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The Birth of a University--

FLORIDA INTERNATIONAL UNIVERSITY



and Plans for Its Development

THE STATE UNIVERSITY SYSTEM OF FLORIDA



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## Florida International University



### FOREWORD

Highlighted in the following pages you will find material describing the goals and objectives of Florida International University. This information has been reproduced from the University's original planning document entitled *The Birth of a University . . . and Plans for Its Development*.

Now that we have charted the beginning course for Florida International, the next step is to forge our plans into action programs so that in September, 1972, when we open our doors to students, the promises implicit in our planning document will be on their way to fulfillment.

For example, to make the "I" in FIU a vital, persuasive force will be challenging at best. To develop meaningful work experiences will demand imaginative collaboration on the part of students and faculty alike. To create a learning/teaching environment responsive to a constantly changing world will require new ways of viewing each of our roles in the academic community and in the still greater urban community of which Florida International expects to become an integral part.

So, as you read this abridged document, we hope you will catch the spirit of excitement which was reflected in the original publication. We hope, too, that you will feel free to give us any suggestions which your reading of this document may prompt. Most of all, we hope that some of our ideas will help shape this and the nation's other urban universities into a new energy source for all mankind.

*"This nation cannot afford the luxury  
of universities which are aloof from  
the problems of society."*

Charles E. Perry  
President

## Message From The President

It is a major task to give birth to a university. And it is a task no single individual could hope to accomplish alone. When Florida International University begins its service to the Greater Miami, South Florida, and International Communities, it will have been brought to life by the combined efforts and dedication of a great number of people.

With diverse backgrounds and qualifications, what these individuals all had in common was the desire and willingness to contribute to the creation of a new institution of higher learning with new thrusts and new directions to meet the fantastic demands of the future.

The institution that is described in the following pages of *The Birth of a University . . . And Plans for Its Development* had its planning headquarters, from September 1969 until early 1971, in the control tower of an abandoned airport a few miles to the west of the City of Miami. The 344 acres of that airport will be its Tamiami Campus. On runways where once planes took off, there will be buildings from which ideas will take off for the service of man.

This document is a condensed version of the University's official master plan which was published in September 1970. It represents Florida International's response to the incredible challenges involved in creating a new university at this time and in this place. This plan is only a beginning, a blueprint, a guideline. Neither rigid in concept nor fixed in application, it has been deliberately shaped to be receptive to change, for in the world of which Florida International will be a part, change will perhaps be the most constant element of all.

New Universities may be lacking in old traditions — but, by the same token, they are not shackled by them either. At Florida International, we intend to make the most of newness by seeking out new ways in which to serve the community, the state, the nation, and, yes, even the



world as well. The measure of the imprint we shall leave upon the future will also be the measure of how well we have advanced to meet the goals and objectives we have set out for this University.

In these pages of *The Birth of a University . . . And Plans for Its Development*, we have charted the beginning course for Florida International. How wisely we have planned and how well we shall implement these plans will be measured by those who will later come to judge us. Undoubtedly we shall alter our plans from time to time as we proceed, but the direction for this newly born institution has become clear. Only history will prove if we have chosen the correct route — we think we have.

Charles E. Perry



Groundbreaking ceremonies for Florida International University were held January 25, 1971, with U Thant, Secretary-General of the United Nations, and Governor Reubin O'D. Askew of Florida as the honored guests. Shown with shovels are (left to right): Governor Askew; U Thant, who was awarded Florida International's first honorary doctoral degree; Dr. Charles E. Perry, president of the University, and D. Burke Kibler, III, chairman of The Florida Board of Regents.

## Introduction

To answer the steadily increasing need for public higher education opportunities to serve the Greater Miami and South Florida areas, the Florida Legislature in 1965 authorized the establishment of a new state university in that area and charged it with providing baccalaureate and graduate programs. Named Florida International University by the Board of Regents, this new institution will open in the Fall of 1972 with an enrollment of approximately 4,250 students. By 1980, Florida International is expected to enroll 20,000 students.

It is the purpose of *The Birth of a University . . . And Plans for Its Development* to provide a framework within which the projected growth of this new university may be planned and within which guidelines for decision-making and for resource allocation may be established. Although complete in its present form, this planning document represents only the beginning of what will be an ongoing planning and implementation process for the academic and physical development of Florida International.

There is no more urgent need for higher education than to be genuinely responsive to the rapid and almost continuous change that confronts all of our institutions. Nowhere is this more evident than in a dynamic and complex area of metropolitan growth which the urban area of Greater Miami and its periphery, which reaches out across all South Florida, typifies. To create an institution of higher learning that will be responsive to these imperatives of change challenges the adequacy and scope of the entire planning process. This document includes the responses of those to whom the responsibility for the initial planning of Florida International has been entrusted.

Throughout *The Birth of a University . . . And Plans for Its Development*, the interrelated and interdependent functions of teaching, learning, research, administration, and public service will be identified. The resources required to provide the University's intellectual environment will be detailed. The basis will be created for undertaking new academic programs and evaluating them in terms of their effect on University goals. Guidelines for future development and for capital improvement programs will be able to be taken from these pages and form their revision and updating which are planned on an annual basis.

But before any institution — and especially an institution dedicated to teaching and learning — can evolve for itself even a beginning plan, it must attempt to evolve a philosophy; a foundation on which all that follows may be built with some degree of assurance that the planning will

be sound and the structure solid. Because this is so, you will find that *The Birth of a University . . . And Plans for Its Development* really begins with a brief exposition of the philosophy and basic thinking that has guided us in this most exciting and rewarding work.

The words we have used to explain the philosophical position on which we have proceeded will, we hope, summarize our thinking as clearly and as concisely as a document of this sort can hope to do. Beyond these few pages, however, lie weeks and months of searching and exploring; of discussions that began in daylight and ended long after dark; of positions taken, held, altered, and finally hammered out in the give-and-take of the free debate for which a university is intended to be a natural forum.

We believe we have developed a good and sound approach to our task and one that is applicable to carrying out the goals we have assumed for the University. The premises for this approach and our philosophy underlie the academic and physical planning of Florida International. They have served as the testing ground on which all else we have done has been measured, judged, and included in this document.



## I Philosophy

Changes accompanying the great growth of higher education during the past quarter century have led to the development of many kinds of institutions, each playing different but similar roles. Florida International is committed to making a distinctive contribution, responsive both to the traditions of higher education and to the world of which the University is a part.

As a public institution, Florida International University shares in the land grant tradition with responsibilities for service as well as for education and research. As a new public institution, the University has both the opportunity and the obligation to be a prototype for new and old universities in meeting the changing needs of a world increasingly urban in character and international in substance. Accordingly, Florida International will create standards for measuring success which are compatible with both its intellectual and its social responsibilities. The University will be innovative in building on the traditions of the past without being constrained by them. It will attempt to be responsive to diverse and rapidly changing requirements of society without losing its integrity or attenuating its efforts. Florida International will also concentrate its resources on goals to which it can make the greatest contribution, together with the other institutions of society, in creating a higher and better quality of life.

No public institution charged with meeting the needs of a growing society ever has "adequate" resources, so that a premium will be placed on management methods which provide for a continuous review of program effectiveness and resource allocation in achieving priority goals. The requirements of rapid growth and the competing needs of other parts of the public sector will mean that Florida International must develop administrative and organizational structures which ensure the best use of the resources available.

The Florida Legislature, upon recommendation of the Board of Regents, authorized Florida International University in response to demands created by the rapid and complex

growth of the state. The number of college-age men and women in Florida doubled during the 1960-70 decade, and student enrollment tripled in public institutions. In the Miami-Dade and Broward community colleges, enrollment increased from 2,115 to 35,267 during the 1960's. All indications are that a similar growth pattern will continue for the foreseeable future.

Florida International will serve the Greater Miami and South Florida area as an integral part of The State University System by initially building a program of baccalaureate and graduate instruction based substantially upon the two-year preparation now offered by the various community colleges. The Board of Regents may authorize the University to implement its planning option to establish a lower division (freshman and sophomore level programs) if it becomes educationally feasible to move in that direction. Florida International University's programs will also be related appropriately to those of other public and private post-high school institutions in the South Florida area and to those of the other units of The State University System. In addition to serving the traditional student age groups, the University is also committed to provide educational programs for adults and other special groups.

The primary educational emphasis at Florida International will be placed upon the growth and self-development of each student in terms of his own needs and those of the larger society of which he is a part. A major motivation for many students will be to improve their economic and social status through higher education. Florida International must provide educational programs appropriately responsive to these motivations. Further, the admission policies of the University must not be based on academic background alone, but also on potential for individual development.

All aspects of the educational environment, including both the academic program and physical layout, must be planned to help the student increase his scholarly, vocational, and professional abilities while preparing him to assume the broader obligations of leadership and citizenship. Recognizing that some of a student's most valuable experience will come not in the classroom

nor even on the campus, but rather on the job and in the community, the University will develop calendars and curricula to enable the student to learn and to test his competencies outside the traditional academic environment. Such policies in no way should denigrate the quality of the academic program that the University envisages, the research and service functions performed, or the kinds of faculty drawn to the institution. Rather, such policies will be consistent with the University's desire to measure its success in terms different from most knowledge-oriented institutions, in terms relevant to its own constituencies.

Initially, therefore, Florida International University will emphasize action-oriented educational philosophies expressed pragmatically in the service orientation of the institution and theoretically in the relevance of the total program to the students the University serves. William James said, "The intellectual life of man consists almost wholly in his substitution of a conceptual order for the perceptual order in which his experiences originally come." The conceptual order in Southeast Florida is service and technological, urban and international, and the programs of the institution must necessarily reflect this order. To be relevant, these educational programs must provide conceptual orders and modes of thought which reflect adequately the realities of the world which the student perceives.

The relationship of the University to the adjacent community should be harmonious, physically and culturally. Ideally the campus should be the center of a large "University City," with the off-campus areas providing ancillary facilities needed to serve both the campus and the community. Florida International has the opportunity to create such a surrounding community or at least to contribute strongly to its creation, and to provide an example of the kind of living-working complex which represents the best in our urban society.

The history of education has amply demonstrated that what is taught as skill training is very quickly obsolete and that education must free men to enable them to deal successfully with a continuously changing environment. Education must not lock men into predetermined structures which limit their creative



adaptation to change. The widespread incidence of student unrest is one evidence of the failure of the educational system to take adequate account of change and to teach students how to deal responsibly with change and conflict. The University is committed to giving its students the "tools" to meet the challenges of today's world.

Florida International will build into its organizational structure — both academic and administrative — mechanisms for re-evaluation, criticism, and transformation so that academic programs can be responsive as conceptual orders change and as knowledge of student and community needs is better understood. The programs of the University must be subject to periodic evaluation by qualified persons and groups within both the academic community and the constituencies it serves. Through such evaluative mechanisms, Florida International will seek to avoid the rigidifying qualities inherent in institutional organization and to respond to community, state, national, and international needs in ways which ensure that educational dollars are productively spent for the satisfaction of top priority educational needs and requirements.

Bureaucratized university structures have proved increasingly inadequate — both administratively and educationally. In structuring its decision-making organization, Florida International will build on the best knowledge of the behavioral sciences to ensure that all parts of the institution participate responsibly in decisions affecting them, so that the organization is, in fact, a part of the educational process itself.

Contrast, competition, conflict, and change are critical to human existence now and will increasingly be so in the future. In the last part of the Twentieth Century the management and resolution of these vital issues within our society will be the most demanding intellectual, spiritual, and physical quest facing human beings. These activities should take place within the institutional framework of any relevant or purposeful university. Florida International University wishes to generate from the turmoil and social turbulence of our time and of the future a productive and relevant educational experience that will produce individuals capable of transcending today's divisive forces to a new and deeper human consciousness.

## II Goals and Objectives

### Goals

Florida International University has three basic goals to achieve:

- **Education of Students**

To provide a university education for qualified students which (a) prepares them for useful careers in education, social service, business, industry, and the professions; (b) furnishes them with the opportunity to become effective members of the society; and (c) offers them an appreciation of their relation to their cultural, aesthetic, and technological environments.

- **Service to the Community**

To serve the greater community, with a primary emphasis on serving the Greater Miami and South Florida area, in a manner which enhances the metropolitan area's capability to meet the ecological, cultural, social, and urban challenges which it faces.

- **Greater International Understanding**

To become a major international education center with a primary emphasis on creating greater mutual understanding among the Americas and throughout the world.

### Objectives

Achieving each of the major goals of Florida International will mean that a number of more specific objectives must also be met. Since the objectives and the strategies for achieving them must, by definition, evolve in part through more intensive formulation by those who will be responsible for their implementation, these statements of objectives are general in nature and used as guidelines and starting points for future work. However, they all suggest more detailed, underlying criteria by which the achievement of these objectives might be evaluated.

- **Education of Students**

The first goal of Florida International is the *Education of Students* regardless of age, sex, race, or religion.

It is the philosophy of the University to go about its educational task in ways which contribute to some of the major needs of the society and which stimulate all aspects of the student's development.

In achieving the goal of *Education of Students*, the University will pursue these objectives:

- An academic structure — for both faculty and curriculum — building on the classic academic disciplines but adding the emphasis of educational programs, service and research centers, and continuing education experiences designed to meet the needs of all the students of the University.
- A style and framework for administration and governance which serves as an integral part of the student's educational process as well as an effective mechanism for decision-making.
- Opportunities for students and faculty to strengthen their educational experience in directed and related on-campus and off-campus "real world" situations.
- An admissions policy which ensures that students are selected and retained both on the basis of their past academic accomplishments and their potential for learning and for contributing both to the University and to the larger community.
- Programs which are based in the academic disciplines but which will also enable students to improve their social and economic status by increasing their intellectual, professional and career-related abilities.
- Close working relationships with the community colleges from which many students will come as well as with other institutions which can also contribute to the student's education.
- Academic programs for students which call upon and

combine the relevant competencies of the University and discourage arbitrary structural constraints within the varied academic units.

- Opportunities for research which enable faculty and students to do creative, original work in the context of meeting the needs of society and the challenges of their academic areas of expertise.
  - A vital educational environment with student and faculty involvement in the development of University academic facilities, laboratories, and library resources.
  - A range of educational experiences which stimulate the cultural, social, and environmental sensitivities of the students, the staff, the faculty, and the community.
- **Service to the Community**  
There are other needs of the Greater Miami and South Florida area that the University must respond to in specific educationally related program activities which strive to develop fresh approaches for relating the University and the Community in a manner acceptable and beneficial to both. In so doing Florida International will have the following objectives in meeting the goal of *Service to the Community*.
  - Furnishing leadership in identification and evaluation of the major educational, social, technological, and environmental issues and their interrelationships in the urban ecology of Greater Miami and South Florida.
  - Acting as a resource for local, regional, state, and federal governments and other community groups in the solution of public problems.
  - Serving as a focal point and information source for various segments of the community as they seek to deal with specific problems.
  - Providing cultural and educational opportunities for members of the community who have no formal association with the University.



- Providing special educational programs which will permit units of government to offer a higher level of service in response to public need.

- **Greater International Understanding**

Recognizing the almost unique position and potential which Greater Miami and South Florida hold as international, cultural, and economic centers, Florida International will develop special programs and capabilities to serve the citizens and governments of the Americas and of the world. To meet the goal of *Greater International Understanding*, the University will pursue the following objectives:

- Develop special instructional programs in such areas as international relations, comparative history, comparative cultures, and contemporary institutions to impart deeper understanding of distinguishing features of peoples of the world, and their common interests.
- Establish research and service programs in conjunction with universities of other countries, in carefully selected areas of mutual interest, to build the research and service potential and the educational programs of both institutions.
- Attract to Florida International students from throughout the Americas and the world who are particularly well-qualified to contribute to and benefit from the University's international programs.
- Share faculty expertise with public and private organizations which need assistance in areas of the University's international competency.
- Act as a center for information on pressing problems of Inter-American and international significance such as urbanization and human environment.

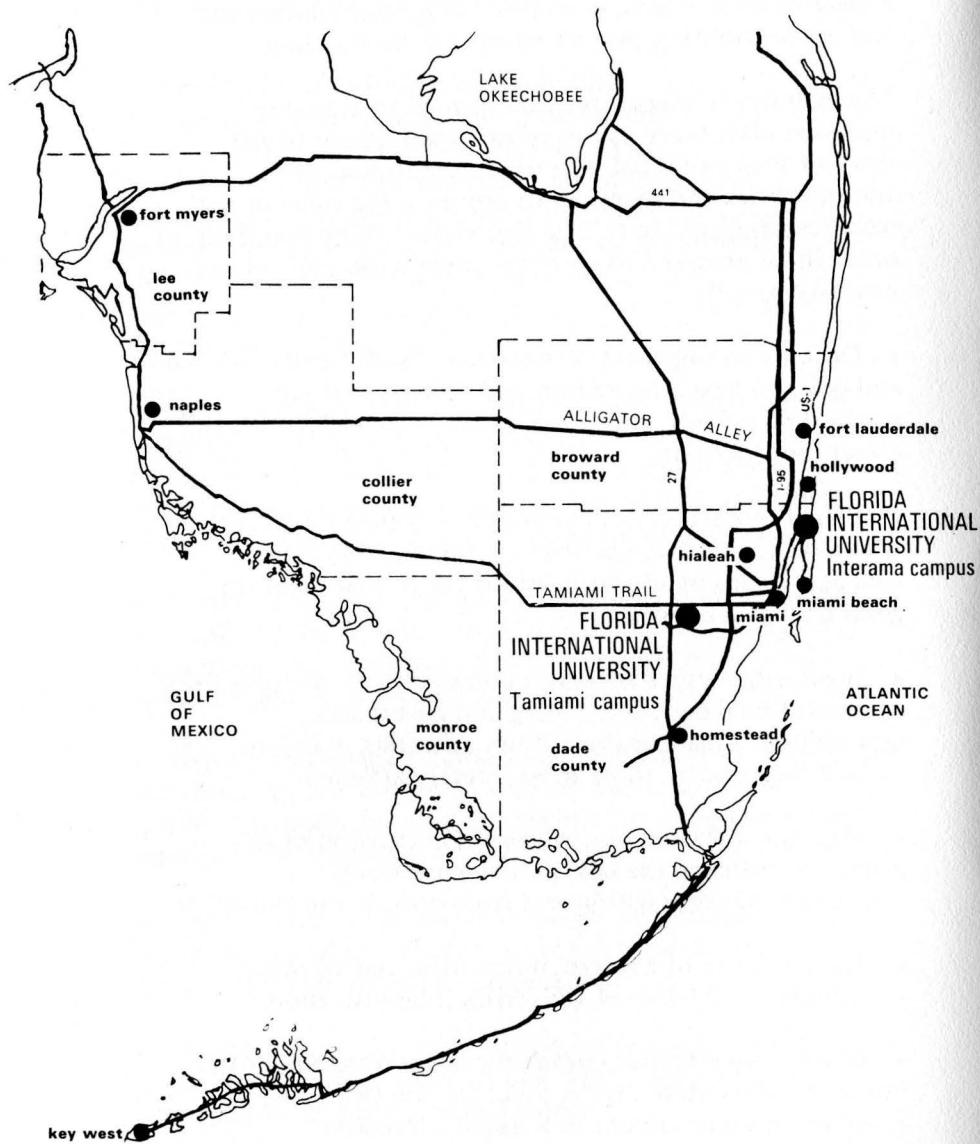
- **Achieving the Goals**

To achieve the three basic goals of the University, Florida International will develop the planning, evaluation, and governance processes in a manner which allocates the human, fiscal, and physical resources of the University

so as to optimize their contribution to the successful execution of the basic mission of the institution in educating its students, in serving the greater community, and in contributing to international understanding.

The inability to recognize and organize all available resources effectively causes most organizations to fall short of their potential. Florida International will adopt policies and practices to optimize the value of the resources available to it. The University's administration, in order to be prepared to meet the three basic goals of the institution, will:

- Develop an organizational structure sufficiently flexible and open to new information and insights that can respond effectively to changes in the environment which affect the University.
- Establish a system of planning and program budgeting which functions as a means of communication as well as a means of allocating resources to best meet the goals of the University.
- Involve the entire academic community in the processes of institutional decision-making and governance, especially in a manner that allows operating decisions to be influenced by those most directly affected.
- Maintain a continuous process of evaluation of all programs, utilizing the best available measures and personnel from within and from outside the University.
- Make full use of modern, humanistic management knowledge at all levels of University administration.
- Develop an effective communications program, both internally and externally, in order for the University to maintain its commitment to academic freedom and its total concern for truth and understanding.



Florida International University – located to serve the State's most heavily-populated area.

### III Governance

Florida International University is committed to a plan of governance, within the Board of Regents' guidelines, that is responsive to the concept of evolutionary change within the institution. Governance has been described as the process by which students, teachers, administrators, and trustees (or regents) establish and carry out the rules and regulations that minimize conflict, facilitate collaboration, and preserve essential individual freedoms.

The philosophy and the goals and objectives of Florida International University make it clear that the system of governance must provide for flexibility and responsiveness to change, for legitimate participation for all parts of the University community, for true learning experiences for students, and for effective management of resources.

The inherent limitation on the decision-making power of administrators is a significant factor in the governance of the academic community. Administrative power is often regarded by faculty and students as alien to the "real" purposes of the University, because of a lack of understanding (communication) of the administration and partly because of a confusion of roles. To attempt to solve this organizational problem, Florida International University is committed to a pattern of governance which will give all members of the academic community an opportunity to be a part of the decision-making process.

The concept of shared decision-making is not only realistic academic management, but it is also good education. It is good management in that it recognizes the realities of decision-making in the academic community, providing, of course, that shared decisions do not become a cloak for a governance based only on counting heads. It is good education in that it gives all members of the academic community experience in the process of allocating scarce resources, of effecting change, of evaluating programs and people, and of motivating collective action.

The concept of shared decision-making at Florida International will require a high degree of patience, understanding, and maturity on the part of all parties, together with a clear recognition of and appreciation for the role of the President and his ultimate responsibility for decisions. Decisions involving the University community will be openly and responsibly made, and they will be based on the best available information. Decisions will be subject to subsequent review, evaluation and modification if appropriate. When the President is placed in the position of final arbiter or decider, there should be confidence that his action was based on the best counsel available. In the cases when full and customary discussion regarding decisions may not be possible, the academic community must accept that reality and understand that actions taken are subject to open review and possible modification.

The governance structure will center around a University Council made up of faculty, students, and staff as fully participating members. The University Council will have broad legislative power within the guidelines set by the Board of Regents in its Policy Manual. In addition, the Council will have complete freedom to make recommendations to the President on all institutional matters.

Members of the University Council will be selected by faculty and students through their own constituent organizations, and they will have the responsibility of ensuring that each group is properly represented. Staff members will be selected by the President in consultation with his principal administrative officers.

Each member of the Council will have an equal voice in deliberations and an equal vote. In order to place proper emphasis on the role of the President as "first among equals" in the University, he will be the chairman of the Council.

The faculty at Florida International will have an opportunity, if they elect to do so, to have a faculty senate for their own self-government and to advise on matters of

University policy. With or without a formal faculty senate, the members of the faculty will be strongly encouraged to:

- Develop decision-making procedures which involve those members of the teaching staff customarily excluded, namely teaching assistants, lecturers, research personnel, library employees, and part-time instructional personnel.
- Become involved in the planning and budgeting process.
- Enable students to share in departmental and program level decision-making.

Students will also have the opportunity to have a student governmental organization which can provide for effective student participation in the governance of Florida International University. Students will be appointed as voting and fully participating members of all established committees of the University. On-campus social activities which are conducive to creating a congenial and pleasant living-learning environment will be a responsibility of the students to the extent feasible. Students will be expected to give assurance that their membership on institutional committees and councils includes all significant elements in the student body. Students will also be asked to participate in the evaluation of University programs through the planning and budgeting process.

Making the proposed system of governance work at Florida International University will require several important programs including:

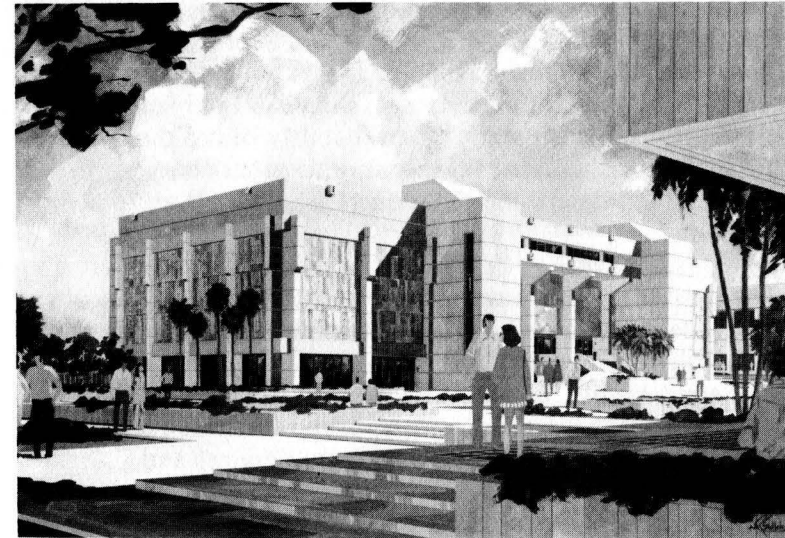
- Training programs to assist all members of the faculty and staff to understand their individual and collective responsibilities, to articulate the aims and goals of the University, and to understand the reasons for existing policies and procedures.
- A well-defined and understood planning and evaluation program for the University which develops long- and short-range plans and which provides the necessary data for setting institutional policies, developing viable



alternatives, and presenting adequate projections on costs and enrollments.

- A unified program of communications for all parts of the University constituency which involves the University's various publics and responds to them in their particular area of concern and interest.

The proposed pattern of governance at Florida International University is not designed to minimize any of the inherent prerogatives of the faculty, students, or staff. It does propose, however, to create an environment of trust which allows each group to deal with its own special responsibilities of teaching, learning, and administering, and to contribute effectively to issues relating to the entire academic community.



One of two major buildings which will be ready for occupancy in 1972 is this five-story Multi-purpose Building.

#### IV Academic Organization and Programs

Florida International University's academic programs will be organized around one college, five schools, two centers for study and instruction in major societal issues, and a division for continuing education and other special services. The College of Arts and Sciences and the five Schools: Education; Business and Organizational Sciences; Technology; Health and Social Services; and Hotel, Food, and Travel Services will be the focal points for degree-granting academic programs while the Center for Environmental and Urban Affairs and the Center for International Affairs will serve as learning, research, and service arms of the University. The Division of University Services and Continuing Education will be responsible for off-campus degree programs and all non-degree educational activities.

Clearly, not all of the programs described in this section of *The Birth of a University . . . And Plans for Its Development* will begin in 1972. The extent of student demands for a program, the availability of funding, the ability to recruit staff, the availability of buildings and equipment, and the relationship to other courses and programs will determine the sequencing of the various programs.

Responsibility for the administration and coordination of the academic program, including the University libraries and student services, will be vested in a Vice President for Academic Affairs. Directors of the centers and deans of the schools and college will report to the Vice President. The Dean of the Division of University Services and Continuing Education will report to the President, but the programs in that division will be closely coordinated with the various other academic programs of the University.

It is appropriate at this stage of the development of Florida International for the organizational units to be described in somewhat general terms since their specific content will be determined subsequently by faculty members and academic administrators. The College of Arts and Sciences, the School of Education, and the School of Business and Organizational Sciences are projected to attract the largest number of students initially and will tend to account for the bulk of enrollment for the foreseeable future. It will be the policy of the University, without failing to meet the legitimate needs in these areas, to encourage the balanced growth of all parts of the institution so that the influence of any one or two sectors does not dominate the interests of the rest and especially the interest of the University as a whole as it pursues its goals. The organizational scheme is intended to offer fluidity and flexibility while at the same time maintaining stability and restraint in order to permit planned change within well-defined areas of responsibility.

### College of Arts and Sciences

The College of Arts and Sciences will be organized

around the classic academic disciplines, both to meet the needs of students seeking a liberal education and the professional needs of faculty members with interests and commitments in their respective disciplines.

The College of Arts and Sciences will play three key basic roles in the University:

- Offer a baccalaureate degree to students preparing for graduate or professional study and the academic program for a master's degree to secondary school teachers in the fields of their specialization.
- Provide instruction in the Schools and Centers.
- Serve as a theoretical base for action-oriented teaching and research activities in the Schools and Centers, and for scholarly activity in the disciplines.

The College is projected to have sixteen disciplines in a departmental structure, (although there may not be the need for each to be a separate department initially):

Biology  
Chemistry  
Economics  
English, Speech and Journalism  
Fine Arts: Music, Art, Drama  
Foreign Languages  
Geography, Geology, Meteorology  
Government and Political Science  
History and American Studies  
International Relations  
Library Science  
Mathematics and Statistics  
Philosophy and Religion  
Physics  
Psychology  
Sociology and Anthropology

### Program-Oriented Schools

Each of the five program-oriented schools will respond

directly to the needs of students for preparation for careers in education, health and social service, government, business, and industry. These include Education; Business and Organizational Sciences; Technology; Hotel, Food, and Travel Services; and Health and Social Services — fields judged to be of first priority for students in Greater Miami and South Florida. Each school will have its own core faculty and will draw on faculty capabilities in the College of Arts and Sciences wherever possible, on the faculty of other schools, and center personnel. Excessive specialization will be minimized, and broadened experiences will be emphasized for both students and faculty.

The program-oriented schools will enable Florida International to be mission-directed rather than discipline-directed, as is the case in much of higher education. The need to supplement the core faculty in each school — both from the college and other schools — will create a mutual interdependence which will foster interdisciplinary efforts by the faculty and will tend to give students a greatly broadened background. Each school will have a role in promoting a synthesis of knowledge relevant to students' needs from the entire academic community. Programs and approaches can be developed and continuously re-evaluated with fewer structural constraints because of the flexibility of the faculty within the organization of the University.

- **School of Education**

The School of Education will have the critical responsibility for educating students who intend to enter the teaching profession. The need for teachers in Florida is great and will continue to grow as the population increases. Special emphasis will be placed on meeting requirements for teaching in the urban community.

The Florida Legislature has recently required that local school systems and the Department of Education assume a greater degree of responsibility for staff development in the public school systems. Florida International anticipates that county school systems will need significant assistance in designing, implementing, and

evaluating local programs for administration, staff, and curriculum development. The emerging pattern for staff development of educational personnel calls for close, coordinated, and cooperative effort among the University and various state and local education officials.

The present pattern for certification in Florida at the bachelor's degree level (Rank III) includes requirements for professional preparation, general preparation, and preparation for specialization. The School of Education will have full responsibility for professional preparation, providing a minimum of 30 quarter hours in professional work that would include an internship.

Preparation for specialization is similar to that required for a college major in a particular discipline. In most cases, specialization requirements may be satisfied by a bachelor's degree with a major in the specialization sought.

- **Undergraduate Programs**

The School of Education has been planned initially to have the following seven undergraduate programs, or some combination of them:

- Childhood Education
- Counseling and Guidance
- Higher Education
- Secondary Education
- School Organization and Administration
- Special Education
- Vocational-Technical Education and Adult Education

The undergraduate program for the pre-service education of teachers will prepare students to become elementary or secondary school teachers. Primary emphasis will be placed on programs for younger and older children with interdisciplinary opportunities in conjunction with the College of Arts and Sciences for child development, sociology, psychology, English, history, art, music, science, and other disciplines. The Division of University



Services and Continuing Education in conjunction with the School of Education will concern itself with the education of para-professionals for employment in the public and private schools.

For training of teachers at the secondary school level, special interdisciplinary programs will prepare teachers for English, social studies, natural and physical sciences, mathematics, industrial arts vocational and technical education, business education, adult education, and home economics education. At the elementary or secondary levels the teachers' educational program will include provisions for training school librarians, guidance counselors, school social workers, and teachers of art, music, physical education, and exceptional children. Additional undergraduate areas of specialization in the School of Education will be developed in the future as the need arises.

- Graduate Programs

The area serviced by Florida International will require — in addition to classroom teachers — growing numbers of guidance counselors, principals, supervisors, curriculum specialists and junior college teachers. Since all of these are required to hold master's degrees, the University will develop appropriate degree programs in response to the need.

The graduate program at the master's degree level in the School of Education will include:

Administration and Supervision  
Adult and Continuing Education  
Counseling and Guidance  
Higher Education  
International Education (In conjunction with the Center for International Affairs)

Graduate degrees for secondary school teachers and community college instructors in their areas of specialization will be awarded by the School of Education with programs carefully coordinated with the College of Arts and Sciences.

- School of Business and Organizational Sciences

- Undergraduate Programs

Florida International recognizes the need of the business community and the various governmental agencies for trained and highly skilled management graduates. Opportunities for men and women with degrees in administration, business, management, and various other organizational sciences will continue to increase. Consequently, the University will develop appropriate programs to meet this need.

Admission to the School of Business and Organizational Sciences will be flexible but will assume a background of elementary accounting, economics, and finance. A major in the School will be designed to offer a general background in the core courses of accounting, statistics, marketing, finance, advertising, management, and business law. Opportunities for specialization will also include systems and organization, business communications, personnel practices, and cost analysis.

The School is scheduled to have the following undergraduate programs in the initial stages:

Accounting and Control  
Finance  
Marketing  
Management:  
    Agribusiness  
    Management of Health Resources  
    Management of Leisure Services  
    Real Property Management  
Public Administration  
Transportation

- Graduate Programs

The graduate program at the master's degree level in the School of Business and Organizational Sciences will *initially* include:



Florida International University as it is projected to appear in 1980...



Business Administration  
Public Administration (In conjunction with the Center for  
Environmental and Urban Affairs)

Students in all areas of undergraduate and graduate study will be introduced to the role of electronic data processing, to the new communications technology, and to the international aspects of the business and industrial community. Opportunity for more intensive courses in these areas will be available through the School of Technology and the Center for International Affairs.

Florida International University believes it essential to arrange with government, business, and industry a program that will enable students to have an effective work experience, both because many of them will need to do so and because work experiences can reinforce and enlarge learning opportunities. In one sense, the business and governmental community can become part of the campus — to the benefit of the student, the participating firm or agency, and the University.

The School of Business and Organizational Sciences will have the responsibility to participate in many other programs of the University and can be expected in turn to draw heavily on the resources of the College of Arts and Sciences (in the behavioral sciences, for example) as well as the School of Technology and the other schools. It will also have close working relationships with the Center for Environmental and Urban Affairs and the Center for International Affairs, where there will be opportunities to develop joint programs in many areas.

- **School of Technology**

The pervasive influence of technology — for both good and ill — upon the economy and the society of the world has been well-documented by scholar and political figure alike. The emphasis in most American higher education has been, and to a large degree continues to be, upon scientific inquiry and the discovery of knowledge. Such activities, including support of new educational

technology programs, have received major support from the federal government for the past decade. The value of and need for basic scientific education and inquiry in higher education, therefore, holds a significant place in the planning for Florida International University.

In assessing the needs of the community and of potential students, however, Florida International believes that the role it can fill is not so much in traditional scientific curricula as it is in programs which emphasize the economic, ecological, and social applications of scientific and technical knowledge. While emphasis will be on technical skills and understanding, all programs in the School of Technology will also emphasize the larger man-machine relationship, the interaction of technology and man's total physical and social environment. As in the case of the School of Business and Organizational Sciences, the University also believes it is essential for each student's academic program to include working experience which is related to his on-campus education.

Because of the non-traditional nature of the School of Technology, it is expected that its internal structure will evolve over time as experience provides guidelines for further development. Appropriately, it will be one of the most flexible parts of the University as it responds to the changing needs of the community, to the students, and to the environment. For example, new technologies are already evolving in the areas of urban and ecological planning and management. Certain aspects of transportation also carry strong overtones of technological training with which the School of Technology may wish to become directly involved. Initially, however, there are five areas of technology which appear to warrant the design of specific programs. They are Building Technology, Communications Technology, Computer Technology, Engineering Technology, and Environmental Technology.

Courses in computer technology and — to a lesser degree — in communications technology will be developed first because of their importance to the other Schools and Centers. In addition, the Division of University Services and Continuing Education and the Centers will



initiate and carry out programs in technology which may serve to guide the further direction of the over-all technology curriculum. For example, the leisure industry and the construction industry in South Florida will have many needs to which the School should respond, and those needs may be initially identified through the Center for Environmental and Urban Affairs and the Division of University Services and Continuing Education. Other programs related to the central environmental, urban, and international goals of the University will develop in response to demonstrated need and to the leadership brought to the School of Technology.

Because of the importance of the food, housing, and related service activities to the geographical area served by Florida International University, including Latin America, a special program in Hotel, Food, and Travel Services will be established. This program is described subsequently; however, in many respects this program could be conceived as the core for an evolving technology which might well become an early reality in the developing leisure time industry.

The initial five undergraduate programs in the School of Technology are listed below:

- Building Technology
- Communications Technology
- Computer Technology
- Engineering Technology
- Environmental Technology

- **School of Health and Social Services**

As an urban institution of higher education, Florida International plans to stimulate student and faculty interest in urban service careers. The University is committed to the development and, when necessary, assistance for rehabilitation, of all the human resources of the community. While each area of the University is involved

in meeting those needs, it is important that one major academic segment of the institution be charged with the responsibility for specific programs. Accordingly, the School of Health and Social Services will ultimately offer programs for students seeking career opportunities in the following fields:

Criminology and Corrections  
Family Services  
Home Economics  
Medical Technology  
Mental Health  
Nursing  
Optometry  
Physical and Vocational Therapy  
Social Welfare

Tremendous shortages exist in all these career fields both because of the great social demand and because of the relative dearth of appropriate educational opportunities. There is a clear need and opportunity for field work as part of the educational program, both in the urban areas of this nation and throughout the world. The School can contribute in important ways to the other academic and service programs of the University.

The School of Health and Social Services will work very closely with the Division of University Services and Continuing Education in developing programs responsive to community, regional, state, national, and international needs. For example, government at all levels could be served by intern-like programs in which the University — through the Division and the School — would train both existing employees as well as students desiring to enter the various public service fields. The School of Health and Social Services and the Division of University Services and Continuing Education will also concern themselves with the education of para-professionals in these fields with extensive off-campus degree programs.

- **School of Hotel, Food, and Travel Services**

The “leisure industry” in South Florida is a continuing source of economic strength to the area and to the state.

Adequately trained personnel to meet the growing demands of the industry are essential for Florida to continue to compete successfully with other resort areas and for the business and discretionary income which supports the industry. The growing complexity of the business in terms of services and facilities required and its labor-intensive nature mean that the industry will require increasingly efficient and sophisticated management.

The program in the School of Hotel, Food, and Travel Services will train students for over-all management of hotels and resorts, for food service management; for tourism and travel planning, and for the administration and supervision of hotel facilities. (While the program is described here in terms of hotels, it would have considerable relevance to other travel and leisure-related organizations). Students will study management, accounting, communication arts, food production, social psychology, transportation, logistics and distribution, dietetics, purchasing, safety control and equipment, and other related programs. Practical experience will be an integral part of the program, and work-study arrangements will be made with area hotels, resorts, and other travel or tourism organizations.

### Special Academic Units

Three units to serve the entire University and the community with access to the physical and human resources of Florida International are the Center for Environmental and Urban Affairs, the Center for International Affairs, and the Division of University Services and Continuing Education. The Centers will serve as learning, research, and service arms for the College and the five Schools. Working with and through the Division of University Services and Continuing Education, the Centers will have responsibility for special conferences, for development of various action programs, and for the continuing review of academic offerings in the environmental, international, and urban fields. Their review will be to ensure that relevant needs are being met and that broad field experience is being fed back into academic programs.

Since much of the graduate work at the University will be project- or goal-oriented, the Centers are logical organizational units for students and faculty interested in pursuing cross-discipline, mission-directed research and study. To the extent feasible, much of the University's graduate work will be channeled through the Centers.

Under proper leadership and with understanding support from faculty and students, the Centers can have a great and positive impact on the University's educational programs. In part, this impact will come through the influence which the Centers will bring on all parts of the University community to be true to the goals of the institution. Secondly, the impact will develop through the interdisciplinary and experimental viewpoint required for all who expect to contribute significantly to work in environmental and urban studies and in international understanding.

- **The Center for Environmental and Urban Affairs**

One of the basic missions of Florida International University is to make a major contribution to the human and environmental quality of life in the South Florida area. The University believes that such a mission can be best accomplished through an organizational unit which holds such a responsibility on behalf of the University. The Center for Environmental and Urban Affairs will carry out this responsibility by focusing and coordinating the educational resources of the University through the extension of various academic programs, by the development of significant current research, by the accumulation of a library which emphasizes information and data not readily available elsewhere, and by acting generally as a catalyst within the applied and liberal disciplines of the University to encourage productive and composite involvement in the resolution of pressing social problems facing our society. The Center will assist governmental agencies, business organizations, civic groups, and individuals as they work to improve the quality of urban life and our environment.

The Greater Miami and South Florida areas provide almost unique locations to study the impact of urban growth on

their ecosystems. The situation is not as critical as in the case of many larger and older urban areas, and the mix of economic activity includes agriculture, industry, transportation, and leisure. The physical environment includes both highly developed and essentially primitive states. Virtually all academic segments of the University will find this a "natural laboratory" for their social and scholarly interests and concerns.

The Center will channel requests for information and services to appropriate organizations inside and outside the University. It will seek funds for programs and research from state and federal agencies and from foundations and other sources. The Center will convene faculty and students from all areas of the University concerned with environmental and urban issues. While the primary focal point of the Center will be the South Florida area, its work and its findings will be relevant to other urban areas and to other scholars with similar interests. It will serve both the practical needs of its primary community and the broader intellectual needs of the nation and of the world.

- **The Center for International Affairs**

The University's Center for International Affairs will have as its basic mission the broadening of the understanding and productive relationships between the two hemispheres and the world in social, economic, cultural, and educational affairs. The Center will carry the primary responsibility for University programs which deal with international affairs and for developing and conducting joint research and study programs which will enrich and strengthen relationships between and among the Americas and the world. The nature of those relationships is changing continuously as the individual nations change and as the world's economy becomes increasingly interdependent.

Florida International University recognizes that many institutions have programs which have similarities with that proposed for this Center, and it has no intention of having undue duplication of those programs. However, the unique situation of Greater Miami as a natural

gateway between North America and Latin America makes it imperative that the University, especially as a public institution, develop programs which make unique contributions in this most important area. Greater Miami now has over thirty major international corporations with Latin American branch offices, and that number continues to increase; only Greater New York has more such firms. The Center, in cooperation with the appropriate local and state authorities, will support and facilitate these and other international companies on both continents as they seek to develop their international activities. Seminars and special conferences will be held for the employees of these firms as a basic component of the Center's program.

Initially, a principle aim of the Center for International Affairs will be to gather information from Latin American research and study efforts and provide some focus for what has historically been a somewhat uncoordinated effort. The Center will also provide a base for an international depository of the research, studies, and programming that have been accomplished or are being done on Latin America. Emphasis will be placed on the positive role that the United States can play, particularly in the economic and development fields, but social, health, scientific, educational, political, and cultural implications will also be articulated. Teaching of language and cultural courses will be directed toward bridging the various gaps which now exist between the two Americas. Specialized courses for Latin Americans coming north and North Americans going south will also be developed, and they should be especially productive.

Research in international affairs will involve staff members of the Center and faculty and graduate students from the College and the Schools. Opportunities for academic programs and research studies are almost limitless. The Center for International Affairs will publish extensively as the results of its research, service, and action programs are available.

The University expects to participate in international exchange programs in two ways. First, through exchange



programs of its own; and, second, through assisting and cooperating with other institutions in effecting better exchange programs. Special emphasis will be placed on developing programs that will provide a better understanding of the various changes occurring throughout the world in all professional, social, political, educational, and economic areas.

Other institutions in the state and nation will be invited to participate in the programs at Florida International which will provide their students and faculty with relevant knowledge about the aspects of life in Latin America and the world which are often neglected, yet which are crucial to the successful acculturation process. Students and faculty will be encouraged to enter these programs at periodic intervals throughout the year.

The Center will have a key responsibility in fulfilling the University's goal to be a major international education center. Programs will be developed to acquaint a large number of people from the United States and from other nations of the world with significant knowledge and information that will benefit all concerned. The Center will also work very closely with the Division of University Services and Continuing Education in an effort to make the continuing education process an international, as well as a local and regional thrust of the University.

The long-range programs of Florida International logically point toward activities requiring facilities elsewhere in the world. These Centers would receive students from the United States and from other nations under the general direction of the University, in close coordination with the university in the host nation.

- **The Division of University Services and Continuing Education**

As evidenced throughout *The Birth of a University . . . and Plans for Its Development*, Florida International University considers the extension of its resources to the community and the varied adult audiences of the community, as one of its highest priorities. The concept of community service and life-long learning

for all adults is intended to permeate every operating component of the University.

Recognizing the fact that continuing education is the responsibility of all members of the university community, but that such responsibility must be coordinated and administered by a central unit, Florida International has established the Division of University Services and Continuing Education which will assume the responsibility for effective delivery and coordination of the resources of the University to audiences other than those involved in full-time, on-campus matriculation. The Division will be headed by a Dean reporting directly to the President. (This Division will sponsor seminars, conferences, and other non-degree educational activities as early as the fall of 1970.)

The Centers for Environmental and Urban Affairs and International Affairs and the College and Schools will work closely with the Division in the development of all educational programs which are provided by the Division of University Services and Continuing Education. Florida International will utilize every possible means for extending educational opportunities to all who can benefit from such experiences. The University is fully cognizant that despite the existence, at all levels, of sizeable numbers of institutions which provide rewarding environments for many groups pursuing educational opportunities, there remain large segments of our population who have not been included in the pattern. Florida International is committed to these individuals wishing to take advantage of new opportunities for education, as well as to those individuals who constitute the traditional audience of the University.

The knowledge explosion and the ensuing time-lag between discovery and application of knowledge have allowed a situation in which the professional has an extremely short period living comfortably with knowledge learned through regular university matriculation. Florida International will provide professional and para-professional personnel with opportunities to return for intensive short-term and long-term credit and non-credit educational

experiences that will allow them to keep abreast of the latest developments in their professions.

The problems of urban blight and pollution, equal educational opportunities, human interaction, lack of international understanding, poor housing and health conditions, crime and delinquency to name only a few, have provided a mandate to the University that it extend its special expertise in working with the total community in assisting it to structure solutions to the problems confronting all of us. Florida International will provide educational experiences and programs in concert with the community that will, hopefully, lead to the amelioration of such problems. To provide this "extended arm" of the University, the Division of University Services and Continuing Education will:

- Provide and coordinate the structured educational experiences offered for those students not involved in the full-time on-campus matriculation process.
- Provide educational opportunities for college and university graduates who wish to continue credit study but who for various reasons cannot participate as on-campus matriculating students.
- Provide educational opportunities for those adults who have some college or university work and who wish to continue their study but cannot do so in existing University programs.
- Provide courses for young adults who at the time are not qualified for admission under the regular University admission procedures but who might be accepted if able to prove themselves in parallel programs as potential college material.
- Provide non-credit educational experiences designed to assist adult audiences with information on professional skills, social issues, problem-solving techniques, or any demonstrated need for which University resources might be relevant.
- Provide relevant educational experiences to the full-time

matriculating University student in credit or non-credit format as requested by the various academic deans or the Dean of Student Services.

- Provide, in concert with other University resources, programs in research, training, consultation, and counseling for persons engaged in broad areas of concern such as agriculture, labor, business, industry, engineering, public affairs, and health and social services.
- Provide assistance to the various communities and community institutions – local, regional, state, national, and international – to identify the research and teaching resources of the University and the human and material resources of the community.

Florida International University, as a member institution of The State University System of Florida, will coordinate its service and continuing education activities with its sister institutions whenever such a blending of resources appears to be appropriate. The University will also attempt to coordinate its offerings with the existing public and private institutions of higher learning within the geographic area of Greater Miami and South Florida.

The Division of University Services and Continuing Education at Florida International will be structured to provide services in the following areas:

Community Development and Urban Extension (in cooperation with the Center for Environmental and Urban Affairs)

Continuing Education Centers

Educational Media (ETV – Radio – Blackboard by Wire)

Independent Study (Correspondence Study, Programmed Instruction)

International Affairs (in cooperation with the Center for International Affairs)

Labor and Management Seminars (in cooperation with the  
School of Business and  
Organizational Sciences)

Off-Campus Credit Activities

Professional and Developmental Activities (Non-credit)

School Services (in cooperation with the School of  
Education)

- **Multi-Campus Concept**

As the University responds to the needs of the Greater Miami and South Florida community, Florida International will not be limited to programs on the Tamiami Campus, nor will it be constrained by traditional or conventional educational settings. While the Tamiami Campus is well located, access will be a problem for some students. To the extent feasible, the University must be able to take its programs to its potential students.

Just as the traditional land grant university considered that "the state is the campus," the entire Greater Miami and South Florida metropolitan area must be the campus for Florida International University for teaching, research, and service activities. The work of the Division of University Services and Continuing Education, the Center for Environmental and Urban Affairs, and the Center for International Affairs may well require various activities and physical facilities off the Tamiami campus, perhaps in more than one location. All of these locations should be chosen for their functional value and should be coordinated with future campus developments.

As Florida International's enrollment grows and as experience provides a better understanding of need patterns than is possible at this time, it may be determined through various feasibility studies that additional campus sites will be required to enable the University to fulfill its mission more effectively. Such campuses may be specialized or general purpose. In any event, all activities geographically separate from the Tamiami Campus will be responsible to

the central administration and will be fully participating components of the larger academic community. Such separated units will have sufficient autonomy to deal with their own local problems, but in a way which is compatible with the governance and the academic programs of the entire University.

- **The Interama Campus**

The 1970 Session of the Florida Legislature allocated 400 acres of land at the Interama tract in north Dade County for the use of the Board of Regents as a campus of Florida International University (Florida Statutes, Chapter 554.29). Once planning funds become available, development of the Interama Campus of Florida International will begin at the Interama site.

The Interama Campus of Florida International University would be the focus of the international programs and activities planned by the University. The proposed Center for International Affairs and other specialized international programs would be located at the Interama Campus.

- **Research**

The ideal interaction in university research activity occurs when students and faculty define a problem and venture together in gathering data, organizing, analyzing, and drawing a hypothesis. Whether a faculty member sets aside a portion of his time from teaching or whether a faculty member will be released periodically for full-time research is an administrative decision which must be made under changing conditions, needs, and circumstances. In all instances, however, the research carried on at Florida International will be an integral part of the instructional and service programs of the University.

Research at the University will provide opportunities for faculty, staff, and students to develop competencies, to discover new knowledge, and to develop new understanding of the application of knowledge to urban environmental, international, and other intellectual and social issues. The design of the various Schools, Centers, and the College is action-oriented and the collection, organization, and analysis of research data on current problems using a composite of disciplines will enable the



University to approach any related areas of research.

It is essential that the University provide for periodic assessments of research efforts and needs by inviting comments and active participation from faculty, students, staff, and the business and professional community in order to determine the critical issues and unresolved problems that are in need for on-going specialized research. This review and analysis will also enable Florida International's research efforts to be relevant to the goals and objectives of the University.

## V The Faculty

Faculty members make unique contributions to the total quality of a university. As a composite of experts, their influence sets the tone of an academic institution, establishes the learning environment of a campus, and portrays either more or less adequately a quantitative and qualitative emphasis on teaching and learning for the students, for the greater community, and for higher education in general. Florida International University is committed to having an outstanding faculty dedicated to teaching, service, and relevant research.

### Selection Criteria

In recruiting faculty members, Florida International will apply the usual criteria of academic background, research and teaching experience, professional or scholarly contributions, and general personal characteristics. The University, however, will also apply additional criteria to make certain that candidates are suited as potential faculty to help fulfill the goals and objectives of Florida International. Because of the structure of the academic program, several very crucial characteristics are immediately apparent. There will be, for instance, many joint appointments — a procedure which will necessitate a clear understanding of evaluative criteria for promotion and tenure as joint, multiple activities entered into by all those units of the University directly affected by the individual faculty member's teaching, service, and research efforts. These kinds of decisions must reflect the relationship of individual faculty members to the total mission of the University, and new faculty members must be aware that promotion, tenure, and budget decisions are all-university in many instances, and not limited as they usually are to a "strictly departmental" provenience.

Faculty members at Florida International must be willing to and, hopefully, have demonstrated their abilities to work across disciplinary boundaries in dealing with issues central to the environmental, urban, and international missions of the University. Faculty members should also

have a strong student orientation and an accompanying desire to enter into a composite learning-teaching-research experience. In short, the faculty will be challenged to be experimental, and to respond to the structure and mission of the University with an openness and awareness of its innovative nature. They will be expected to work toward their own professional development in the application of knowledge to current problems as well as in traditional scholarly research and publication. Primary consideration will favor faculty members with a strong commitment to teaching and counseling with students. Priority will also be given to those with a demonstrated ability to practice their art or science whether in sculpture or electronics. Indeed, many faculty members will be drawn from the "real world" to serve as adjunct professors in their areas of expertise. The adjunct appointment will be considered as a part of basic staffing strategy, and not as a stop-gap measure.

### **Organization**

The faculty at Florida International will be organized, as indicated earlier, around appropriate departments and programs in the College, the Schools, and the Centers. They will be expected, however, not to be constrained by such organizational or structural assignments, but rather to use the departmental or program base as a point of departure in a broadening configuration of disciplines. Administratively, each department and program will be organized under a chairman or director.

### **Classroom and Laboratory Assignments**

Classroom and laboratory facilities will be assigned by the Office of Administrative Affairs in conjunction with a special space committee composed of faculty, students, and staff, and in coordination with the Office of Planning and Analysis. Departmental and program concentrations within each instructional area will be given top-priority in space utilization.

### **Teaching Requirements**

Interdisciplinary approaches to learning will be encouraged

with mixed teaching assignments for lecture, seminar, and laboratory. Class sizes will be determined on the basis of both good teaching and good use of resources, and no premium *per se* will be placed on class size or student-teacher ratio. "Normal" academic loads will depend on course level, number of preparations, and student contact hours.

Faculty members are expected to experiment with new media and new methods. They will be encouraged to exercise individual initiative and responsibility. Faculty members are also responsible for curricular development, professional growth advising and counseling students, and recommendations for institutional improvement. Applied "action-oriented" learning methods are encouraged to prepare students for careers and to help them with testing likes and dislikes before internships and practicums. Supervision of off-campus experiences may be a requirement for a number of faculty members.

The experience of virtually all urban universities is that a significant portion of their programs must be offered at other than "normal" hours, and they usually have major evening programs. To meet the needs of the students, it is reasonable to expect that classes will be offered from 7:00 a.m. until 10:00 p.m. Monday through Friday. Schedules of both classes and teachers must be arranged to accommodate the student not able to attend during "normal" hours.

The requirements for evening classes will produce demands on both faculty and staff not found in most non-urban institutions. The need and desire for higher education — on a credit or non-credit basis — on the part of people over 25 years of age has grown steadily during the recent past, and it is a growth that is expected to continue. The development of Florida International University will accelerate that demand in this area. To the extent feasible, these programs related to continuing education will be integrated with the degree programs of the University.

### **Institutional Responsibilities**

Faculty members will be encouraged to participate in the

governance of the University including the developing of a program of planning, budgeting, and evaluating systems for teaching, new programs, course offerings, staffing, and student or class loads within budget constraints.

Establishing a unique representative system for the governance of the institution is a primary concern at Florida International, and this point cannot be over-emphasized to prospective faculty members.

Although Florida Statutes and the policies of the Board of Regents specify the terms of appointment, procedure for separation from the faculty, working conditions, and the details relating to affiliation with The State University System of Florida, specific guidelines in a faculty handbook for Florida International University will be prepared by the faculty to supplement these documents.

Achieving the goals and objectives of Florida International will require a faculty and staff dedicated to the ends of the University more than to many of the traditional values of higher education. It will require a student body which recognizes the unique opportunities for total learning which they are afforded. It will require open, viable working relationships with all segments of the community and its institutions. And finally, it will require the physical resources — land, buildings, equipment, materials — which are detailed in the original master plan published in September, 1970.

## VI The Students

The student and the community of which he is a part will be the focal point for all programs at Florida International University. The institution is dedicated to playing a vital role in equipping students with the flexibility to deal with the complex social demands that face them. While the University clearly cannot adjust or respond perfectly to the individual needs of all of its students, it recognizes that each student is unique and that all its programs and services must permit the maximum development of every student at Florida International.

Students will be given opportunities for individual research and study consistent with the requirements of their particular academic programs and their own capabilities. Independent study will be emphasized along with growth of the individual and his own self-discipline. Each student, in order to develop a keen awareness of himself in the real world, will be required to have some form of work experience as related as possible to his academic program. In addition, each student will be required to have a formal international educational experience during his university career, if not by study involvement in another country, then in curriculum offerings, courses, or seminars on international affairs and understanding.

Information regarding Florida International will be made available to junior college and high school students in Florida. University information will also be extended to students in Latin American countries and eventually to students from many nations of the world who might be interested in programs at Florida International University. Information will also be made available, upon request, to those students from other states in the nation, although a limited number of out-of-state students will be admitted to the University each year.

### Undergraduate Admissions

The University will accept all qualified Florida residents as determined both by academic background or by qualifying examinations. The basic admissions policy of



the University will be to admit students who have a reasonable probability of successfully completing a higher educational experience, and not to restrict admissions only to those with the best chance of success. Normally, two years of college, usually an Associate of Arts degree from a community college, will be the basis for admission, although course content, work experience, and individual capabilities indicated on appropriate proficiency and diagnostic tests will also play an important role in the admission process. Admission for out-of-state students will be based on the above plus additional criteria established by the University.

### **Graduate Admissions**

The University will accept qualified Florida residents who meet all criteria established by the graduate division regarding academic background or qualifying examinations. Admission for out-of-state students will be based on the above plus additional criteria established by the University.

### **Qualifying and Advanced Placement Examinations**

During the quarter before the formal beginning of each course, the Office of Registration and Records in coordination with the College and Schools may offer a proficiency test to students. This procedure is designed to test the appropriate knowledge, skills, and other objectives of a particular course. Those who meet an adequate level of performance can be given credit for the course and advised to register for another. Others not reaching that level will take the course, each cognizant of his weaknesses and strengths. Credit by proficiency and advanced placement will be limited only when the total resources of the University, i.e., library, faculty, and staff are not sufficient to perform this program with the highest possible benefit to students.

### **Counseling**

Good counseling is essential to the success of most programs in higher education, and at Florida International

University, it will be a major component of the academic program. In addition to assigning faculty responsibilities for counseling, the University will also employ special counselors to assist students. Counseling at Florida International will attempt to help students to avoid academic failure and to broaden their understanding of educational opportunities. Other forms of academic and personal counseling will be available to students upon request.

### **Financial Aid, Work Programs, Career Planning, and Placement**

Since many students will be employed during their academic career, and since many of them will take permanent employment immediately after completion of their academic program, placement and related career counseling will be especially important at Florida International. The University will assist all students in finding appropriate working experiences which will augment their academic program at the University as well as providing necessary income. In addition, the University will maintain an active career planning and placement office to assist students in finding appropriate employment.

Florida International believes that the student should pay for as much of the cost of his education as possible. Because the University has an implicit obligation to help educate all qualified persons who seek admission, there will be financial aid programs which, together with work-study programs, will provide the means for students to supplement their own resources. Assistance in the form of grants and loans will be provided for students when the need has been established. Student employment opportunities will also be included in both the cooperative education program and the work-study programs that will be developed.

### **Athletics and Recreation**

An organized program of intramural activities, recreation, and intercollegiate athletics will be offered to all students.

Activities stressing both team and individual development will be pursued. The team sport of football will be the only major intercollegiate activity that will not be a part of Florida International's athletic program.

The athletic and recreation program at the University will emphasize "carry-over" sports — tennis, golf, swimming, etc. — and will attempt to have all students, faculty, and staff involved in some phase of the recreation program.

Because of the University's geographic and climatic environment, outdoor recreation activities can be pursued year-round. This favorable condition will enable Florida International to utilize to the fullest outdoor facilities for recreation and athletics.

### **Student Services and Activities**

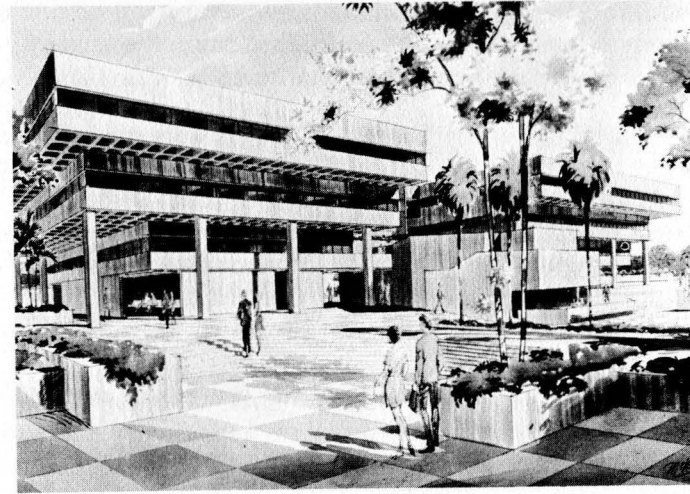
As a non-residential institution, Florida International will provide activity, service, and study facilities that are needed by the students since they are not living on the campus. Students will be able to study in shaded areas outdoors, small and large group lounge areas conveniently planned in buildings throughout the campus, and in classrooms scheduled for study purposes. The library will also be reserved for reference work and research. Various other student service and activity areas will be made available throughout the campus.

Emergency health services at the University's Health Clinic will be available. The University's medical staff will coordinate Florida International's professional medical services with area hospitals in order to give students the best possible health care when that need arises. A student health insurance program will be available for all students.

Active student organizations will be encouraged not only as a means of involving students meaningfully in the various activities of the academic community, but also in the governance and decision-making processes of the University. This active role for students will also be the vehicle for meeting many of their own social needs in addition to providing responsible self-expression. The

various student organizations at Florida International will determine appropriate student activities, the funding of most extracurricular activities, the establishment and operation of student communication channels, and the recreational, cultural, and social programs for the student body.

A broad spectrum of activities will be available to all students at Florida International. Cultural traditions of the past and contemporary expressions of man's creative endeavors will merge into a balanced program presenting an intellectual challenge to students. Planning these activities should reflect both the force of social sanction and tradition and the dynamic of cultural change and creativity.



Scheduled for completion by Fall of 1972 is this Multi-function Building.

## VII The Campus Plan

Although Florida International is to be a multi-campus university, the Campus Plan described here deals only with the Tamiami Campus to be developed on Miami's old Tamiami Airport.

An inviting, visually exciting and conveniently laid out campus — this is the goal of the architects. In the approach sequence to the Tamiami Campus, the Library tower, standing as a symbol of Florida International, will be visible from a distance. As the observer draws nearer, he will become aware of the over-all complex of buildings, sensing the division into major structures (Student Union, University-Community Center, etc.) and generalized instructional buildings. This complex of buildings will be seen above and between the earth mounds which screen the parking areas. Tropical trees will enhance the parking areas and buffer zone, and bodies of water will surround



the campus core. The dominant impression will be one of water, greenery and earth forms, subduing the impact of the large parking areas so vital to today's university.

The buildings on the Tamiami Campus were conceived as discrete implementation units by which to accommodate the expansion of Florida International University to 1980. The Tamiami Campus Plan translates these space requirements into a program for growth which recognizes construction economics, vertical circulation limitations and the environmental goals established for the Tamiami Campus.

The buildings are grouped to create spatially contained court areas and to facilitate efficient pedestrian movement between all parts of the campus. Buildings on the Tamiami Campus are interconnected with covered walkways at the ground level, and are located so that bridges or overhead walkways can be constructed to link adjacent buildings at upper levels. The first floors of the buildings are generally reserved for large-group activities, or activities requiring heavy service and accessibility. The ground floors of buildings are recessed along their court facades to create pedestrian arcades and will employ large areas of glass to effect a spatial and visual link between building interior and the court areas. Building entrances will be designed to relate to an intermediate court level of pedestrian circulation to facilitate movement to both first and second floors.

The architecture of the Tamiami Campus will be the result of the functional influences and symbolic importance which shape each particular building. Coherence and unity will be achieved by subordinating architectural expressionism to the desired spatial character of the courts, and through the use of compatible colors, textures, and materials throughout the Tamiami Campus.

The multi-functional instructional buildings will house classrooms, laboratories, and academic and staff offices. Since the annually expanding enrollments of Florida International will require varying amounts of these kinds of space, the multi-functional building provides a viable means of approximating actual needs without arbitrary classification. These multi-functional buildings will initially

serve all the academic programs of the University without any exclusive assignment to disciplines or programs. This concept will promote interdisciplinary contact and high usage of facilities.

Covered walkways will form sheltered paths to the campus core. This sense of overhead shelter will become a basic theme of the Tamiami Campus, leading one out of the parking area, through the water and greenery of the buffer zone, and into the courts of the campus core.

The courts will unite the buildings and other activities which surround them, both visually and functionally. Design will employ planting, surface texture, color and changes in level to create a variety of space conducive to social and academic intercourse among students, faculty and staff. The central area of each will be designated as a "commons," and will be designed to accommodate group activities, displays and various other functions which are consistent with the character and purposes of the adjacent buildings. Outdoor academic relationships will become a part of Florida's outdoor living.

Ten miles west of downtown Miami, the campus is located on the historical Tamiami Trail. The present and proposed transportation system offers Florida International University excellent accessibility to all sections of the major urban area, the region's educational institutions, the Miami International Airport, and the international seaports of Dodge Island (Miami) and Port Everglades (Fort Lauderdale), and to other vital locations in Greater Miami and South Florida.

The region to be served by Florida International is comprised of the population concentrations of Dade and South Broward Counties (Miami-Fort Lauderdale area) to the east and north; in the west by Collier and Lee Counties (Naples-Fort Myers area); and to the south by Monroe County which includes the Florida Keys. Population of Dade and Broward Counties has tripled from 589,500 in 1950 to an estimated 1,720,700 in 1970. The two-year public community colleges, which will generate a majority of the potential students for Florida International, are Miami-Dade and Broward, whose combined enrollment exceeds 35,000 students.

## VIII Projected Enrollment

The following enrollment projection chart was prepared by the staff of The Florida Board of Regents, and is the basis of planning for Florida International University. With enrollment rising from "0" students to 20,000 in eight years, Florida International will be one of the fastest growing universities in the nation.

### FLORIDA INTERNATIONAL UNIVERSITY

#### Head-Count Enrollment — Fall Quarter

Year	Under-graduate	Beginning Graduate	Advanced Graduate	Total
1972	3,900	350		4,250
1973	5,400	790		6,190
1974	6,900	1,230		8,130
1975	8,410	1,670		10,080
1976	9,920	2,110	20	12,050
1977	11,440	2,550	40	14,030
1978	12,960	2,990	60	16,010
1979	14,480	3,430	90	18,000
1980	16,000	3,880	120	20,000

## IX External Degree Program

The projected enrollment in the above chart does not include students who will be enrolled in the University's External Degree program. This program, now in its planning stages, will afford an opportunity for students who are unable to attend regular classes to obtain a Bachelor of Independent Studies degree.

This program, sometimes referred to as "University Without Walls," will be offered through a combination of independent study, media programming, testing, seminars and short courses in locations away from the campus. Students will be tested and counseled prior to admission to the program, and an individually designed program encompassing the arts, sciences, humanities and social sciences will be structured for each student.

The External Degree program will be offered through Florida International University's Division of University Services and Continuing Education.