater for major dramatic and musical productions.

Lacking a tradition of high quality campus life the University is encouraged to establish one. The Committee suggests the need for regularly scheduled major events as a needed step. Further, there appears to be a need to recognize the efforts of faculty who contribute to building a quality environment. It is adduced that if the tradition is established and if the faculty is continually encouraged in this area then the negative perceptual reality will give way to a recognizable high quality Intellectual/Aesthetic Environment.

Participation in the Development of the University Community

The support committee on Participation in the Development of the University Community focused its attention on the faculty perception of its role in the decision making processes of the University. The report states that there is wide

spread dissatisfaction with the pattern and distribution of influence within the University. It is stated that this feeling is the result of what the report describes as "two separate and distinct influence structures." On one hand there is the traditional organizational structure which is represented by the Office of the President on the top and faculty and staff below. This is considered as the formal organization of the institution. On the other hand the Committee describes an influence structure which is exactly the opposite--faculty and staff at the top with the Office of the President below.

The report stresses the need to "open" the overall process in such a way as to coordinate each of the above structures so as to encourage high quality participation of all parties. One of the Committee's recommendations is directed at assuring that more involvement and decision making power be afforded the University Faculty Senate and the Council of Deans.

Concluding its report the Committee states: "positive participation of the faculty will increase as decision roles and parameters are clearly and specifically defined".

Preparedness of Students

In looking into the quality of academic/professional preparation received by University students the Support Committee gathered information principally from graduates. Additional information was gathered from University faculty and employers of graduates. The investigators found that on a unit by unit basis the responses to questions from respondents were significantly positive. That is, in general students and employers indicated high levels of satisfaction with regard to the preparation of graduates.

The Committee reported that there are specific areas which are in need of improvement. They cited the processes of academic advisement and career planning and placement as in need of review for purpose of improvement.

While engaged in its investigation the Committee noted that much of the information sought regarding graduates was unavailable. This finding led the Committee to recommend that the University engage in a more systematic and comprehensive effort designed to evaluate itself through its graduates.

10

Faculty were asked to rate the competencies of graduates from the University with their counterparts at other institutions. The report indicates that almost 60% believe that our graduates are highly competent.

The Support Committee surveyed alumni to assess feelings and attitudes related to other areas of investigation being conducted for the Self-Study. It was reported that more than 80% of the respondents saw participation in student social events, student government or serving on committees as either unrewarding or making no significant difference.

Program Expansion and Development

Utilizing interviews, questionnaires and public forums the Committee on Program Expansion and Development investigated the following three specific questions:

a. To what extent, if any, should the University offer the freshman and sophomore years?

b. Should the University have on-campus housing?

c. Should the University expand its graduate programs?

After reviewing the data collected the Committee called for the development of a small, high quality lower division. They argued that the presence of students of high quality will impact significantly upon the University and the local Community College by setting higher academic standards on all campuses. They stated that the creation of this lower division would not significantly impact upon the enrollments of the local Community College as this program will not be designed to capture the attention of the typical Community College student. The Committee stated that faculty-student counseling, advisement, and intellectual contact will be improved as a result of this lower division expansion. The Committee recognized that much of their work had been duplicated by the recent efforts of a Board of Regents Committee established to consider this question.

The Committee found that the question of housing had also been investigated by the University. Both the Committee and the University agreed that the

development of on-campus housing will significantly augment the international dimension of the University. The Committee argued that the benefits to all accruing from adding both a small, high quality lower division and dormitories necessitate that both be developed.

The report noted that the faculty strongly support the expansion of graduate programs as well as pointing out that many parents see the present graduate programs as an important factor when selecting a school for their children. However, it is pointed out that the development of these programs has been limited due to policies and long-range plans which often better serve other institutions within the state (public and private) than the University and its students.

Faculty Evaluation and Development

Recognizing the importance of Faculty Evaluation and Development the University agreed to participate with the Southern Region Education Board (SREB) in an indepth study of the process. The Study began with a committee established in September of 1977 to review all personnel procedures, policies and evaluation practices as they relate to faculty. Recognizing the urgency of bringing clarity to this important University concern, this initial committee recommended that ten specific items needed immediate attention. In general these ten items called for action related to clarification of process/procedures and criteria which needed immediate attention as the University was under pressure to comply with collective bargaining issues.

Responding to the needs of the University and the SREB, the Committee undertook the task of evolving criteria and policies to be considered by the University. The work of the committee focused on tenure, academic ranks and the development of tenure/promotion application forms. The report concludes with the development of a suggested system designed to clarify, and as such address the current concern regarding the expectations held by the University for high quality, equity and the commitment of the bargaining unit for due process and fair treatment of faculty.

PART III
SYNTHESIS AND RECOMMENDATIONS

18

There is a generally held set of values which provides the framework for a university of quality. The eleven standards of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) represent a baseline from which quality universities emerge, grow and maintain themselves. Florida International University met or exceeded the standards set down by SACS through its 1974 visit and continues to strive to exceed these standards as a commitment to quality. As it operationalizes this commitment, the University recognizes that it must take full advantage of its opportunities and yet function within the constraints that result from its mission, location and moment in time.

To this end the reports developed by the Support Committees and the results of the symposia demand that our Nontraditional Self-Study be synthesized to provide directions for planning, which are holistic in nature and as such impact upon the total University effort. The recommendations below represent this synthesis.

THE UNIVERSITY

The University has from its inception recognized the importance of teaching, research and service as the essential elements in its mission. At this time the University is reaffirming its commitment in these areas in ways which set it apart from other social and professional institutions focusing its energies on intellectual pursuits consistent with programmatic and scholarly commitments. To sustain this commitment the University must:

- update its mission statement and refine its goals

- clarify the relationship between each campus with special attention to academic planning and resource allocation

- demonstrate its active commitment to Affirmative Action through the recruitment of faculty, students and staff

- maintain the education of students as the primary goal

- foster interactions among faculty, students and staff which result in a climate of trust, good will and mutual respect.

13

Program Development

In response to the needs of the many populations served by the University, it is recommended that program development be continued which:

- seeks permission from the Board of Regents to be exempted from the current two-year planning request for the initiation of graduate programs

- seeks support from the Board of Regents in order to gain additional fee waivers for international students

- provides opportunities for all students, faculty and staff to become more sensitive to cultural differences and to become more global in outlook

- encourages the continued development of high quality academic programs in appropriate area and ethnic studies

- results in a formal planning for the development of interdisciplinary programs designed to heighten awareness and develop meaningful research related to problems of global concern

- supports and develops enterprises which contribute to raising the general quality of urban life

- provides opportunities for life-long learning on the part of citizens seeking to enrich themselves without necessarily seeking a degree

- fosters the development of a high quality lower division and moves towards the establishment of independent doctoral programs in appropriate academic areas.

Academic Assessment and Review

In recognition of the fact that the University must work continually to insure that the quality of on- and off-campus programs, courses and service offerings demonstrates the integrity of the University, it is recommended that:

14

- criteria be established for the evaluation of all programs (present and proposed)

- the faculty assume greater responsibility for assessing and improving its own programs to assure minimum levels of rigor and teaching competence

- program review must be conducted openly in terms of quality and cost benefits

- a systematic long-range plan for the initiation and implementation of graduate programs must be developed

- procedures for the systematic review of all overseas international programs include an on-site visit from the Southern Association of Colleges and schools

Faculty Development and Improvement

In recognition of the fact that the faculty is the primary deliverer of all University offerings and that this vital resource must be continually nurtured and assessed for the good of all parties, it is recommended that the University:

- clarify the processes and policies related to tenure and promotion of faculty

- encourage enterprises such as the Caribbean Review which involve faculty in high levels of scholarship consistent with the University's international commitment

- encourage the faculty to make uses of the University's setting as a focus of urban and international research and service consistent with its academic expertise

- provide the faculty with opportunities to gain an even greater sensitivity to the needs, expectations, and cultures represented by a diverse student body

15

- develop a systematic and uniform procedure for collecting, analyzing, and utilizing student evaluations of faculty to insure quality and fairness

DEVELOPMENT OF STUDENTS

The student body represents a significant resource which in many ways establishes the overall character of the University with regard to academic performance, and the development of the environment. The University recognizes that it has the primary responsibility of maintaining a high quality student body. In order to meet this responsibility, it is recommended that the University:

- expand its scope to include admitting a select group of lower-division students of high quality

- actively seek to maintain a significant number of students of high quality from outside of the University's region of service including individuals from across the State of Florida, the United States and abroad

- provide opportunities for both international and native students to develop proficiencies in second languages

- provide all undergraduates with an international experience of some kind, such as a Foreign Language, Comparative Literature or Area Studies

- seek support from the Board of Regents in adjusting current admission standards to accommodate qualified international students

Student Counseling and Advisement

In order to insure that each student benefits from the best advice and counsel, it is recommended that:

- current levels of articulation between the University and its primary feeder institutions must be improved to insure a better match in program building and student preparedness

- assessment of basic skill needs of all entering students be conducted in a

16

comprehensive fashion and appropriate steps be taken to insure proper counseling and remediation

. the University improve its processes for academic advisement so that students benefit from consistent and valid interpretation of requirements and expectations

Student Placement and Development

In recognition of the fact that students generally view their University experience as a step toward realizing career goals, it is recommended that the University:

. review its current procedures towards coordinating academic unit placement efforts with the ongoing placement services in an effort to establish formal, centralized placement services

. offer more opportunities for some form of international study in each professional graduate program designed to interface with local businesses, industries and other enterprises engaged in international operations.

ORGANIZATIONAL DEVELOPMENT

The general operation of the University impacts significantly upon all facets of University life. In an effort to address conditions which recognize the current constraints imposed upon the University through its affiliation with the State University System and with concern for maximizing the operational potential of the University, it is recommended that:

. the University reduce the proliferation of administrators and clarify administrative relationships and decision-making process

. policies which strengthen the role of the Faculty Senate and the Council of Deans in University decision-making be established.

. procedures be refined to insure that faculty and students have appropriate input into the decision-making process with regard to such things as budget allocation and academic appointments

17

- a formal process of long-range planning and budgeting involving all University constituencies be instituted

- policies be established which insure that all reports of task forces and special committees are reviewed openly and receive due consideration in the decision-making process

- systematic procedures must be established which result in coordinated data collection, analysis and dissemination related to such areas as budget, admissions, enrollments and follow-up of graduates and other attendees

Resource Allocations

Given the commitment to responsible budget management and the fact that the University classroom is the principal generator of the University budget, it is recommended that the University:

- re-examine the current use of faculty lines assigned to non-teaching functions

- develop clear policies for involving the faculty in the budget and long-range planning processes

- devise strategies for providing faculty participation in the processes which recommend approval or disapproval of new positions throughout the University

Refinement of the Adjunct Professorship

In recognition of the rich potential represented by local expertise and in keeping with its commitment to maintain the integrity of the University, it is recommended that the University review the current use of adjunct professors to insure that:

- only the highest quality adjuncts are engaged

- teaching performance of each adjunct is subjected to regular critical and systematic review

18

.   the role and function of adjunct professor is in keeping with the integrity
       of the University

The Library

As the quality of academic life throughout the University is tied closely to
the library and given the fact that this vital part of the University warrants
support during its formative development, it is recommended that:

.   the scope of the library be expanded to promote advanced levels of
     research

.   the professional staff of the library be expanded

.   the library continue to serve the community-at-large

.   appropriate physical facilities be developed which encourage research

.   regular hours be established which facilitate optimum levels of service

IMPROVEMENT OF CAMPUS LIFE

Although the University is primarily engaged in the formal process of
teaching, research and service it is recognized that campus life significantly
impacts upon all facets of the University life. As a young institution, it is
important to recognize that significant effort must be made to establish an
intellectual/aesthetic tradition on each campus. In order to establish this tradition,
it is recommended that the University:

.   establish a regular comprehensive public university calendar for use both
     on- and off campus which gives special attention to intellectual and
     aesthetic events

.   dedicate itself to conducting at least one major cultural event on each
     campus each quarter

.   set aside spaces which encourage informal interaction between fac-
     ulty/faculty, faculty/student, and student/student and consider establish-
     ing a Faculty or University Club on each campus

19

Development of the University Environment

In recognition of the importance of nurturing culture on or within a University community, it is recommended that the University:

- seek endowments, grants, and set aside funds for the expressed purpose of bringing major artists, scholars and concerts to each campus

- maintain several international faculty members on each campus as visiting faculty each year

- provide resident housing on each campus for native and international faculty, students and staff

- display more art work on each campus

- consider the feasibility of building on each campus a large facility suitable for concerts and theater productions

Expanding the University Experience

As one means of returning the investment made by the people of the Miami area, the University maintains an open campus which adds to the general quality of life. In order to augment its current efforts for the benefits of both the University and the community-at-large, it is recommended that the University:

- initiate efforts towards cooperative development and presentation of concerts, exhibits, lectures and similar events with other local institutions

- continue and improve its practice of notifying the community-at-large of on campus events of public interest

- continue to provide speakers and concerts to the community-at-large

URBAN DEVELOPMENT AND SERVICE

In recognition of the University's commitment to continue to refine and develop more and better linkages with all people of the Greater Miami area including the local professional communities, it is recommended that the University:

20

- establish a mechanism for gathering, centrally cataloging, analyzing and disseminating research data which has implications for Southeast Florida

- look to faculty, the local community and the international community for support in establishing programs for exchanging information and maintaining dialogue on mutually important issues

- continue efforts to achieve even greater community resource support by seeking to bring together legislators, faculty, staff, students, alumni and the many urban constituencies into a cohesive group working towards the development of much needed resources.

INTERNATIONAL DEVELOPMENT

The international dimension of the University is recognized as a significant central theme which grows from both location and commitment. In order to insure that the critical dimension is sustained, it is recommended that the University:

- clarify the extent and nature of budget support provided for international programs and activities

- refine the relationship between the academic units and the International Affairs Center in order to bring increased efficiency to international programming within the University

- continue to offer programs which link the University with international enterprises such as the current programs in International Banking and Hospitality Management

- devise programs which will facilitate the development of opportunities designed to aid both local and international persons living together in the local international urban community.

BY THE YEAR 2000

By the year 2000 Florida International University will be a University recognizable to all as an institution of high quality and integrity. Although serving a large number of upper-division undergraduates, the University will have expanded

21

to offer a high quality lower-division and complete range of graduate programs up to and including doctoral studies. The University will stand as an example of an institution committed to offering its students and faculty a wide-range of supportive services and a high quality of campus life, rich in opportunities for both the formal and informal exchange of knowledge and ideas. Further, through a commitment to personal growth and development, the University will provide opportunities for the entire University community to become enriched by establishing an on-campus tradition of high quality lectures, performances, exhibits and open forums.

By first maintaining its position as a high quality University, Florida International University will serve as a community resource adding to the general quality of urban life. The University will develop in ways which enhance the total community by providing a pool of articulate and qualified graduates who are not only competent but also possess broad comprehensive understandings of urban concerns. it is envisioned that the University will contribute to local business efforts and public concerns by offering research and training which support local endeavors. Finally, the University will offer an opportunity for personal growth and development to the broader array of people represented in our vast urban mix.

Growing from a strong tradition of academic integrity and quality, the international urban University will offer programs of study which reflect a commitment to broadening each student's understanding of the different ways of looking at problems and issues typical of an international mind-set. The profile of students and faculty will reflect a significant number of internationals enrolled from the freshman year through doctoral programs. The faculty will also have a significant number of international members. The scope of University offerings will be such as to provide students with at least a minimum sense of appreciation and understanding of other cultures for those native students pursuing the urban professions. The University and the local international community will be involved in cooperative and collaborative efforts which will be open both to interested internationalists. This spirit of cooperation and collaboration will result in expanding the opportunities available to all parties for technical, academic, and cultural exchange on high levels.

As the University moves to maturity, administrative and organizational

problems need to be solved so as to offer more supports to the total effort, and the faculty must assume a significant role in guiding the development of the University. With this in mind, a plan for follow-through has been developed as a way to ensure that our collective potential is realized.

PART IV

The Follow-Through Plan, described on the following pages, restates each recommendation and then provides for each:

PLAN FOR FOLLOW-THROUGH

a) An intended outcome - to describe with more specificity what should be available (or occur) when a recommendation is acted upon;

b) A target date - to provide a reasonable time frame for a recommendation to be initiated or fully implemented;

c) Criteria - so that judgments may be made relative to the extent to which the recommendation has been implemented.

It should be pointed out that the Follow-Through Plan merely outlines suggested criteria for assessment purposes. It does not describe how to go about implementing these recommendations, nor does it exhaust the set of evaluative criteria which could be considered appropriate in assessing progress and success. Indeed, it is possible to implement some of the recommendations without attaining any of the criteria listed. In this regard, it is hoped the plan will serve as useful input for those who have responsibility for managing the future development of the University.

The purpose of the Follow-Through Plan is twofold:

a) To identify specific expectations for each of the recommendations offered in the Study;

b) To provide criteria and target dates to be used to evaluate the extent to which recommendations have been implemented.

The Follow-Through Plan is intended to guide the University as it seeks to be responsive to the outcomes of the Nontraditional Self-Study. Its use should enable planners to allocate resources and, in time, to make modifications according to how well intended outcomes are being attained. Ultimately, by providing benchmarks against which progress (or the lack of it), can be measured on an annual basis with respect to each recommendation, the plan should become a reference point for future assessments of the University's progress.

The Follow-Through Plan, described on the following pages, restates each recommendation and then provides for each:

a) An intended outcome - to describe with more specificity what should be available (or occur) when a recommendation is acted upon;

b) A target date - to provide a reasonable time frame for a recommendation to be initiated or fully implementd;

c) Criteria - so that judgments may be made relative to the extent to which the recommendation has been implemented.

It should be pointed out that the Follow-Through Plan merely outlines suggested criteria for assessment purposes. It does not describe how to go about implementing these recommendations, nor does it exhaust the set of evaluative criteria which could be considered appropriate in assessing progress and success. Indeed, it is possible to implement some of the recommendations without attaining any of the criteria listed. In this regard, it is hoped the plan will serve as useful input for those who have responsibility for managing the future development of the University.

24

The Follow-Through Plan does not specify recommendations beyond the year 1990 because it is felt that at the conclusion of the next decade a 10 year re-assessment is necessary and a plan for the last 10 years of the century must be evolved.

PLAN FOR FOLLOW-THROUGH

I. THE UNIVERSITY

RECOMMENDATION	INTENDED OUTCOME	DATE	CRITERIA
1. Update its mission statement and refine its goals	The establishment of guidelines to direct all University guidelines	6/1980	Existence of updated mission statement and refined goals
2. Clarify the relationship between each campus with special attention to academic planning and resource allocation	An understanding of how the campuses relate to one another so as to facilitate effective program-planning and resource allocation	6/1980	Existence of a plan dealing with each specific campus
		9/1980	Agreement among constituents that proposals are equitable
		9/1981	Implementation of plan
		6/1985	Review and modify plan where necessary
3. Demonstrate its active commitment to Affirmative Action through the recruitment of faculty, students and staff	Implementation of the "spirit" and "letter" of Affirmative Action	1980	Evidence of implementation through the review and study of hiring procedures and records, and student admission and retention programs
		1981-2000	Evidence of annual review and the development of systematic strategies designed to fulfill the goals of Affirmative Action
4. Maintain the education of students as the primary goal of the University	(see I.A. 4)		(See I.A.4)

5. Seek ways to improve the interaction among faculty, students and staff so as to develop a climate of trust, good will and mutual respect

Improve human interaction on campus and maximize positive human experiences through the appreciation of each others cultures and expectations

27

I.A PROGRAM DEVELOPMENT

RECOMMENDATION	INTENDED OUTCOME	DATE	CRITERIA
1. Seek permission from the Board of Regents to be exempted from the current two-year planning request for the initiation of graduate programs	Facilitate the initiation of appropriate graduate programs	2/1980	Formal request to BOR for exemption
2. Seek support from the Board of Regents in order to gain additional fee waivers for international students	Increase the number of international students in order to augment the International Dimension of the University	2/1980	Formal request to BOR
3. Provide opportunities for all students, faculty and staff to become more sensitive to cultural differences and to become more global in outlook	Appropriately provide a quality university experience through academic and social encounters	6/1980	Evidence of programs courses and activities
		6/1985	Review and update
		6/1990	Review and update
4. Encourage the continued development of high quality academic programs in appropriate Area and Ethnic Studies	Insure that the University nurtures its Urban and International Dimension with appropriate offerings	6/1980	Existence of criteria to measure and assess programs
		6/1981	Systematic evaluation and review
5. Devise a formal plan for the development of interdisciplinary programs designed to heighten awareness and develop meaningful research related to problems of global concern	Unify academic areas for purposes of achieving a better understanding of humankind	6/1980	Existence of planning committee
		6/1981	Acceptance and implementation of plan
		6/1985	Evidence of increased interdisciplinary programs

6. Support and develop enterprises which contribute to raising the general quality of urban life	Augment efforts in the community as one way of unifying the University and the Greater Miami Area	6/1980	Existence of academic programs directly related to local concerns
7. Provide opportunities for life-long learning on the part of citizens seeking to enrich themselves without necessarily seeking a degree	Meet the expectations of the local citizenry through open access to relevant University activities	6/1980	Existence of a plan for expanding appropriate opportunities for life-long learning
8. Foster the development of a high quality lower-division and move towards the establishment of independent Doctoral Programs in appropriate academic areas	Provide a full cycle of academic offerings and to enrich the environment by establishing a lower-division and appropriate doctoral programs	2/1980	Existence of an accepted plan for a lower-division
		9/1980	Admit freshman class
		9/1981	Freshmen and Sophomores on campus
		9/1982	Existence of a plan for independent doctoral programs
		9/1984	Identification of necessary resources (human, fiscal and physical) for maintaining independent doctoral programs
		9/1985	Implementation of appropriate independent doctoral programs

RECOMMENDATIONS	INTENDED OUTCOME	DATE	CRITERIA
1. Criteria be established for the evaluation of all programs (present and proposed)	Establishment of agreed upon criteria to be used in assessing program effectiveness	Phase I 6/1980	Existence of a plan which includes: cost consideration, preparedness of graduates, faculty quality issues for evaluating ongoing programs and for use in program planning
		Phase II 6/1982	Implementation of completed plan
		Phase III 6/1982	Evidence of faculty concurrence on statement of impact/modification needed
2. The faculty assume greater responsibility for assessing and improving its own programs to assure minimum levels of rigor and teaching competence	Faculty involvement in course improvement	6/1980	Faculty Senate involvement in I.B.1 Agreement among faculty within units on evaluation and assessment procedures
		6/1982	Evidence of faculty concurrence on statement of impact/modification needed
3. Program review must be conducted openly in terms of quality and cost benefits	Establish an "open" climate of academic program review		(See I.B.1 and 2)

4. A systematic long-range plan for the initiation and implementation of graduate programs must be developed	Existence of a systematic long-range plan	6/1980	Development of an agreed upon viable plan
			Integration of plan with SUS Role and Scope
		6/1981	Evidence of adherence to the plan
		6/1985	Formal review to insure adherence to the plan
5. Procedures for the systematic review of all overseas international programs including an on-site visit from the Southern Association of Colleges & Schools	Establish the integrity of all overseas international programs	6/1980	Existence of procedure for systematic review
		9/1982	Complete review of all existing programs

I.C FACULTY DEVELOPMENT AND IMPROVEMENT

RECOMMENDATION	INTENDED OUTCOME	DATE	CRITERIA
1. Clarify the processes and policies related to tenure and promotion of faculty	Development of a set of policies and procedures	1981	Existence of policies and procedures
2. Encourage enterprises such as the Caribbean Review which involve faculty in high levels of scholarship consistent with the University's international commitment	Development of the University's International/Scholarly Commitment	9/1980	Demonstrated support of appropriate enterprises
		9/1985	Review and assess faculty involvement and institutional support
3. Encourage the faculty to make use of the University's setting as a focus of Urban and International research and service consistent with its academic expertise	Develop and refine the faculty's urban and international commitment	9/1980	Criteria for recognition of appropriate research and service activities
4. Provide the faculty with opportunities to gain an even greater sensitivity to the needs, expectations, and cultures represented by a diverse student body	Raise the quality of university life	1980	Evidence of opportunities in the form of appropriate seminars and other broadening experiences (See I.B.3)
		Annually	Review/assess/modify
5. Develop a systematic and uniform procedure for collecting, analyzing and utilizing student evaluations of faculty to insure quality and fairness	Establishment of criteria and systematic procedures	6/1980	Existence of accepted procedures
		9/1981	Adoption and implementation of procedures

II. DEVELOPMENT OF STUDENTS

RECOMMENDATION	INTENDED OUTCOME	DATE	CRITERIA
1. Expand its scope to include admitting a select group of lower-division students of high quality	Establish a lower-division	9/1980	Admission of Freshman Class
		9/1981	Presence of Freshman and Sophomore Class
2. Actively seek to maintain a significant number of students of high quality from outside of the University's region of service including individuals from across the State of Florida, the United States and abroad	Widen the spectrum of cultures represented within the student body	6/1980	Existence of plan for development of an expanded and diverse student-body
		9/1981	Increased number of international students and native students from outside of the local area
3. Provide opportunities for both international and native students to develop proficiencies in second languages	Existence of a formal plan to insure that all students have the opportunity to attain second language proficiency	6/1980	Existence of an accepted plan
		6/1981	Implementation of plan
		6/1982	Review/assess/modify
4. Provide all undergraduates with some kind of international experience such as Foreign Language, Comparative Literature or Area Studies	Internationalize the curriculum for all undergraduate students	6/1980	Existence of accepted plan
		9/1981	Implementation of plan
		9/1983	Survey graduates
		9/1984	Review/assess/modify

33

5. Seek support from the BOR in adjusting current admission standards to accommodate qualified international students	Increase number of international students	6/1980	Formal request to BOR
		9/1981	Admit additional qualified international students

II.A STUDENT COUNSELING AND ADVISEMENT

RECOMMENDATION	INTENDED OUTCOME	DATE	CRITERIA
1. Current levels of articulation between the University and its primary feeder institution (local Community Colleges) must be improved to insure a better match in program building and student preparedness	Improve communications between MDCC and BCC	6/1980	Agreement among consortium members on effective communication and transfer needs
		6/1981	Evidence of smooth transfer of upper division transfer students
2. Assessment of basic skill needs of all entering students be conducted in a comprehensive fashion and appropriate steps be taken to insure proper counseling and remediation	Identification of students needing special counseling and/or remediation	6/1980	Development of plan for system implementation
		1/1982	Implementation of plan
		9/1983	Formative evaluation indicating progress and needed modification
		6/1984	Evaluation of plan's impact and needed modification
3. Improve its processes for academic advisement so that students benefit from consistent and valid interpretation of requirements and expectations	Establishment of a set of procedures	9/1980	Existence of agreed upon procedures
		9/1981	Measures of increased student satisfaction with nature of services available

35

II.B STUDENT PLACEMENT AND DEVELOPMENT

	RECOMMENDATIONS	INTENDED OUTCOME	DATE	CRITERIA
1.	Review its current procedures towards coordianting academic unit placement efforts with the ongoing placement services in an effort to establish formal, centralized placement services	Improve personal career planning of graduates	1980	Evidence of coordination among academic units and centralized placement office
2.	Offer more opportunities for some form of international study in each professional graduate program designed to interface with local businesses, industries and other enterprises engaged in international operations	Improve the relationships with local enterprises	6/80	Review current status internships and co-op programs
			6/81	Existence of accepted plan
			9/81	Implementation of plan
			9/83	Review/assess/modify

36

III. ORGANIZATIONAL DEVELOPMENT

RECOMMENDATIONS	INTENDED OUTCOME	DATE	CRITERIA
1. Reduce the proliferation of administrators and clarify administrative relationships and the decision-making process	Refine administrative procedures and organization of the University	6/1980	Existence of an organizational plan
		9/1981	Implementation of plan
2. Establish policies which strengthen the roles of the Faculty Senate and the Council of Deans in the University decision-making process	Broaden the base of University-wide decision-making	1980	Establishment of appropriate procedures
3. Refine procedures to insure that faculty and students have appropriate input into the decision-making process with regard to such things as budget allocation and academic appointments	Broaden the base of University-wide decision-making	1980	Establishment of appropriate procedures
4. A formal process of long-range planning and budgeting involving all University constituencies should be instituted and policies be established which insure that all reports of task forces and special committees are reviewed openly and receive due consideration in the decision-making process	Insure that appropriate parties have input into long-range planning and to guarantee the efficiency of all efforts by task forces and special committees	1980	Establishment of appropriate procedures

| 5. Systematic procedures must be established which result in coordinated data collection, analysis and dissemination related to such areas as budget, admissions, enrollments and follow-up of graduates and other attendees | Insure that necessary and appropriate data is readily accessible | 1980 | Establishment of procedures |
| | | 1982 | Existence of efficient means for dissemination |

III.A RESOURCE ALLOCATION

	RECOMMENDATIONS	INTENDED OUTCOME	DATE	CRITERIA
1.	Re-examine the current use of faculty lines arranged to non-teaching functions	Maintenance of the proper share of budget for instructional purposes	9/1980	Evidence of appropriate use of faculty lines
2.	Develop clear policies for involving the faculty in the budget and long-range planning processes	Broaden the base of decision-making with specific regard to budget allocations	9/1980	Establishment of appropriate policies
			9/1981	Evidence of broad base involvement in budget allocation and long-range planning
3.	Devise strategies for providing faculty participation in the process which recommend approval or disapproval of new positions throughout the University	Include faculty in decision-making process which approve/disapprove new University positions	9/1980	Evidence of faculty participation
		(See III.A.1-2)		(See III.A.1-2)

III.B REFINEMENT OF THE ADJUNCT PROFESSORSHIP

RECOMMENDATIONS	INTENDED OUTCOME	DATE	CRITERIA
1. Insure that only highest quality adjuncts are engaged	Insure the integrity of the University	6/1980	Development of review document summarizing current situations
		6/1981	Development of policy on adjunct search and assignment
2. Insure that the teaching performance of each adjunct is subjected to regular critical and systematic review	Insure high quality teaching	6/1981	Existence of a plan for systematic evaluation and review
3. Insure that the role and function of adjunct professors are in keeping with the integrity of the University	To insure high program integrity	6/1981	(See III.B.1-2)

40

III.C THE LIBRARY

RECOMMENDATIONS	INTENDED OUTCOME	DATE	CRITERIA
1. The scope of the Library should be expanded to promote advance levels of research	The establishment of a research oriented library	1981	Development of a plan in keeping with research thrust
		1985	Existence of collections considered by users to be appropriate for research thrust
		1985	Existence of staff of suitable size and expertise
		1985	Existence of suitable research space
2. The professional staff of the library should be expanded	Facilitate research function	----	(See III.C.1)
3. The library should continue to serve the community-at-large	Maintain an open campus and serve the community-at-large	----	Continuation of service role
4. Appropriate physical facilities should be developed which encourage research	Facilitate research function	----	(See III.C.1-2)
5. Regular hours should be established which facilitate optimum levels of service	Establish a tradition of library use and service	6/1980	Establishment of regular hours
		1985	Existence of necessary personnel

IV. IMPROVEMENT OF CAMPUS LIFE

RECOMMENDATIONS	INTENDED OUTCOME	DATE	CRITERIA
1. Establish a regular comprehensive public university calendar for use both on- and off-campus which gives special attention to intellectual and aesthetic events	Publication of calendar	6/1980	Existence of a plan for development and publication of calendar
		9/1980	Existence of actual calendar
		annually	Review/assess/modify
2. Dedicate itself to conducting at least one major cultural event on each campus each quarter	To establish intellectual/aesthetic tradition	6/1980	Existence of plan for implementation
		9/1980	Publication of schedule of events
		----	Production of event
		annually	Review/assess/modify
3. Set aside spaces which encourage informal interaction between Faculty/Faculty, Faculty/Student, and Student/Student and consider establishing a Faculty or University Club on each campus	To nurture inter-personal relationships and foster the academic tradition	1981	Availability of a special space on each campus dedicated to this purpose

IV.A. DEVELOPMENT OF UNIVERSITY ENVIRONMENT

RECOMMENDATIONS	INTENDED OUTCOME	DATE	CRITERIA
1. Seek endowments, grants, and set aside funds for the expressed purpose of bringing major artists, scholars and concerts to each campus	Facilitate the productive cultural events	9/1980	Existence of funds to support major cultural events
		quarterly	
2. Maintain several international faculty on each campus as visiting faculty each year	Internationalize the professoriate	9/1980	Existence of a plan for maintaining visiting faculty
		9/1981	Presence of international visiting faculty
		9/1981	Review/assess/modify plan
		annually	
3. Provide resident housing on each campus for native and international faculty, students and staff	Attract students and others from outside the local region of service	9/1980	Complete plan for the development of resident housing
		9/1981	Beginning construction of resident housing
		9/1983	Presence of resident students on each campus
		1985	Evaluate impact of resident housing on the University
		1990	Update resident housing program

43

4. Display more art work on each campus	A more aesthetically pleasing cultural environment	1980-1985	Existence of works of art through-out the campuses
5. Consider the feasibility of building on each campus a large facility suitable for concerts and theater productions	Increase the scope of University aesthetic and cultural appeal through on-campus events	1985-1990	Development of planning documents

IV.B EXPANDING THE UNIVERSITY EXPERIENCE

RECOMMENDATIONS	INTENDED OUTCOME	DATE	CRITERIA
1. Initiate efforts toward cooperative development and presentation of concerts, exhibits, lectures and similar events with other local institutions	Broaden local opportunities for cultural enrichment	1980	Development of relationships with other local institutions committed to the development of the cultural arts
		1981	Existence of a cultural consortium
		1982	Evidence of increased participation of the University in community events
2. Continue and improve its practice of notifying the community-at-large of on-campus events of public interest	Increase the participation of the community-at-large	1980	Evidence of increased participation
3. Continue to provide speakers and concerts to the community-at-large	Provide cultural and intellectual resources to the community	1980	Evidence of involvement of faculty, students and staff in appropriate local activities

45

RECOMMENDATIONS	INTENDED OUTCOME	DATE	CRITERIA
1. Establish a mechanism for gathering, centrally cataloging, analyzing and disseminating research data which has implications for Southeast Florida	Provide essential data to local urban communities	1981	Development of an agreed upon plan
		1982	Implementation of plan
		1983	Review/assess/modify
		annually	
2. Look to faculty, the local community and the international community for support in establishing programs for exchanging information and maintaining dialogue on mutually important issues	Establish a clearing house for significant information and ideas related to local and international interests	1980	Develop a plan acceptable to all constituents
		1981	Establishment of "clearing house"
		1982	Operationalize plan through active information exchange and other appropriate activities
		1983	Review/assess/modify on a co-operative base
		annually	

3. Continue effort to achieve even greater community resource support by seeking to bring together legislators, faculty, staff, students, alumni and the many urban constituencies into a cohesive group working towards the development of much needed resources

Develop a substantial base of local support

Evidence of support

VI. INTERNATIONAL DEVELOPMENT

RECOMMENDATIONS	INTENDED OUTCOME	DATE	CRITERIA
1. Clarify the extent and nature of budget support provided for international programs and activities	Demonstrate the University's commitment to international programs and activities	1980	Existence of policy
2. Refine the relationship among the academic units and the International Affairs Center in order to bring increased efficiency to international programming within the University	Insure smooth and effective international programming	1980	Existence of policy
3. Continue to offer programs which link the University with international enterprises such as the current programs in International Banking and Hospitality Management	Maintenance and improvement of overseas programs	1980	Evidence of accepted program plan
4. Devise programs which will facilitate the development of opportunities designed to aid both local and international persons living together in the International Urban Community represented in the Greater Miami Area	Foster the development of international "mind-sets" both within the University and the community-at-large	1980	Development of task force to develop plan
		1981	Acceptance of plan
		1982	Evidence of programmatic commitment
		1983	Review/assess/modify

48

Some Comments on Tradition

A non-traditional self-study, we found, brings its participants almost immediately into collision with tradition. Tradition, after all, is a venerable part of the academic enterprise. It has served as an important defense mechanism for universities when they have had to defend their independence against intervention or assault or to protect the scholar's right to academic freedom. Although our Nontraditional Self-Study caused us to wrestle with many issues affecting our future, our University community remained and expects to continue unconditionally committed to the tradition of free enquiry and to the tradition of responsibly exercised independence. No worthy university can prosper otherwise.

Some Comments on Change

A university engaged in self-study today must also cope with its approach to change -- change within and change without. Change in the world has never come faster. And for a university, it is a matter of extreme delicacy to decide where the line between being receptive and being resistant to change should be drawn.

Assuredly, contemporary universities in most of the world have undergone immense change, especially in urban centers. Notable changes have occurred in the delivery systems of universities. They are generally more flexible in meeting needs of students of all ages, more accessible to minorities, more willing to link work with study, more directly involved in and responsive to issues of social, industrial, and community concern.

Important changes have also been made in the ways universities are administered. Administrative management has become markedly more participatory. In most public institutions today, student, faculty, and staff all play more diverse roles and have more voice in decision-making than ever before. Machines, for better or worse, have become auxiliary to almost every administrative activity. They account for cash and student flows, project the budget, audit the accounts, count credit hours, audit equipment, check out library books, and write the paychecks. And the changes keep coming in work requirements and requirements on time of leadership to focus on facts, figures, and their meaning.

While the educational delivery systems and management objectives are highly responsive to change, there are some aspects of the university's core mission and functions that should naturally resist--or be made immune to--change. These have to

do with whether or to what extent the institution can or should itself become an instrument of change. They raise questions for faculty, students, and supporters of the University concerning how or if a university, on abdicating its neutrality retains its objectivity, defines its claim to independence, and preserves its right to pursue freedom of enquiry for all its scholars and teachers.

Volumes I and II of this series illustrate how the University's Nontraditional Self-Study contemplated the future. The work shows how we examined educational options and explored institutional scenarios. The framework for our study was constructed to include considerable attention to the influence of tradition and change on the evolution of our University.

We believe we have raised important questions. We expect and hope to continue our search for effective answers. We know our deliberations have strengthened our confidence and resolve that the future is ours to shape.

Gregory B. Wolfe
President