

The image is a full-page background photograph of a modern university building with multiple levels, glass railings, and large windows. People are seen walking on the upper levels and in the courtyard below. A person on a bicycle is blurred in the foreground, suggesting movement. The overall tone is bright and modern.

**FIU**

# FIU *Beyond Possible* 2020

Higher expectations in higher education.



*"This is a plan of action, one that when fulfilled will ensure that our university and students continue to thrive."*







# FIU *Beyond Possible* 2020

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Half a century after Florida International University was founded, our university has blossomed into a world-class institution, helping to transform our community into a dynamic region where people will choose to live, work, establish a business, raise a family and leave a legacy.

We are a solutions center for our community, and we reflect the dynamism and diversity of our immigrant community.

FIU represents the future of American public universities, a glimpse into what our community, our nation and the world will experience in years to come. The face of higher education is changing, and with our *FIUBeyondPossible2020* strategic plan, we are charting a course to fulfill our destiny as a world-renowned university.

On behalf of the Board of Trustees, I invite you to take part in this process which establishes high expectations and offers a framework and guide for FIU to fulfill these aspirations of future excellence.

A handwritten signature in black ink, appearing to read 'A. Maury'.

Albert Maury  
Chairman, FIU Board of Trustees





FIU is proud to be a beacon of hope and opportunity. We are a solutions center that is having an impact through groundbreaking research, win-win partnerships with other anchor institutions, and the high quality education we provide to more than 54,000 students.

We get it! We are educating tomorrow's workforce. Our students, alumni, faculty and staff are contributing to the economic and social well-being of our state. Their contributions have local and global reach.

FIU is the face of things to come. Our diversity reflects the future of our great nation. We make our home in a vibrant, dynamic city that is the gateway to the Americas. We prepare scientists, teachers, doctors, nurses, lawyers, entrepreneurs, engineers, architects, social workers, humanists and other professionals with the skills they need for a rapidly-changing world where they will work with people from different backgrounds and parts of the globe.

*FIUBeyondPossible2020* is the roadmap to our future. Its focus on student success, preeminent programs, achieving the Carnegie Very High Research Designation, and expanding our financial base and increasing efficiency reflects our new normal. We are preparing our students to graduate in a timely manner so that they can take good jobs, create good jobs and make a good life. We will build on the unique programs that have enhanced the FIU brand throughout the world. We will reach the next level in research and creative activity. To do all this we must be innovative and think outside the box in obtaining the necessary support to make FIU a leading urban public research university.

*FIUBeyondPossible2020* is our energetic blueprint for building a world class university for the 21st century. Thank you to the hundreds of people who had a role in creating *FIUBeyondPossible2020*. It will take the continued determination and hard work of our students, alumni, faculty, staff and community supporters to fully realize the strategic plan's potential. I hope you will join us on our journey and contribute to the success of *FIUBeyondPossible2020* and our future.

A handwritten signature in black ink, appearing to read 'Mark B. Rosenberg'.

Mark B. Rosenberg  
President



## FIU*BeyondPossible*2020

### Executive Summary

Higher education is in the midst of a profound transformation. Every facet of education – what is delivered, how it is delivered, to whom and at what cost – is under scrutiny and impacting change within and throughout every university. This has opened up unprecedented opportunities for universities to rethink how best to educate the next generation of thought leaders.

Florida International University (FIU) recognizes the opportunity this paradigm shift presents. With a forward-facing approach, we will continually assess our environment and make adjustments, strengthening our foundation and upholding our mission and sacred obligation to our students, faculty, staff and community. This obligation is based on our certainty that we provide hope and opportunity to thousands of hard-working students and their families who know that a university education can make a clear difference in the quality of their lives.

### Ever Forward

Today FIU offers more than 190 bachelor's, master's and doctoral degrees. Our enrollment of more than 54,000 students places us fifth among the largest public universities in the United States. But size itself is less important than scale to leverage institutional priorities in a context of a dynamically growing community with a high percentage of foreign-born residents, English-language learners, first generation students and place-bound learners.

FIU serves a diverse community with a student body that represents the future of American public universities. We are a federally designated minority serving institution. More than half of our undergraduate students qualify for Pell grants and are the first in their families to graduate from college.

### Where We Are

Today, FIU has two Miami-Dade County campuses in addition to academic centers in South Beach, Brickell, Coconut Grove, the Florida Keys and Broward County. Our Marriott-Tianjin China Program recently celebrated its tenth anniversary.

Although we are faced with an aging infrastructure at both MMC and BBC and the likelihood that we will exhaust our physical footprint in the next decade, we have not abandoned our commitment to our students and the community. In fact, we are on the cusp of doing even greater things. Our proposed expansion onto land adjacent to MMC will enhance our ability to create new jobs for the South Florida economy and produce greater student talent in engineering, the sciences and entrepreneurship – areas that are state priorities and keys to economic development.

We are excited to build upon our vision for a more livable, connected and technological community both in and around the FIU campuses and the South Florida region. UniversityCity, a catalytic project of national significance, will integrate FIU into its surrounding neighborhoods, including the City of Sweetwater, with enhanced access to transportation, housing, shopping and community life that will provide an economic boost to the region.

For FIU, our geography and our demography are our destiny, inextricably linked to our location in a hemispheric and global transportation, communications and cultural arts center. We see ourselves as a 21<sup>st</sup> century urban public research university that is a solutions center for our community and reflects the dynamism and diversity of our immigrant community.

## The Strategic Plan

### Student Success

We will offer our students an intense, rigorous learning experience in a supportive academic community, celebrating the intellectual energy that flows from our diverse student population. As part of their university experience, FIU students will gain the critical-thinking skills necessary to meet the challenges of the 21<sup>st</sup> century. They will learn from world-class faculty who are leading scholars in their fields and who are also well versed in the latest evidence-based teaching practices. Students will work shoulder-to-shoulder with faculty on meaningful research inside and outside the classroom and engage in service learning that impacts our community, our nation and our world.



### Preeminent Programs

Building preeminent programs and teams will strengthen FIU's capacity to provide high-quality teaching, engage in state-of-the-art research and creative activity, and collaborate with our local and global communities. We will design and chart our best future as a university by identifying and leveraging those FIU programs that will help us become a leading urban public research university in the 21<sup>st</sup> century.

### Carnegie Very High Research Designation

Knowledge creation is the cornerstone of the academy. FIU will continue to build its research reputation and develop an infrastructure to support its growing research enterprise. We will support the scholarly work of our faculty as they expand the frontiers of innovation, technology and creativity in the sciences, humanities and arts. Striving for Very High Research designation acknowledges FIU's mission and vision as a public research university. FIU will continue to drive economic growth and job creation by increasing patent production, technology transfer and industry collaboration. We recognize that a research-enriched environment leads to a culture of transformative learning that promotes student success and produces graduates who are ready to be leaders in their chosen professions. Outstanding faculty will attract outstanding graduate students who will add to the fabric of knowledge and innovation while inspiring undergraduates to achieve excellence in scholarship and attain a terminal degree.

### Financial Base/Efficiency

FIU*BeyondPossible2020* is FIU's roadmap for the future. To truly realize its promise, the university must be resilient in the way it responds to external challenges. The legislative funding gap will vary depending upon factors not in our control, and FIU must be prepared to manage those fluctuations and adapt as necessary. We must change our own internal funding model to direct new resources and to ensure existing resources are strategically invested in the units making the greatest impact on improving student success and research. New sources of revenue must be generated while ensuring our current base funding remains intact. To do that, we must strive to exceed Florida SUS BOG performance standards every year.

### 20 Critical Performance Indicator Goals

2014	Performance Indicator	2020
79%	FTIC 2-year retention with GPA above 2.0	90%
53%	FTIC 6-year graduation rate	70%
64%	AA transfer 4-year graduation rate	70%
68%	Percent bachelor's degrees without excess hours	80%
77%	Percent of bachelor's graduates employed full-time or in continuing education	80%
46%	Bachelor's degrees in strategic areas	50%
52%	Graduate degrees in strategic areas	60%
\$26K	Average cost per bachelor's degree	\$20K
\$36K	Median wage of bachelor's graduates	\$40K
6,219	Bachelor's degrees awarded to minorities	7,200
1,982	Number of First Gen graduates	2,300
4,737	Number of students participating in internships	6,000
159	Research doctoral degrees per year	200
83	Research staff/post-doctoral Fellows	129
2	Number of patents per year	20
2:8	Number of startups-AUTM:SBDC definitions	5:20
\$176M	Private gifts - overall endowment	\$300M
\$53M	Private gifts - annual gifts	\$70M
\$197M	Auxiliary revenue per year	\$240M
\$20M	Auxiliary operating income	\$25M
\$133M	Research expenditures	\$200M
\$107M	S&E expenditures	\$165M
54,000	Total number of FIU students enrolled	65,000
67:8:25	Mode of delivery (face-to-face:hybrid:online)	30:30:40



## The FIU Effect

In the 50 years since its founding and 43 years since accepting its first class of students in 1972, FIU has had a deep impact on the lives of people in this community. We are the only urban public university in Florida with the honor to have been invited to join the prestigious Phi Beta Kappa Honorary. We have already become the No. 1 producer of Hispanic degrees in the United States. We have achieved a *Washington Monthly* top 25 national ranking among universities that contribute the most to the public good. We have attained a *Times Higher Education* ranking of 73 among all the universities in the world that have been educating students for less than 50 years. We are nationally recognized for our leadership in STEM (science, technology, engineering and math) education for minority students. We have received accolades for online education and community collaborations and made discoveries that are restoring the environment. Our international and area studies programs are top ranked. Our College of Business has excelled in key subject areas vital to our economic competitiveness and our hospitality management programs are globally recognized. We have created a health and medical education paradigm that directly improves the well-being of underserved communities. We have highly ranked professional schools including Architecture, Law, Medicine and Nursing. We are on pace to graduate more than 130,000 students in the next decade. And still, we know we can do more.

## The Strategic Plan: A Collaborative Effort

We recognize that student success is everyone's responsibility. Through this strategic plan, we will nurture a culture of continuously improving student success for all faculty, of service excellence for all staff, and of collaboration among units and individuals. With this approach, we will move forward as one to make *FIUBeyondPossible2020* a reality.

*FIUBeyondPossible2020* is FIU's roadmap to turn ideas into action and action into impact. We must draw our strength from each other and give our students and community our very best, leveraging the Worlds Ahead brand attributes that define FIU: Vibrant. Community focused. Entrepreneurial. Global. Accessible. Ideally located.

Development of this plan was a collaborative effort in which students, faculty, staff, alumni and community leaders offered their feedback through their participation on one of the four strategic plan focus committees, their attendance at town hall meetings or their anonymous feedback. The process focused on four key areas: Student Success, Preeminent Programs, Carnegie Very High Research Designation and Financial Base/Efficiency.

The plan's name, *FIUBeyondPossible2020*, reflects the fact that these are precedent-setting goals. We plan to be the first public, majority-minority research institution to achieve these goals because in achieving these goals, FIU will better serve our students, faculty, staff and community.

## Implementation

*FIUBeyondPossible2020* proposes great advances and innovations for FIU in the next five years. While the plan includes concrete goals and strategies, it does not include implementation details. These details will be developed; a standing strategic plan steering committee will be formed and meet on at least a quarterly basis with the task of assessing and reviewing status reports from each of the implementation committees and recommending course modification as necessary. Updates on the progress toward achieving the strategic plan's goals will be communicated to the university community annually. As we begin the next phase of *FIUBeyondPossible2020* – implementation – we call upon all of the university's stakeholders, including faculty, staff, students, alumni, our political leaders, the Board of Governors, the business and philanthropic communities and others to join us in creating a future worthy of our great university – a future that is truly Worlds Ahead.





# FIU Beyond Possible 2020

The Strategic Plan



# Vision

Higher education is in the midst of a profound transformation. Every facet of education – what is delivered, how it is delivered, to whom and at what cost – is under scrutiny and impacting change within and throughout every university. This has opened up unprecedented opportunities for universities to rethink how best to educate the next generation of thought leaders.

The globalization and democratization of knowledge has given students more choices regarding where and how they get their education. Technology innovation has created pressure to adopt new forms of pedagogy. The value of a college education is now met with measures like time to degree, ability to get jobs at competitive salaries and student debt upon graduation. Ultimately, these factors have led to changes in how universities are funded.

Florida International University (FIU) recognizes the opportunity this paradigm shift presents. Our own history tells us that necessary change has been the road to growth, to transformation and to advancement.

We are prepared to meet these 21st century challenges. With a forward-facing approach, we will continually assess our environment and make adjustments, strengthening our foundation and upholding our mission and sacred obligation to our students, faculty, staff and community. This obligation is based on our certainty that we provide hope and opportunity to thousands of hard-working students and their families who know that a university education can make a clear difference in the quality of their lives.

The road ahead, our future, is FIU*BeyondPossible*2020.

## Worlds Ahead

The university closes the chapter on our Worlds Ahead Strategic Plan (2010-2015) having achieved significant institutional gains during a time when dramatic changes in higher education were afoot. Technological advances, shifting public perceptions, consequential disruptions to state and federal funding for research and education, and increasing oversight and accountability were just some of the issues we encountered early into the implementation of our Worlds Ahead strategic plan.



## Years in the Making

Through self-examination and an abiding belief that great challenges beget great opportunities, we initiated in May 2013 a process to create this new strategic plan through the integrating Research, Engagement, Assessment and Learning (iREAL) Commission. The commission was appointed by FIU President Mark B. Rosenberg and chaired by then-Dean of the College of Arts and Sciences Kenneth G. Furton (Appendix 1). Since then, more than 150 students, faculty, staff, alumni and community leaders have analyzed numerous challenges and opportunities to develop a path forward for the next five years, laying the foundation for *FIUBeyondPossible2020*.

This is a plan of action, one that when fulfilled will ensure that our university and students continue to thrive. This plan is consistent with who we are – an urban public research university proudly committed to providing a state-of-the-art education for traditional and non-traditional learners – locally and globally; a university that understands its role as an anchor institution in one of the most dynamic and energized cities in the world, Miami.

The plan's key measurable goals include:

- Improving the first-to-second-year retention rate of our first-time-in-college (FTIC) students from 76 to 90 percent
- Boosting our six-year graduation rate among FTIC students from 53 to 70 percent
- Improving our four-year graduation rate of state college (AA) transfer students from 64 to 70 percent
- Strategically increasing our enrollment to 65,000 students and increasingly using digital technologies to enhance face-to-face and distance learning
- Expanding experiential learning opportunities for our students, with special attention to growing available student internships from 4,637 to more than 6,000 annually
- Raising research expenditures from \$130 million annually to \$200 million annually
- Increasing by 30 percent the number of Ph.D. degrees granted to more than 200 annually
- Nurturing an expansion in patents and startups from an average of two per year to 20 annually
- Growing our philanthropic giving to achieve the Next Horizon capital campaign goal of \$750 million

Florida's public university system, like nearly 30 other states, recently adopted a Performance Funding Model, marking a definitive move toward increased accountability and efficiency. This new approach to funding is output based. The Board of Governors (BOG) Performance Funding Model has nine metrics on undergraduate student success outcomes and one metric on percentage of graduate degrees in strategic emphasis (Appendix 2). Universities are ranked and can potentially receive (or lose) funding based on their score using the BOG model.

*FIUBeyondPossible2020* clarifies the road ahead for FIU. It creates a pathway for our university to succeed and excel during this new era in higher education. It ensures that the university stays laser-focused on the critical goals that will allow us to forge ahead with our mission.



# Where we are

**F**or FIU, our geography and our demography are our destiny, inextricably linked to our location in a hemispheric and global transportation, communications and cultural arts center. Early goals of the university spoke to the need to educate students, provide service to the community and foster greater international understanding.

Today, FIU has two Miami-Dade County campuses in addition to academic centers in South Beach, Brickell, Coconut Grove, the Florida Keys and Broward County. Our Marriott-Tianjin China Program recently celebrated its tenth anniversary.

Although we are faced with an aging infrastructure at both MMC and BBC (Appendix 3) and the likelihood that we will exhaust our physical footprint in the next decade, we have not abandoned our commitment to our students and the community. In fact, we are on the cusp of doing even greater things. Our proposed expansion onto land adjacent to MMC will enhance our ability to create new jobs for the South Florida economy and produce greater student talent in engineering, the sciences and entrepreneurship – areas that are state priorities and keys to economic development.

We are excited to build upon our vision for a more livable, connected and technological community both in and around the FIU campuses and South Florida region. UniversityCity, a catalytic project of national significance, will integrate FIU into its surrounding neighborhoods, including the City of Sweetwater, with enhanced access to transportation, housing, shopping and community life that will provide an economic boost to the region. Along with its partners – the City of Sweetwater, Miami-Dade Expressway Authority, the State of Florida, IBM and Miami-Dade County – the alliance will also pursue deployment of Intelligent Transportation Systems to improve congestion in the entire region.

Our forward momentum relies on an organizational culture that keeps us on course in pursuit of our mission and goals. With *FIUBeyondPossible2020* we are reaffirming the collaborative content areas that were identified in our Worlds Ahead strategic plan. Each of these areas is related to our mission, has the potential for significant and sustained growth, and involves engagement at the local and global levels:

## The Arts

The Arts are a major driver of the South Florida economy and critical to the life of the mind at FIU. They inform the way we think, create, discern, solve problems and adapt to our rapidly changing world. The creative and academic activities of FIU's faculty, curatorial staff and students in our colleges, schools and three accredited museums – The Patricia and Phillip Frost Art Museum on MMC and The Wolfsonian-FIU and The Jewish Museum of Florida-FIU on Miami Beach – support our quest for excellence and enrich the regional arts scene in our community. Our Miami Beach Urban Studios on Lincoln Road is located in one of the country's most dynamic cultural and entertainment centers. It is an innovative and collaborative hub, bringing together students and professionals in the creative and performing arts.







## Environment

The fragile South Florida ecosystem is a major national point of research, study and concern. FIU enjoys unique opportunities to leverage our tropical location for learning and research that focuses on environmental issues. With the Florida Everglades in our backyard, FIU scientists at the Southeast Environmental Research Center have been at the forefront of Florida Everglades research for more than two decades and have made great strides to restore and build resiliency for this vital ecosystem. Additionally, our academic centers include the International Center for Tropical Botany at The Kampong (the only garden of the National Tropical Botanical Garden outside Hawaii) in Coconut Grove, the Aquarius Reef Base in the Florida Keys, the Wall of Wind at the Engineering Center and the Batchelor Environmental Center (in collaboration with the Patricia and Phillip Frost Museum of Science) at BBC. These initiatives will play an important role moving forward in the development of our preeminent programs and in helping our community enhance community sustainability.






Students in FIU's Marriott Tianjin China Program follow the same curriculum taught in U.S. classrooms.

## Globalization

Miami sits at the crossroads of the Americas, and is a global destination city. As a university, we have long capitalized on our diverse population and location in a city that serves as a gateway to the Americas. Miami is a community where the local and the global collide seamlessly, offering unprecedented opportunities and obligations for teaching, research and policy application. Our global learning initiatives and our other international and area studies programs at MMC serve as the backbone for the “I” in FIU. Our researchers have helped to restore democracy in Latin America and have traveled to the Amazon rainforest, Sub-Saharan Africa and Antarctica, among other exotic locales, to better understand and explain the world in which we live. Our multidisciplinary faculty have also coalesced around our School of International and Public Affairs, which is seeking to become the first school in Florida to receive full membership in the Association of Professional Schools of International Affairs (APSIA), a select group of the most elite schools of international and public affairs in the world.

**Global Learning for Global Citizenship** is the centerpiece of internationalized undergraduate education at FIU. This curricular and co-curricular initiative provides students with multiple opportunities for active, team-based, interdisciplinary exploration of real-world problems. Capitalizing on FIU's unique demographics and location in the gateway to the Americas, Global Learning for Global Citizenship enables students to achieve specific learning outcomes: global awareness, global perspective and global engagement. More than 140 global-learning courses have been developed by faculty across nearly every department. Students in global learning courses enhance and extend their scholarship through participation in integrated co-curricular activities. Ultimately, Global Learning for Global Citizenship is a promise to every FIU student: Graduates of the university will be empowered with the knowledge, skills and attitudes they need to become informed and engaged citizens of the world.





Green Family Foundation NeighborhoodHELP program sends medical students out to visit patients at home in low-income communities throughout Miami-Dade.

## Health

The quality, cost and availability of health care remain a major challenge for most people living in the United States. Gaps in access to health care lead to health care disparities, which lead to opportunity gaps for many who reside in our community. Miami is at the epicenter of some of the nation's most critical health issues and changing health economy. Our community is burdened by chronic illness, maternal and child health issues, and established and emerging infectious diseases. FIU's health infrastructure has been in evolution since the late 1990s. We are uniquely positioned to provide solutions while training our community's future health care providers. We are also collaborating with clinical and payer affiliates to address these challenges with innovation and scholarship. FIU's academic health collaborative faculty take a cross disciplinary approach to health. Our exemplary programs include the Center for Research on U.S. Latino HIV/AIDS and Drug Abuse, which addresses the escalating twin epidemics of substance abuse and HIV/AIDS affecting Latino communities throughout South Florida; the Benjamín León, Jr. Family Center for Geriatric Research and Education; and the Green Family NeighborhoodHELP, which deploys primary care into neighborhoods whose residents do not traditionally seek medical care. These initiatives and many others send a strong message that FIU is willing to take responsibility for the health and well being of our community, becoming a national model in collaborative, sustainable and culturally sensitive solutions for health care.

**FIU**unique

Representing FIU's commitment to the underserved.

**Center for Children and Families:** An international leader in treatment for child mental health, serving approximately 3,000 children and families annually for ADHD, autism, child anxiety, aggression, other behavioral disorders, classroom interventions and parent trainings.

**EMBRACE:** A comprehensive health care program for adults with autism and related disorders that offers patient care and laboratory services all under one roof, at FIU Health. All FIU Embrace staff are trained to deal with autistic adult patients, and all services are provided in the same examination room, eliminating the need for transitions.

**Fostering Panther Pride:** A new program offering former foster care and homeless students additional support to assist them during their college careers. The initiative combines the one-on-one guidance of a dedicated "Success Coach" with mentoring, academic and financial assistance, and a network of outreach.

**Panther LIFE:** Panther LIFE (Learning Is For Everyone) offers students with intellectual disabilities the opportunity to audit classes and experience college. The initiative's curriculum provides a structured program that focuses on academics, social activities, employment and independent living.



## Ever Forward

Since the day we opened for classes in 1972 as an upper-division institution offering 42 degree programs, FIU has been exceeding expectations. Our opening-day enrollment of 5,667 set a higher education record – and sent a clear message that FIU could and would fill a critical public education void in South Florida. In the decades since, we have continued to strive to meet the needs of our community and exceed expectations. We remain Miami's only public research university.

Today we offer 196 bachelor's, master's and doctoral degrees. Our enrollment of more than 54,000 students places us fifth among the largest public universities in the United States. But size itself is less important than scale to leverage institutional priorities in a context of a dynamically growing community with a high percentage of foreign-born residents, English-language learners, first-generation students and place-bound learners.

FIU serves a diverse community with a student body that represents the future of American public universities. We are a federally designated minority-serving institution. More than half of our undergraduate students qualify for Pell grants and are the first in their families to graduate from college. We see ourselves as a 21st century urban public research university that is a solutions center for our community and reflects the dynamism and diversity of our immigrant community.

## The FIU Effect

In the 50 years since FIU's founding and 43 years since accepting our first class of students in 1972, we have had a deep impact on the lives of people in this community. We are the only urban public university in Florida with the honor to have been invited to join the prestigious Phi Beta Kappa Society. We have already become the No. 1 producer of Hispanic degrees in the United States. We have achieved a *Washington Monthly* top 25 national ranking among universities that contribute the most to the public good. We have attained a *Times Higher Education* ranking of 73 among all the universities in the world that have been educating students for less than 50 years. We are nationally recognized for our leadership in STEM (science, technology, engineering and math) education for minority students. We have received accolades for online education and community collaborations and made discoveries that are restoring the environment. Our international and area studies programs are top ranked. Our College of Business has excelled in key subject areas vital to our economic competitiveness and our hospitality management programs are globally recognized. We have created a health and medical education paradigm that directly improves the well being of underserved communities. We have highly ranked professional schools including Architecture, Law, Medicine and Nursing. We are on pace to graduate more than 130,000 students in the next decade. And still, we know we can do more.

In addition to building on these distinctive academic strengths, *FIUBeyondPossible2020* charges us to recognize new areas of opportunity and societal need. This mandate necessitates breaking through traditional boundaries. The Florida Consortium of Metropolitan Research Universities (Appendix 4) partnership is one such example of this innovative thinking. Recognizing that our state's metropolitan universities collectively serve nearly half of the students in the SUS, FIU has joined with the University of Central Florida and University of South Florida in a national model of collaboration rather than competition to effect positive economic and social change and improve all students' access and success. Initiatives such as these are informing our efforts to be a leading American urban public research university of the 21st century.



# Impact



*Washington Monthly* ranks universities contributing to the public good focusing on three categories:

**Social Mobility** – recruiting and graduating low-income students

**Research** – producing cutting-edge scholarships and Ph.D.s

**Service** – encouraging students to give something back to their country

41

in the nation in 2013

24

in the nation in 2014

20

in the nation in 2020

▶ 2020 GOAL

In the 50 years since FIU's founding and 43 years since accepting our first class of students in 1972, we have had a deep impact on the lives of people in this community.



*Times Higher Education* ranks the top 100 world universities that have been educating students for 50 years or less. They use the same 13 performance indicators as *U.S. News & World Report* but with a reduced

rating on subjective indicators of academic prestige. Five headline performance categories are:

**Research • Citations • Teaching • International Outlook • Industry Income**

84

in the world in 2013

73

in the world in 2014

50

in the world in 2020

▶ 2020 GOAL



South Florida is a nexus for today's knowledge-driven, global economy. It is a place where change is constant, ambiguity is the norm and creativity is prized. Our community's vibrant diversity is rich in opportunities for cross-pollination and collaboration in science and technology, health care, education and the arts. To secure a better future for our students, our community and our state, we must unapologetically be drivers of innovation, progress and lasting change.

## The Strategic Plan: A Collaborative Effort

FIU*BeyondPossible*2020 is FIU's roadmap to turn ideas into action and action into impact. We must draw our strength from each other and give our students and community our very best, leveraging the Worlds Ahead brand attributes that define FIU:

Entrepreneurial  
Global Ideally located  
Accessible Vibrant  
Community focused

FIU*BeyondPossible*2020 is a reflection of our Worlds Ahead brand. Indeed, it is our Worlds Ahead spirit that will propel FIU into this new era of opportunity and change.

FIU*BeyondPossible*2020 represents the efforts of many to construct a new framework, one that is based on student success and very high research, built on the foundation of our preeminent programs and sustained by new models of operational excellence and efficiencies. We believe this framework will enable FIU and its constituents to thrive for years to come.

Development of this plan was a collaborative effort in which students, faculty, staff, alumni and community leaders offered their feedback through their participation on one of the four strategic plan focus committees listed in the Acknowledgments section of this document, their attendance at town hall meetings or their anonymous feedback. The process focused on four key areas:

1. **Student Success**
2. **Preeminent Programs**
3. **Carnegie Very High Research Designation**
4. **Financial Base/Efficiency**



FIU*BeyondPossible*2020 enumerates concrete, measurable actions to ensure that FIU's core academic activities are protected and our preeminent programs are supported so that we emerge with our excellence intact and strengthened. In crafting this strategic plan, the university community acknowledges and expects that success will require strategic choices and the discipline to see them through implementation.

The plan's name, FIU*BeyondPossible*2020, reflects the fact that these are precedent-setting goals. We plan to be the first public, majority-minority research institution to achieve these goals. Success will require a collective will to move beyond the familiar. It will take broad-based and continuous support from our internal and external communities. It will force us to step collectively outside our comfort zone to address new challenges.

In achieving the goals outlined in this plan, FIU will better serve our students, faculty, staff and community. Our rankings and prestige will be elevated, institutionally and programmatically, communicating to prospective students, peers and the broader community that our university and its programs have attained a recognized level of excellence.

## Mission, Values and Vision

All elements of the strategic plan are infused with FIU's mission, values and vision:

***Institutional Mission Statement:*** FIU is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

***Core Values:*** As an institution of higher learning, FIU is committed to the following:

**Truth** – in the pursuit, generation, dissemination and application of knowledge

**Freedom** – of thought and expression

**Respect** – for diversity and the dignity of the individual

**Responsibility** – as steward of the environment and as citizens of the world

**Excellence** – in intellectual, personal and operational endeavors

***Vision:*** Florida International University will be a leading urban public research university focused on student learning, innovation and collaboration.



## FIU*BeyondPossible*2020 Strategic Priorities

We recognize that student success is everyone's responsibility. Through this strategic plan, we will nurture a culture of continuously improving student success for all faculty, of service excellence for all staff, and of collaboration among units and individuals. With this approach, we will move forward as one to make FIU*BeyondPossible*2020 a reality.

The success of FIU*BeyondPossible*2020 will require breaking down silos and synergizing efforts in pursuit of these strategic priorities:

1. **FIU will be united for student success and nurture a culture with values centered on effective teaching and enhanced learning in support of continuously improving student success.**
2. **FIU will prepare graduates at all levels for seamless career integration.**
3. **FIU will grow student enrollment strategically to 65,000.**
4. **FIU will drive its growth and academic excellence through a focus on preeminent programs.**
5. **FIU will strive for the highest Carnegie-related classification of research.**
6. **FIU will achieve an accelerated and impactful performance in research as indicated by research expenditures, Ph.D. productivity, research faculty growth and technology transfer growth.**
7. **FIU will foster a campus culture where innovation thrives and contributes to real-world solutions for real-world issues, in the process making a significant, positive impact on Miami's and Florida's economies.**
8. **FIU will make continuous improvement to streamline activities throughout all units and operations.**
9. **FIU will open new opportunities for students, faculty and staff and diversify its revenue by raising private dollars and collaborating with public and private institutions in win-win partnerships that leverage new grant opportunities.**
10. **FIU will develop an incentive-based funding model driven by strategic initiatives that strengthen our university.**
11. **FIU will institute a focused university branding campaign.**





# FIU Beyond Possible 2020

Student Success

FIU will be graduating more than  
130,000 students in the next decade.



# Student Success

We will offer our students an intense, rigorous learning experience in a supportive academic community, celebrating the intellectual energy that flows from our diverse student population. As part of their university experience, FIU students will gain the critical-thinking skills necessary to meet the challenges of the 21<sup>st</sup> century. They will learn from world-class faculty who are leading scholars in their fields and who are also well versed in the latest evidence-based teaching practices. Students will work shoulder-to-shoulder with faculty on meaningful research inside and outside the classroom and engage in service learning that impacts our community, our nation and our world.

We recognize that the success of our students is highly dependent on the success of our faculty, therefore we will ensure that faculty are supported and rewarded for excellent teaching.

In completing the goals set out in *FIUBeyondPossible2020*, we are honoring our promise to our students to provide them with a relevant education that will prepare them to thrive as citizens of the world and leaders in their chosen professions. The student goals enumerated in this strategic plan are interrelated; one cannot succeed without the other. Offering greater support to our first- and second-year students leads to increased probabilities of a successful university experience. This, in turn, leads to better retention rates, which leads to improved graduation rates, which leads to greater career success.

### GOAL 1: FIU will improve the first-to-second-year retention rate among its FTIC undergraduate students from 76 percent to 90 percent.

#### Strategies

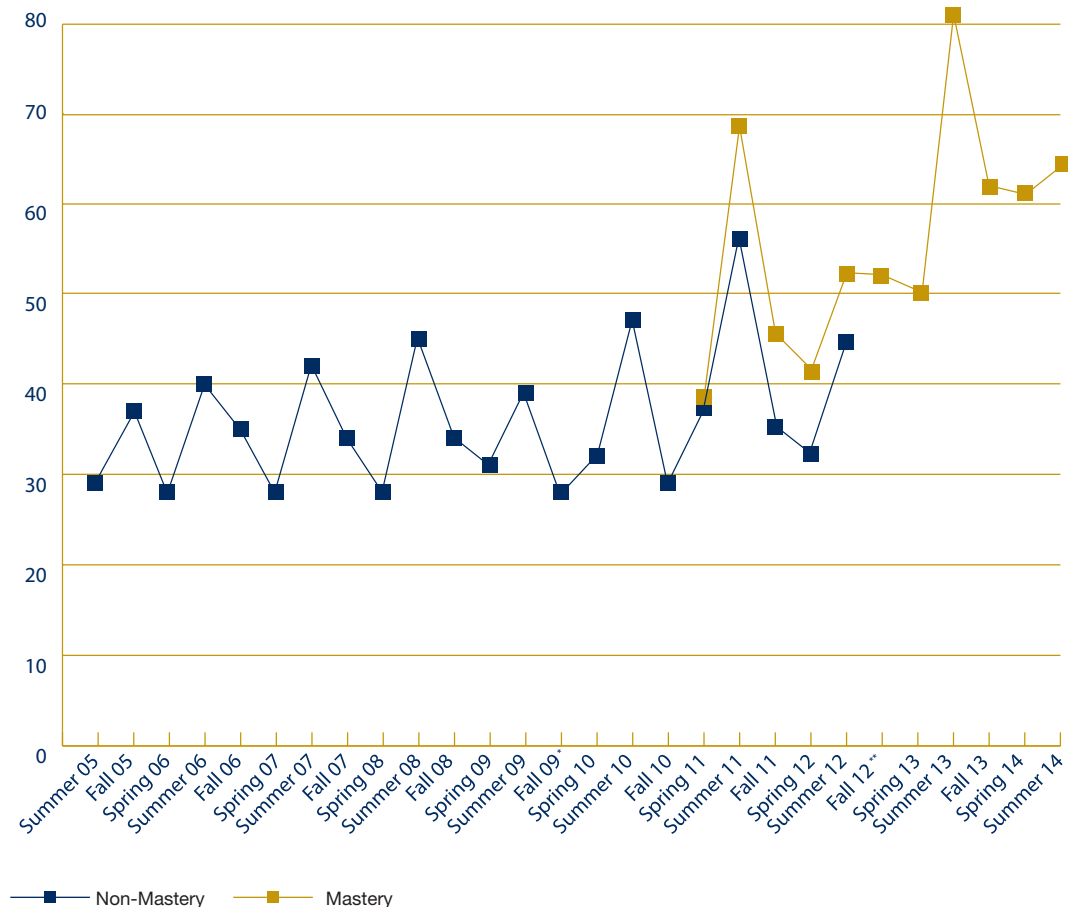
- A. Expand the Center for the Advancement of Teaching (CAT).** With only two full-time staff members, CAT is FIU's most effective source of support for faculty innovation, collaborating with faculty in curricular reform and pedagogical transformation. Although educational and pedagogical reform efforts are known to pose considerable challenges, particularly at large institutions, CAT has already played a key role in successful FIU initiatives. In order to meet the need for course reforms in this plan alone, we must increase the capacity of CAT.
- Hire additional personnel with experience in faculty development, especially in the STEM fields and hybrid courses.
  - Create opportunities for faculty to work with CAT either during the academic terms or over the summer to redesign courses.
  - Reconfigure current CAT space to support learning environment.



**B. Redesign the gateway courses identified as critical for increasing undergraduate success.** FIU has identified certain gateway courses which have high enrollment; high failure rates; and/or are high impact in that they are a predictor of dropout. Redesign will be prioritized based on courses with the greatest impact on student learning outcomes, and new gateway courses may be identified as enrollment patterns change.


- Redesign will follow national best practices for effective pedagogical approaches, including the utilization of effective technology, and be adapted to fit FIU's needs and culture.
- Develop and review data collection and reporting mechanisms to inform students, faculty and administrator on academic success measures.
- Measure improvement then recalibrate approach every semester or year to ensure successful interventions.
- Convert adjunct positions to instructor lines where possible but in particular for high-impact courses where instructor conversions will result in marked improvements in student learning outcomes.

### FIU college algebra pass rates - historical data



\*Placement test started    \*\*Full MMC implementation



A photograph of two men in a computer lab. The man on the left is wearing a dark blue polo shirt with a yellow infinity symbol logo that says 'Math LA', a black fedora, and glasses. The man on the right is wearing a red and white checkered button-down shirt and glasses. They are both smiling and looking at a computer screen. In the foreground, there are papers with handwritten math notes and a calculator. The background shows other students at computer workstations.

FIU's Mastery Math Lab allows all College Algebra and Intermediate Algebra students to do math while having access to trained Learning Assistants as well as their instructors. This high-tech, high-touch approach has proven wildly successful.



- Math course redesign, discipline-based teams and support from CAT have already resulted in significant gains in Algebra. The university will follow a similar approach to develop the optimum course redesign for all math gateway courses. (Appendix 5)

**C. Revamp First-Year Experience into an FIU Experience course** aimed not only at incoming freshmen but also first-time transfer students to build affinity for FIU, facilitate personal development, and teach and reinforce the skills needed for success at FIU.

- Redesign SLS 1501 to standardize class styles and experiences. This includes curriculum redesign, with built-in classroom and out-of-classroom experiences with both the faculty member and peer mentor, and online modules and activities.
- Group students into sections based upon common majors and/or broad-based areas of interest.
- Focus on metacognitive and learning awareness skills.
- Incentivize faculty to teach discipline-specific cohorts of 20-25 students of similar majors to build relationships with peers and peer mentors.
- Train peer mentors in a way similar to learning instructors.
- Incorporate athletic and cultural events into mandatory out-of-classroom experiences.

**D. Require all first-year students to purchase a personal computer/laptop to ensure they have the appropriate tools for academic success.** Computers were checked out from the library more than 50,000 times in Fall 2014 indicating the necessity of electronic devices in the learning environment.

- Provide financial aid to those who qualify.
- Provide grant opportunities for those who do not qualify for aid.
- Explore bulk purchases at the university level to maximize supplier discounts.
- Educate faculty in the use of technology to engage students with the concepts of the discipline.

**E. Invest strategically in student financial support/improve financial literacy.** Students frequently drop out because of a lack of financial support. This support is often a relatively small amount of money.

- Centralize financial aid with local deployment of scholarships in the relevant units to ensure all available financial aid dollars are being used in the most impactful way.
- Allocate additional financial aid funds to be used in intentional, data-driven ways to enhance student success based on the model being developed by the consulting firm Noel Levitz.

**F. Improve Writing Across the Curriculum (WAC).** Writing courses play an important role in retention and graduation rates. With further development and investment, the WAC program could better support university efforts.



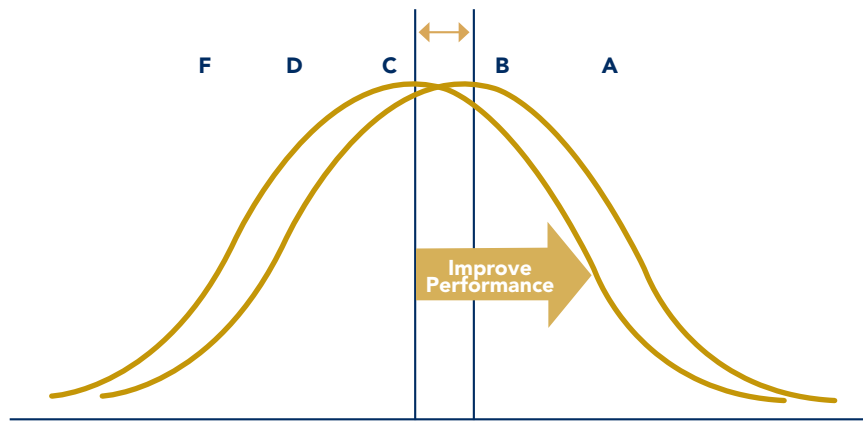
- G. Support student organizations.** Student organizations are an important way to build affinity for FIU and keep students engaged with a peer group. Additionally, many of FIU's student organizations specifically encourage and support retention and graduation.
- Provide support, space and technical assistance with coordination and scheduling.
- H. Improve space management.** A sense of belonging, being part of a group and having a place to study/rest on campus have a significant impact on retention and graduation rates. This is even more critical for a commuter campus.
- Create discipline-specific learning resource centers and lounges for students to congregate around similar interests.
  - Increase the number of active learning classrooms.
  - Incorporate "sticky" space design into new buildings that encourages clustering of students, has abundant electrical outlets, charge stations and access to Wi-Fi.
- I. Involve alumni in the development of a freshman mentorship program.** Match each freshman with an FIU graduate who preferably has a career in the student's field of interest so as to facilitate first-year entry into university life.

**GOAL 2: FIU will improve the six-year graduation rate among its undergraduate students from 53 percent to 70 percent.**

**Strategies**

- A. Improve instruction.** The university will considerably increase and enhance faculty development.
- Expand the use of Learning Assistants (LA) and create a central office that coordinates LA recruiting, training and strategic deployment.
  - Provide a development track for adjunct to instructor conversions.
  - Offer individualized support and consultation by CAT, especially at the early stage of teaching careers.
  - Create a teaching initiatives coordinating committee that brings together regularly all the groups at the institution that are involved in pedagogical reform.





*For many, breaking the bell-curve mentality is akin to defying gravity. We must reward performance improvement, or there will be no effect.*

- B. Increase hybrid courses.** Studies have found that student-learning outcomes such as test scores were slightly better in well-designed online classes than in traditional face-to-face classes, but that well-designed hybrid classes were best. FIU will substantially increase the number of successful hybrid courses for improved student learning outcomes, classroom space conservation and reduction of student stress in navigating the physical campus.
- Provide technology and pedagogical support for hybrid course development.
- C. Continue to build on the Graduation Success Initiative (GSI).** The basic four-point framework of the GSI includes: help each student discern an appropriate goal early (major and career), preferably at admission; provide a clear path to that goal; give immediate feedback as to whether the student is on or off that path; and remove barriers on the path at the same time that support is added.
- Expand alert functionalities in student-tracking tool to include not only academic alerts but also financial aid and internship alerts.
  - Provide real-time predictive analytics from user data of students who are at risk of failing so that we can provide and measure effective interventions immediately.
  - Implement mandatory advising for first-time-in-college students within the first six weeks of classes.
  - Develop detailed protocols for advisors to make effective interventions from the first semester to the last.
  - Develop dependable technological support and training for the use of instructional technology such as Learning Management Systems and iClickers.



**D. Improve communication with students.** Students in today's global and fast-paced world communicate in ways far more immediate than in previous years. We recognize that the utilization of current best practices in student communication will help promote the student involvement and retention that is critical to student success.

- Send out succinct emails and text messages.
- Advertise important dates at major events where students congregate to increase awareness.
- Coordinate digital signage to implement campuswide messaging.
- Institute "Ask" kiosks staffed by senior leadership to solicit direct feedback from students.

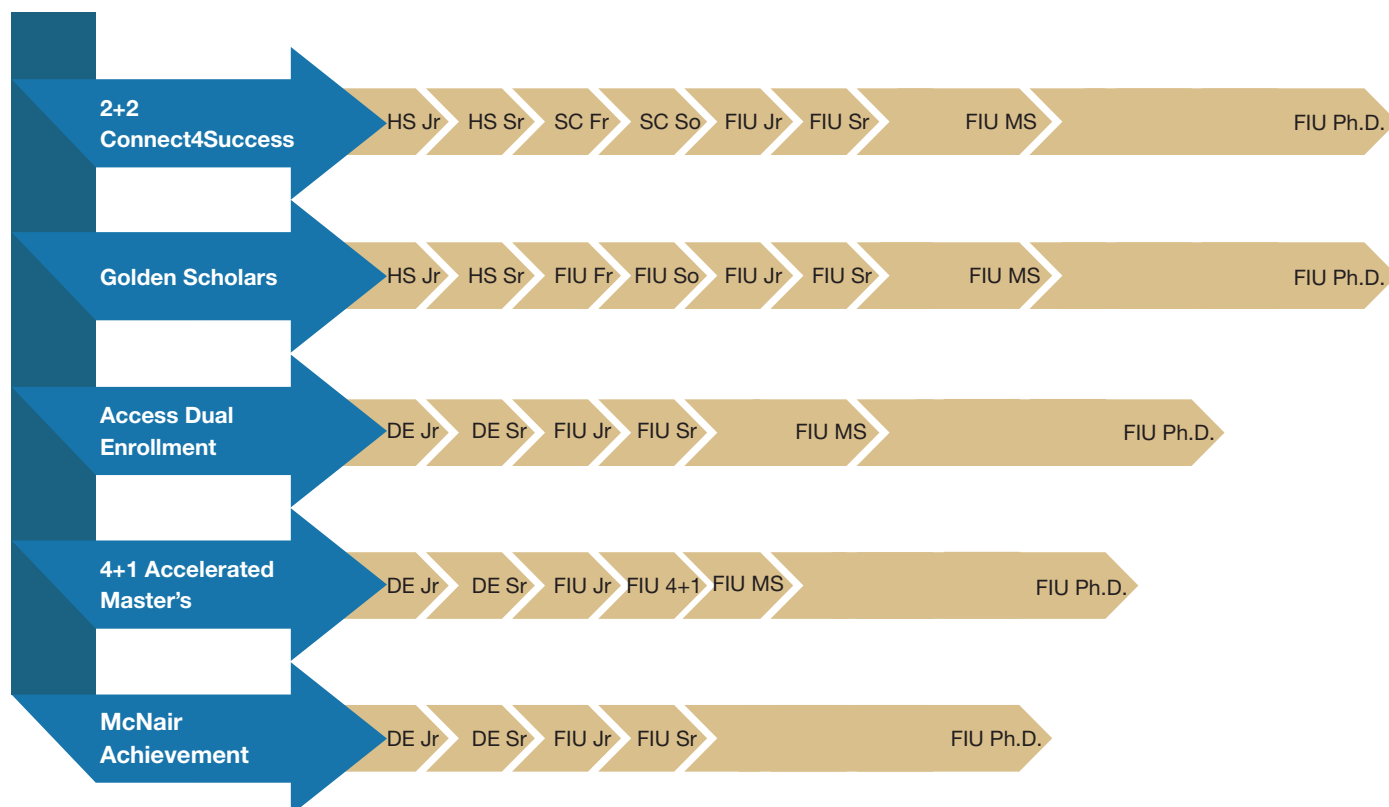
### ► **GOAL 3: FIU will grow student enrollment strategically to 65,000.**

#### **Strategies**

- A. Continue to develop and expand seamless and accelerated success pathway programs.** We need to ensure that every high-potential student wishing to graduate from FIU has a pathway that ensures his or her success.
- Increase support for transfer students. FIU will work with the eight state colleges in South Florida to develop a robust FIU "Connect4Success" dual admissions program. We will develop relationships with students while they are in state colleges to build affinity for FIU, admit them as FIU students to receive campus benefits and prepare them for academic success upon transferring to FIU.
  - Expand student access programs like Education Effect, ACCESS, Golden Scholars, McNair Achievement, Panther LIFE and Fostering Panther Pride, among others, to give students opportunities to realize their college dreams.
  - Expand dual enrollment offerings to reach more high school students wishing to earn their college degrees faster and to help us recruit these students to FIU.
  - Expand FIU's enrollment area beyond the South Florida region, strategically targeting specific in-state, national and international regions.



## Pathways for Maximum Success



HS Jr–High school junior, HS Sr–High school senior, SC Fr–State college freshman, SC So–State college sophomore, FIU Fr–FIU freshman, FIU So–FIU sophomore, FIU Jr–FIU junior, FIU Sr–FIU senior, FIU MS–FIU master, FIU Ph.D.–FIU doctoral, DE Jr–Dual Enrollment junior, DE Sr–Dual Enrollment senior, FIU 4+1–Major + master's

## Strategic Student Growth

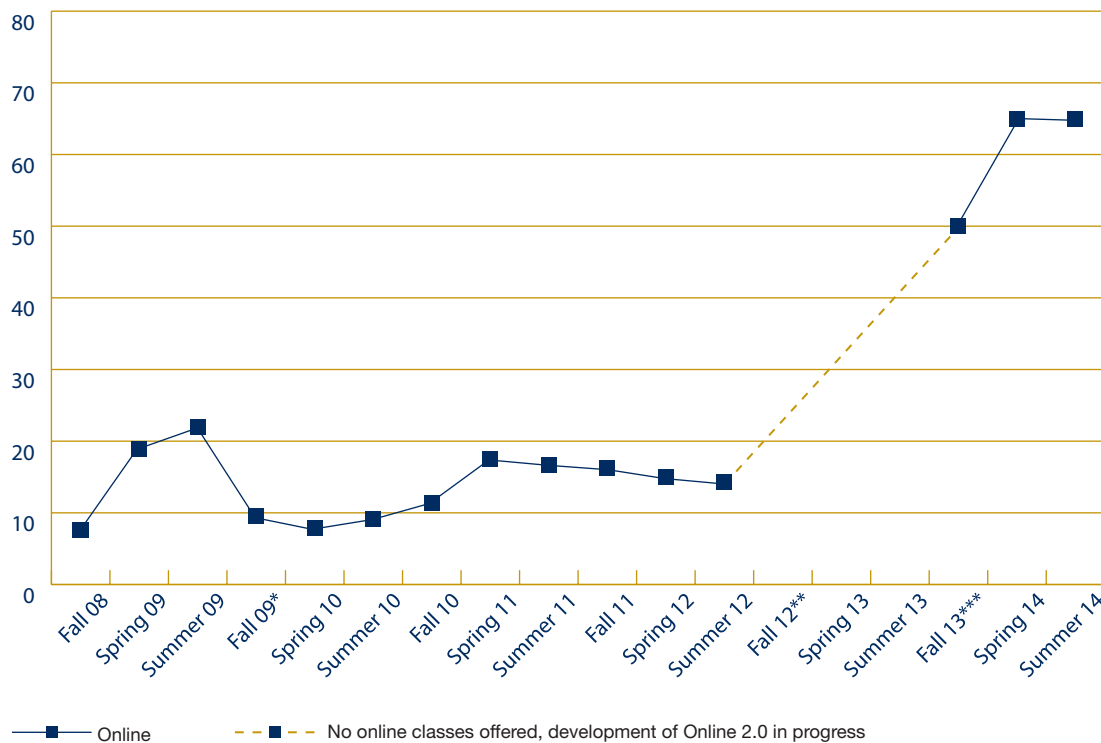
- Strategic enrollment growth to **65,000 students by 2020** focusing on areas including fully online, hybrid, non-resident students, professional master's, dual enrollment, continuing education, executive education and non-credit certificate programs
- **Targeted FTIC enrollment strategy** to exceed BOG performance standards in retention and graduation and continue gradual GPA increase
- **Launch Connect4Success@FIU 2+2** program to dramatically expand pipeline of well-prepared transfer students coming from state colleges (50,000 students by 2020)
- Ensure that all high potential students wishing to graduate from FIU have a pathway that ensures their success – **make data-driven decisions**
- Continue to develop and **expand seamless and accelerated success pathways** from HS/AA/BS/MS/Ph.D. (Access, Education Effect, Fostering Panther Pride, Connect4Success, McNair, etc.)
- **Strategic growth** at BBC, FIU@I-75, Downtown on Brickell, China and other offsite locations



**B. Improve and increase online education.** FIU will actively support the growth of online education in a responsible manner consistent with our educational and research mission. It is critical to this undertaking and core to our institutional values that teaching and learning in this modality evolve in a way that ensures the same learning experience as face-to-face classrooms and adequate privacy protections for faculty, students and the university.

- Use existing successful online redesign models (FIU Online 2.0 College Algebra) to restructure unsuccessful online courses.
- Develop incentives to adopt low-cost e-textbooks.
- Enhance FIU support for web-assisted courses.
- Require students to complete training on effectively taking online courses.

### FIU college algebra online pass rates - historical data



\*Placement test started \*\*Full MMC implementation \*\*\*Mastery Online 2.0



- C. Implement Competency-Based Education and increase prior learning assessment.** Competency-Based Education (CBE) is quickly being adopted as a method to provide adult learners with a self-paced approach to degree completion. It involves the identification of competencies that are verified by both faculty and employers to be the requisite knowledge, skills and behaviors necessary for professional success. Prior Learning Assessment (PLA) encapsulates this assessment through a fee-based process of waiving requirements or awarding credit for validated competency attainment through exams, portfolio or third-party evaluation. Both CBE and PLA would provide FIU the opportunity to either shorten time-to-degree or improve degree completion rates for adult learners.
- Conduct a feasibility study and seek guidance from the Council for Adult and Experiential Learning to develop program and infrastructure support as necessary.
  - Revise FIU policies to accept CBE and PLA. This will require substantive faculty input.
  - Develop a small-scale pilot study before university-wide implementation.
- D. Expand self-supporting and market-rate programs with an emphasis on professional master's programs.**

## ► **GOAL 4: FIU will prepare graduates at all levels for seamless career integration.**

### **Strategies**

- A. Expand Internships.** Students who complete internships and/or participate in work study have significantly higher rates of graduation. Additionally, data shows that college graduates who participate in paid internships while still in school receive more job offers and are paid more directly out of school than students who do not. Our students enjoy the added benefit of partnering with industry leaders – oftentimes because of opportunities created by our powerful FIU alumni base that is nearly 200,000 strong – who are focused on crafting real-world solutions to some of the industries' most challenging issues in real time.
- Develop a standardized, online application form to make it easier for employers to post positions and students to apply.
  - Develop criteria for internships that provide meaningful learning outcomes for our students.
  - Continue to leverage FIU's alumni base and relationships with major corporations locally and nationally to establish internships and employment pipelines.
  - Track the number of experiential-learning offerings and enrollments by program.
  - Engage the FIU Alumni Association to build more robust mentorship and externship programs.



- B. Expand service learning.** Engaged learning, when practiced effectively, is one of the most effective strategies for strengthening both institutional and personal bonds with the community and for deepening student learning. Students who participate in engaged learning demonstrate greater mastery of course material as well as improved critical-thinking skills, problem-solving and reflection skills, and communication skills.
- C. Explore the requirement of e-portfolios or a tracking system.** We will consider the addition of a graduation requirement for all FIU students to complete a form of experiential learning that may include undergraduate research, service learning, practicum, internship, cooperative education, design projects and cultural immersion. The e-portfolio or tracking system will assist students in tracking experiential learning and providing evidence of competency-based education and prior learning assessment, classroom work and more in order to build a competitive resume for the job market.

## **GOAL 5: Develop programs and provide infrastructure to support and incentivize FIU faculty.**

The university's commitment to student success requires a commitment to faculty support and development. With growing pressure to teach in innovative ways to increasingly larger classes, it will be critical to provide adequate support to FIU faculty.

### **Strategies**

- A. Develop and implement a faculty reward system to incentivize excellent teaching.**
- Provide course releases to develop new courses and participate in discipline-based teams.
  - Provide stipends to attend course-design workshops.
  - Communicate effectively the support services available to faculty.
  - Develop a fair and comprehensive system for evaluating teaching effectiveness.
  - Incentivize effective teaching of faculty as they address critical lower-division courses. Gateway course instruction should be understood as a university-wide contribution.
  - Develop a Top Teachers award and event that would be similar to the current Top Scholars recognition.
  - Foster development of departmental and institutional cultures that recognize and reward excellent teaching. Instructors will be selected, retained and rewarded based upon their teaching skills.
- B. Develop programs to support faculty professional development.**
- Expand career and professional development opportunities systematically to support faculty.
  - Form Provost Council for the Advancement of Women and Minorities.
  - Expand faculty mentor program university-wide.





# FIU *BeyondPossible* 2020

Preeminent Programs

For decades, FIU has been leading the way on Everglades research.



SoBe Wine and Food Festival celebrated 14 years of success in 2015, with students managing and staffing more than 6,000 shifts throughout the four-day event. The Festival has raised more than \$20 million since its inception for scholarships and the Chaplin School of Hospitality & Tourism Management.







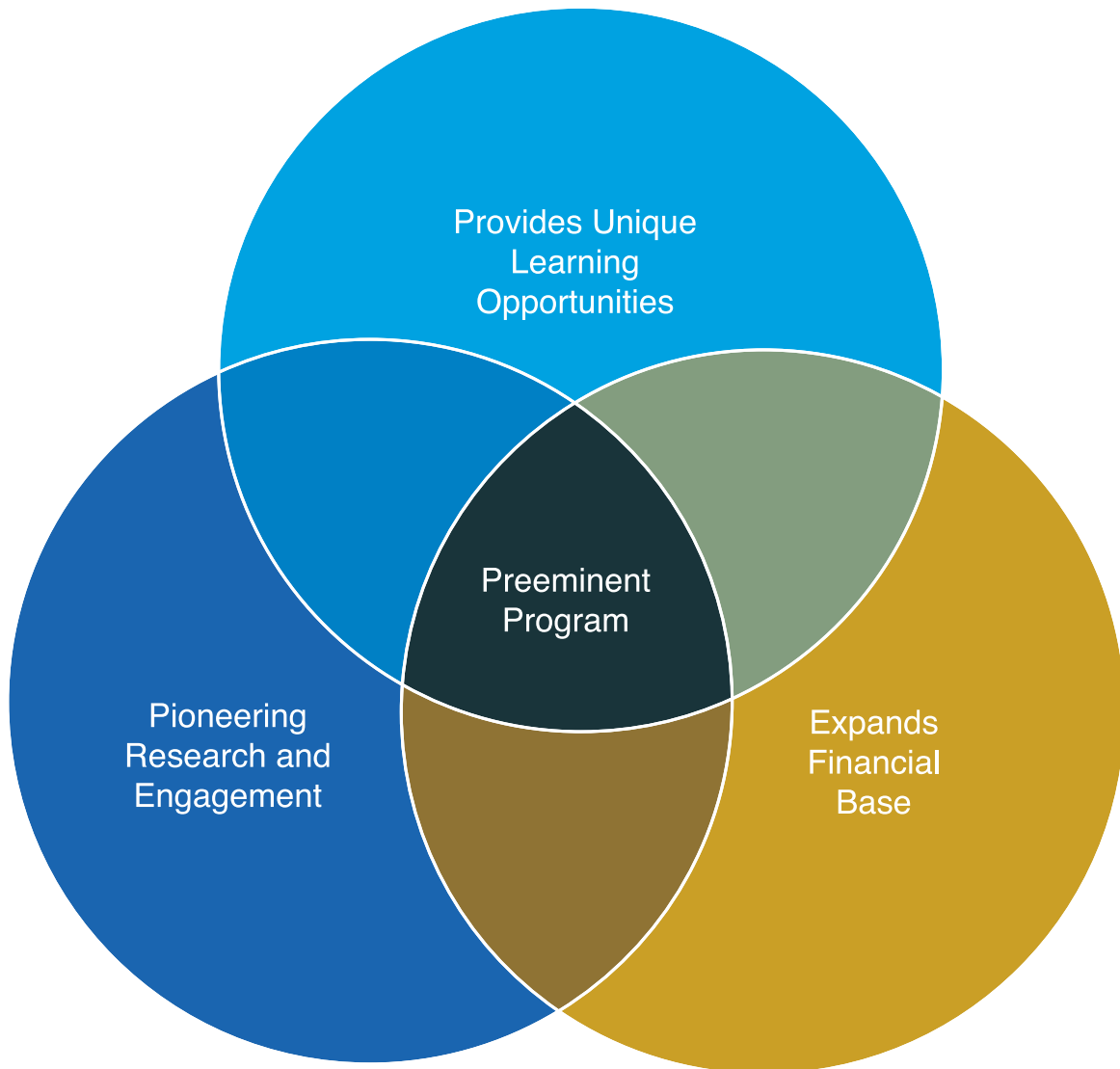
## Preeminent Programs

Building preeminent programs and teams will strengthen FIU's capacity to provide high-quality teaching, engage in state-of-the-art research and creative activity, and collaborate with our local and global communities. We will design and chart our best future as a university by identifying and leveraging those FIU programs that will help us become a leading urban public research university in the 21<sup>st</sup> century.

A Worlds Ahead university creates an innovation nexus where preeminent programs and teams drive research, creativity, innovation and education. At FIU, already there are distinguished programs whose national rankings and research breakthroughs bring prestige to the university. These programs help our university serve our community, our state, our nation and our world. Moreover, they provide opportunities for winning grants and support, and provide focus for the Next Horizon capital campaign and support student success.

Once these programs are identified, we will build our growth through them, effectively communicating their quality and impact in a way that enhances and expands university visibility, reputation and financial support.







► **GOAL: FIU will identify and support preeminent programs that are directly aligned with the university's mission and strategic plan and that meet objective criteria that have been identified and agreed upon by university stakeholders.**

## **Strategies**

### **A. Identify key characteristics of preeminent programs.**

- Preeminent programs at FIU will:
  - align directly with FIU's mission and strategic plan;
  - elevate FIU's Worlds Ahead initiatives in the arts, environment, globalization and health;
  - be locally/nationally/globally recognized and regarded highly;
  - leverage strengths, challenges, opportunities and characteristics unique to FIU, Miami-Dade and South Florida;
  - partner with external partners as relevant and innovative solution centers for communities and businesses;
  - address emerging global challenges and concerns;
  - offer state-of-the-art and unique learning and research opportunities;
  - provide fertile paths for winning grants or philanthropic dollars;
  - enhance the reputation and strengthen the credibility and brand of FIU;
  - be cost effective when compared with programs and endeavors of a similar nature; and
  - be inclusive, interdisciplinary and sustainable through the collaboration of multiple faculty members across a range of academic ranks and disciplines.

### **B. Identify objective criteria for assessing programs seeking preeminent status.**

- The iREAL Self Evaluation Instrument (SEI) is designed to be an objective, concise, clear, reliable, valid, transparent and useful set of criteria for the self-evaluation of preeminence. (Appendix 6)
- The iREAL SEI addresses four domains: 1) university priorities; 2) research/creative activities; 3) education outcomes; and 4) costs-to-benefits.

### **C. Create an institutional process for review and determination of preeminent programs.**

- The iREAL SEI will be used as a first-step self-assessment tool for considering preeminence. It will be considered the preliminary self-evaluation component of a more extensive preeminence program application, review and assessment process.



- The applications will be reviewed by an interdisciplinary Preeminent Programs Review Committee (PPRC) that will be appointed by the Provost and Vice President for Research and Economic Development. This committee will operate in a similar fashion to a scientific review/foundation review committee and will make recommendations to the President and Provost, who will ultimately determine which FIU programs will receive preeminent program distinction.

**D. Identify an institutional process for supporting preeminent programs.**

- Dedicated infrastructure support will include pre-application guidance; PPRC review and feedback; targeted public relations and marketing; and development, finance and research support.
- It is understood that FIU's support units (including Human Resources, Marketing & PR, Development and Research) for preeminent programs should themselves be preeminent. The outstanding scholars associated with FIU's preeminent programs will need outstanding support staff to work with and promote their programs.
- FIU preeminent programs will be promoted substantially through focused public relations, marketing (e.g., nominating faculty for awards) and fundraising. FIU, both internally and with expert external PR consultants, will develop an aggressive media strategy focused on garnering national and global media for FIU's preeminent programs.
- Promotion efforts involving participation and collaboration from faculty, administrators and PR professionals will accompany the designation of preeminence. Materials for marketing preeminence will include an electronic press kit that can be disseminated strategically. Preeminent programs faculty and marketing professionals will collaborate to expand and enhance the reputation of FIU through its preeminent programs.
- The preeminence distinction will be used as a prioritization tool for the administration to make strategic investments, better focusing institutional resources in order to support programs that are aligned with FIU's mission and are high achieving.
- Possibilities for collaboration and connection with preeminent programs will be used to direct the strategic hiring of new faculty. The university's reward systems, and its systems for resource allocation, will encourage and promote preeminence.
- Both return on influence and return on investment should be used to gauge the success of these strategic resource investments.



A photograph of two scientists in a laboratory. An older man with white hair and a beard, wearing a white lab coat, is looking down at a piece of equipment. A younger man with dark hair and glasses, wearing a yellow lab coat, is also looking down at the same equipment. The background is dark, and the lighting is focused on the scientists and their work.

# FIU *Beyond Possible* 2020

Carnegie Very High Research Designation

Led by Professor Kinzy Jones, FIU's Advanced Materials Engineering Research Institute (AMERI) is the first nanofabrication facility in the university system and a world-class materials characterization laboratory.



The Center for Children and Families' Summer Treatment Program helps children struggling with ADHD and other behavior disorders through classroom instruction, behavior modification and peer activities such as sports.





## Carnegie Very High Research Designation

Knowledge creation is the cornerstone of the academy. FIU will continue to build its research reputation and develop an infrastructure to support its growing research enterprise. We will support the scholarly work of our faculty as they expand the frontiers of innovation, technology and creativity in the sciences, humanities and arts.

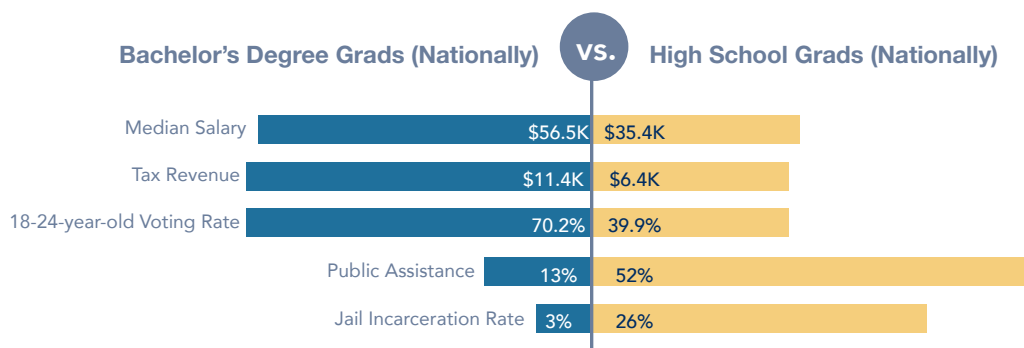
Striving for Very High Research designation acknowledges FIU's mission and vision as a public research university. The goal is for scholarly productivity that receives national and international distinction and brings visibility to FIU, Miami and Florida. Creating a nexus of innovation and entrepreneurial activities that emanate from research will enhance student success and the economic vitality of our community and our state.

We believe that one of the roles of a metropolitan public research university is to enhance the economic development of its region. We take the education of our workforce seriously knowing that 80 percent of our students stay in our community upon graduation. We employ thousands of area residents and are, in fact, one of Miami-Dade County's top 10 employers. Our faculty expend more than \$130 million annually in research. But there is more we can do to positively influence the region's economy. To that end, FIU will continue to drive economic growth and job creation by increasing patent production, technology transfer and industry collaboration.

To achieve this Very High Research designation, FIU must be intentional in attracting, supporting and retaining outstanding faculty. We recognize that a research-enriched environment leads to a culture of transformative learning that promotes student success and produces graduates who are ready to be leaders in their chosen professions. Outstanding faculty will attract outstanding graduate students who will add to the fabric of knowledge and innovation while inspiring undergraduates to achieve excellence in scholarship and attain a terminal degree.

Quantifiable FIU milestones toward Very High Research designation are: increase research expenditures from \$130 million per year to \$200 million per year; increase doctoral degree production from 159 per year to 200 per year; increase postdoctoral fellows from 83 to 120; and increase patent and startup production from an average of two per year to 20 per year.

### FIU: An Important Economic Driver to Our Metropolitan Community and Florida





► **GOAL 1: The university will strive for the highest Carnegie-related classification of research, Very High Research (VHR). In the process, it will establish FIU as an interdisciplinary solutions center for the local community and beyond.**

### Strategies

**A. Develop strong interdisciplinary research through Organized Research Units (ORUs).** An

Organized Research Unit consists of an interdepartmental group of faculty members and students formed to address an area of research, usually a grand challenge-type issue. It strengthens interdisciplinary programs of research and teaching conducted by the faculty and provides graduate and post-doctoral students with added research opportunities, facilities and assistance. ORUs will:

- Facilitate interdisciplinary collaboration across departments and fields of research that do not generally interact.
- Facilitate the engagement of faculty across humanities and STEM fields.
- Facilitate engagement of faculty from non-Ph.D. departments in Ph.D. education and training.
- Positively impact FIU's competitiveness for external research and doctoral education funding.
- Enhance and expand FIU's contributions to innovation and the expansion of the frontiers of science.
- Contribute to the objective of making FIU an interdisciplinary solutions center.

**B. Increase research faculty in strategic areas through the Faculty Cluster Hiring Initiative and**

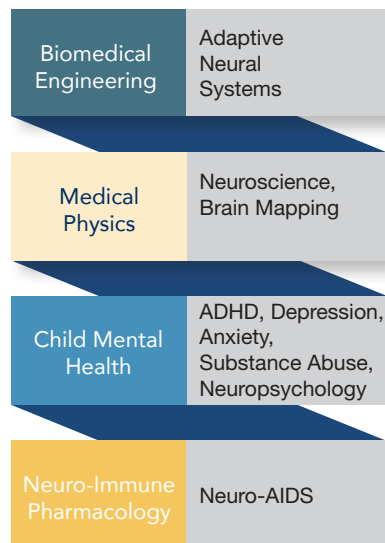
**Postdoctoral Fellows Initiative.** To achieve VHR classification, FIU will increase faculty productivity as measured by research funding, discoveries, patents and the production of Ph.D. graduates.

Additionally, at departmental levels, per capita faculty productivity in research funding will improve. Faculty Cluster Hiring and a Postdoctoral Fellows Initiative will be important components supporting the key research objectives.

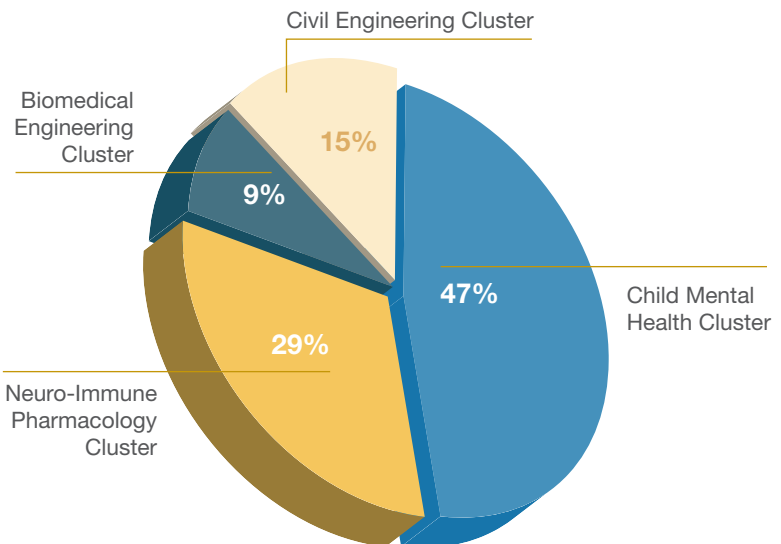
- From 2008-2014, cluster hire areas at the university brought in \$48 million in research awards. Additionally, substantial collaborations occurred among these clusters of Biomedical Engineering (adaptive neural systems), Medical Physics (neuroscience, brain mapping), Neuro-Immune Pharmacology (neuro-AIDS), and Child Mental Health (ADHD, depression, anxiety, substance abuse and neuropsychology).



### Cluster Hire Areas and Funding (2008-2014)



### Research Awards: \$48 Million



- Faculty Cluster Hiring Initiative. FIU will reserve 25 percent of vacant lines for the Faculty Cluster Hiring Initiative. Cluster hires will focus on STEM areas and support the growth of research expenditures, Ph.D. productivity, postdoctoral fellows and undergraduate graduation rates. Additionally, cluster hires will connect to established ORUs and preeminent programs (both centers and programs).
- Postdoctoral Fellows Initiative. FIU will increase research faculty through the addition of postdoctoral fellows. This will positively impact research funding and increase Ph.D. productivity.
- Create a classification system with career paths for research faculty. Academic Affairs and the Office of Research will create a position classification system that provides a uniform career ladder for research faculty (non-tenure track faculty) to provide support and development.
- Create a classification system and training program for postdoctoral fellows. Postdoctoral fellows (temporary employees with a limited appointment) should be defined as no more than five to seven years since attainment of Ph.D. The position must have a training component.

**C. Increase Ph.D. production.** FIU will make great strides in increasing its Ph.D. production. To achieve the current productivity levels of peer institutions, typically more than 200 Ph.D.s annually, FIU must have adequate numbers of faculty active in research within its Ph.D. programs. The Faculty Cluster Hiring and Postdoctoral Fellows Initiative will contribute to an increase of research-active faculty supporting Ph.D. programs by strategically hiring into programs with greater potential for increasing Ph.D. productivity. Similarly, the ORUs will allow for the contributions of faculty from departments that do not have Ph.D. programs in Ph.D. training.



- Provide secondary appointments for outstanding faculty. Provide secondary appointments for DAS and other outstanding faculty in departments that do not have a Ph.D. program where they can contribute to doctoral training so these faculty members have greater engagement in Ph.D. production.
- Create Ph.D. tracks and other mechanisms for cross-disciplinary collaboration.
- Recruit top Ph.D. and post-doctoral students nationally and internationally by leveraging faculty research match and preeminent programs.
- Expand Ph.D. student funding in grants. Expand Ph.D. student funding through training grants (e.g., NSF-Bridge to Doctorate; NIH-T32s) and mentorship for individual doctoral fellowships (e.g., NIH F31), private foundations, professional organizations as well as FIU funding sources – fellowships, Gas, TAs, RAs, departments and centers. To achieve this, create a grant-writing position for student-training programs.
- Mentor DAS faculty. Develop a Ph.D. advising and mentoring program for DAS faculty and administrators. Recognize and incentivize DAS faculty efforts.
- Create differential workloads for research-active faculty.

**D. Enhance, support and facilitate the research environment at FIU.** Achievement of VHR goals requires a coordinated support of research infrastructure such as labs, other key support areas (personnel hiring and purchasing), and the reduction of structural barriers that often impede faculty productivity.

- Create a Research Infrastructure Support Unit (RISU). This centralized unit will coordinate and integrate maintenance of research facilities (including prioritizing renovation and future construction), manage the allocation of research space for doctoral students and reduce institutional barriers to research.
- Engage RISU with the Vice President for Research and Economic Development to actively address barriers that are identified.
- Expand faculty mentoring and enhance external sponsored-research services through reviewing of proposals and grant-writing support.

**E. Develop and implement a faculty reward system to motivate faculty productivity.** Faculty productivity is the most fundamental element to achieving VHR classification. Moreover, such productivity remains key to FIU's competitive growth in the state's performance funding as well as in the increasingly competitive research funding environment.



- Create an individual incentive program, which would include a reevaluation and adjustment of the current Faculty Research Incentive Bonus program to incentivize research funding and Ph.D. productivity.
- Develop a unit-based incentive program to provide direct F&A resources to departments based on departmental research funding per capita productivity. Per capita productivity at the departmental level can be measured in various ways. These include, on an annual basis, average amount of funding per faculty, average number of grants per faculty and average number of grant applications per faculty.

**F. Allocate a VHR fund from E&G and F&A.** Implementation of the plan will require dedicated resources. The Cluster Hiring Initiative will dedicate faculty lines in strategic areas. However, there will be a need for funding of start-up resources for cluster hires, the Postdoctoral Fellows Initiative and other components of the proposed strategic initiatives.

- Directly invest F&A for strategic initiatives. Add 25 percent of F&A to the proposed 2.5-10 percent university investment in the implementation of the strategic plan.

**G. Increase FIU's innovation impact.** Create a diversified research portfolio that includes the transfer of its technological discoveries to the marketplace, the translation of its basic research to applications that address solutions to a variety of challenges, and a broadening of the sources of funding to research.

- Review and consider modifying policies and faculty evaluation criteria (including Promotion and Tenure) to incentivize and reflect FIU's emphasis on innovation.
- Include technology transfer and innovation as criterion in cluster hiring. There should be some level of consideration of the innovation and discovery potential of faculty of preeminent programs.
- Define FIU's innovation space. Establish a central hub for innovation within the Office of Research and Economic Development that will coordinate the university's efforts in entrepreneurship and technology transfer.
- Increase FIU's patent portfolio to average 20 patents per year.
- Increase FIU's startups to average 20 per year.
- Establish a transparent process to technology transfer from filing disclosures to developing a monitoring plan.

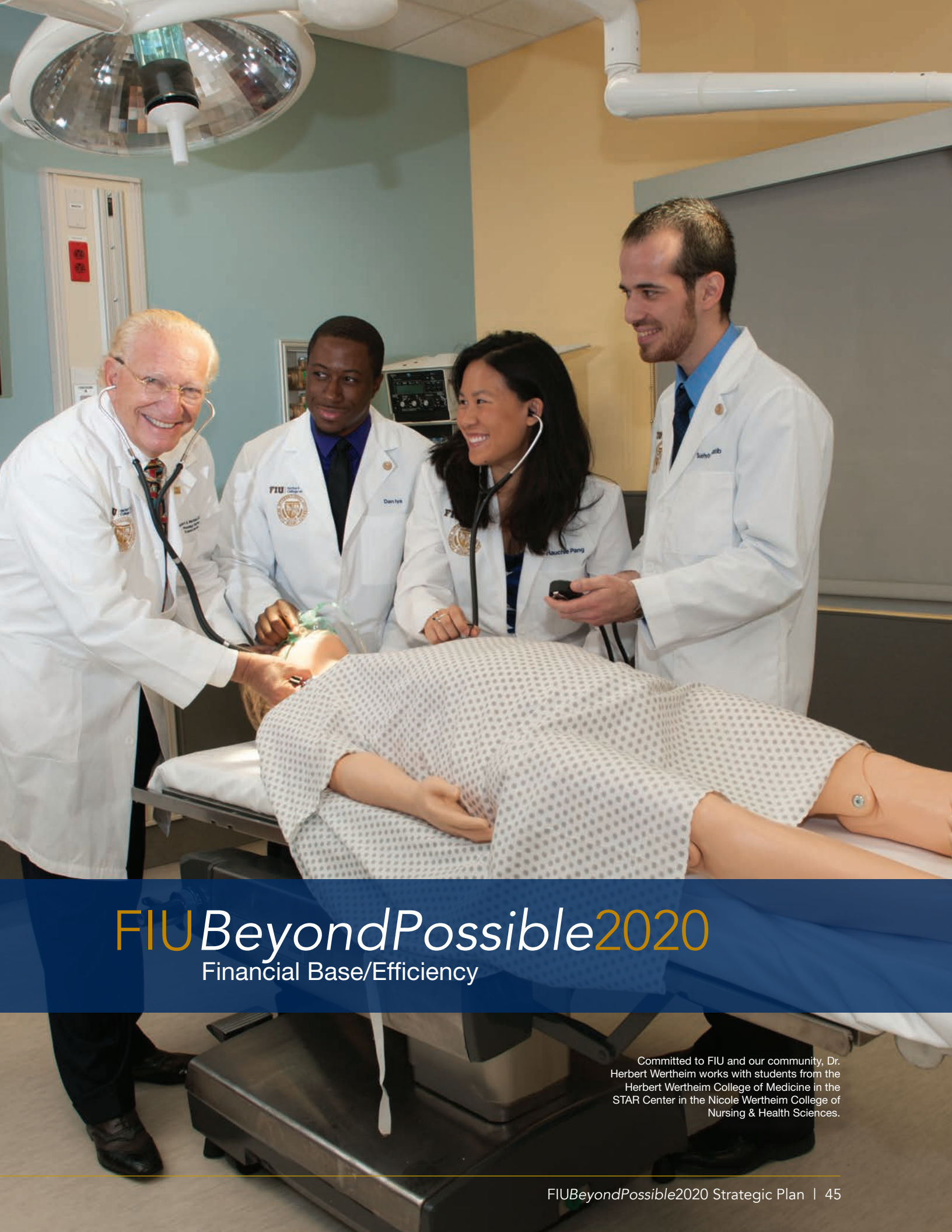


► **Goal 2: FIU will increase its sponsored research expenditures from \$130 million to \$200 million annually. Strategies for VHR Classification attainment will also support this goal.**

### **Strategies**

- A. Strategic hiring of faculty through cluster hiring and hiring faculty with sponsored research funding potential as a criterion.**
  - Increase research faculty and postdoctoral fellows.
  - Increase Ph.D. productivity.
  - Expand faculty mentoring services, grant proposal review services and grant writing services.
- B.** Develop more tools concerning all aspects of obtaining and managing sponsored research: faculty mentoring, grant writers in specific areas (e.g., writers for student-training grants).
- C.** Create incentives for faculty and units engaged in sponsored research.
- D.** Connect with external stakeholders that can partner in research.
- E.** Compete for the best graduate students.
- F.** Focus resources for research in large centers and preeminent programs. (Appendix 7)
- G.** Focus faculty efforts for solution centers on research rather than auxiliary efforts.
- H.** Better data management to inform strategic research investments and track research efforts.





# FIU *Beyond Possible* 2020

Financial Base/Efficiency

Committed to FIU and our community, Dr. Herbert Wertheim works with students from the Herbert Wertheim College of Medicine in the STAR Center in the Nicole Wertheim College of Nursing & Health Sciences.





Owned by FIU, the Medina Aquarius Program is dedicated to science and education through use of the Aquarius Reef Base, the world's only undersea laboratory.



## Financial Base/Efficiency

FIU*BeyondPossible*2020 is FIU's roadmap for the future. To truly realize its promise, the university must be resilient in the way it responds to external challenges. The legislative funding gap will vary depending upon factors not in our control, and FIU must be prepared to manage those fluctuations and adapt as necessary.

We must change our own internal funding model to direct new resources and to ensure existing resources are strategically invested in the units making the greatest impact on improving student success and research. New sources of revenue must be generated while ensuring our current base funding remains intact. To do that, we must strive to exceed Florida SUS BOG performance standards every year. We must engage in the reengineering of the existing pedagogy and adopt more effective approaches which research has demonstrated improves student-learning outcomes. We will utilize technological advances to identify institutional vulnerabilities and swiftly implement improvements. Similarly, we will adopt common platforms to collect student engagement and performance data and implement mandatory advising for at-risk students. We will work more closely with Miami-Dade County Public Schools and our state colleges to ensure that our students are well prepared for the FIU experience. We will educate and provide opportunities for our students so that they are ready to enter the workforce as innovators and leaders when they graduate.

To accomplish these goals, we must continuously ask ourselves key questions. Which activities and services are core to the university's mission? How do we incentivize colleges, faculty and staff and achieve the goals we set forth? Where should we make investments?

The goals and strategies outlined in this section seek to increase the university's financial resources and enhance our partnerships in order to provide more opportunities for students and give our community access to quality education.

### **GOAL 1: FIU will expand its financial base via organizational efficiencies.**

#### **Strategies**

- A. Cultivate a culture of collaboration.** Collaboration is an institutional value that will unify our large and diverse organization.
- B. Leverage technology, existing systems and platforms to eliminate redundancies and repair process breakdowns.** Identify synergies and develop shared services with other SUS institutions such as the Florida Consortium of Metropolitan Research Universities.
- C. Create a climate of accountability at all levels of the organization.** Identify and address problematic structural silos in order to improve the strategic management of the institution.
- D. Centralize and standardize shared central services to achieve economies of scale.**
- E. Evaluate university fee structures and related costs to ensure the university remains competitive in the market.**



- F. **Identify non-mission critical activities and evaluate contracting with third parties to provide those functions.**
- G. **Evaluate monetization of university assets to raise the capital investment dollars necessary for the expansion of the university and its future.**

## ► **GOAL 2: FIU will institute a focused FIU branding campaign.**

### **Strategies**

- A. **Implement synchronized, strategic and focused FIU branding campaign to increase constituent engagement.** The university must create a clear, compelling, consistent and powerful identity that will give FIU a competitive advantage. The brand must speak to the qualities that set FIU apart.
- B. **Align branding campaign with the ongoing FIU capital campaign.** Leverage the enhanced FIU brand to realize the university's vision for philanthropic transformation.
- C. **Understand, define and communicate consistently the FIU brand aspirations or “brand promise.”** The definition must be based on the institution's personality and be consistent with institutional behavior. The brand promise must be relevant both to internal and external constituents. Once established, the brand promise will be operationalized and delivered consistently throughout the entire institution.
- D. **Continuously and strategically highlight FIU “experts” and be nimble enough to capitalize on trending issues.**

## ► **GOAL 3: Enhance the Next Horizon comprehensive capital campaign.**

Philanthropic gifts are made to people and programs at institutions where they can make the most impact. Successful completion of the campaign will require a collective effort. Preeminent programs and faculty cluster hires can strategically raise the profile of an institution and attract philanthropy to it and many other areas.

### **Strategies**

- A. **Increase endowed funds to provide a sustainable source of support for the university** These investments are structured so that the corpus remains intact while generating spendable earnings in perpetuity. Endowments will support:
  - Scholarships. Endowed scholarships generate sustainable support for students and may be based on need or merit. To ensure that endowed scholarships make an immediate impact, the university must increasingly ask for a portion of endowed investments to be allocated for immediate support



as the corpus grows. The need to attract top students and facilitate access to an FIU degree is of the utmost importance to our academic community.

- Preeminent programs and research. As determined by FIU's academic leadership, endowed support for our preeminent programs and research ensures sustainable funding for the initiatives that will globally elevate the FIU brand.
- Faculty and staff. Endowment opportunities will enable the university to recruit and retain faculty and staff of the highest quality, including deans, chairs, professors, fellows and post-doctoral support.

**B. Capital funds will support the construction and enhancement of facilities across the university.**

In order to remain competitive, renovations and additional construction due to new program requirements, increases in enrollment and the need to upgrade technology within buildings will require significant resources.

**C. Operating funds will provide immediate support to meet the greatest needs of the university.**

Investments in operating funds will include unrestricted gifts, annual gifts, sponsorships and Athletics support.

**D. Create and sustain a culture of philanthropic investments in FIU as outlined by the strategies below:**

- Engage in ongoing assessments to ensure wherever possible that FIU priorities align with fundraising potential.
- Ensure that case statements being written by university entities and overseen by University Advancement and campaign counsel Marts & Lundy align with the FIU brand and reflect, in part, those programs that have been identified as preeminent.
- Ensure that colleges, schools, academic units, museums, centers and Athletics have a completed five-year fundraising plan with goals and metrics to be achieved by 2020. Create plans based on established fundraising priorities and a clear, strategically focused, compelling vision that inspires donors to invest in FIU. Identify and articulate visions for transformation that lead units across the university to preeminence and innovation.
- Standardize donor relations, recognition and prospect clearance across FIU.
- Ensure that the primary function of all volunteer boards is the ability to give and get at an impactful philanthropic level.
- Engage the university in a discussion at the departmental level on the significance of creating a philanthropic culture and the long-term impact of the capital campaign on FIU.



- Leverage university-wide special events and tie in fundraising opportunities.
- Attract, recruit and retain top qualified development professionals, evaluate current compensation models and provide specialized training.

#### ► **GOAL 4: FIU will develop and implement an incentive-based funding model.**

The university will work with unit leaders and budget managers to ensure communitywide dialogue, transparency and understanding.

##### **Strategies**

- A. Transition the university budgeting process for Education and General (E&G) funds from the current incremental budgeting model to an incentive-based allocation model to align financial performance more closely with outcomes, increase financial transparency, improve efficiency and increase financial accountability. Align budget allocations and performance funds to colleges based on outcomes for the Florida Board of Governors, FIU Board of Trustees and other institutional metrics. Leverage faculty/staff attrition to implement a strategic reallocation of human resources.**
- B. Invest resources to significantly improve the collection, production, analysis and dissemination of data to improve the decision-making process based on reliable data.**
- C. Invest in a university-wide budget and planning tool.** It will be the medium by which the university delivers a transparent budgeting model and provide the necessary data and reports to hold units accountable for financial results. The budget and planning tool will provide unit leads a consolidated view of all funding sources along with reports with real-time data that will enable them to better manage the unit's funds and make adjustments accordingly.

#### ► **GOAL 5: FIU will maximize revenues to support growth.**

Grow enrollment commensurate with student demand and academic capacity by adding more on-line, hybrid, dual enrollment, graduate, transfer and non-resident students.

##### **Strategies**

- A. Increase sponsored research in strategic areas that address community needs or solve local and global issues.**
- B. Increase public-private partnerships focused on enhancing the university's mission.**
- C. Refine periodic reviews of centers, institutes and programs to reflect outcome-based productivity and relevance.**
- D. Incentivize, synchronize and streamline innovation and entrepreneurial initiatives including technology transfer.**



# FIU Beyond Possible 2020

## Implementation



BBC's Glenn Hubert Library received state-of-the-art upgrades in 2014, including the installation of 65 workstations and a laptop bar to facilitate student collaboration.





School of International and Public Affairs

John H. and Margaret H. H. H. H.

The School of International and Public Affairs (SIPA) brings together many of FIU's internationally oriented disciplines to provide the research, teaching and training necessary for the globalized world of the 21st century.



## Implementation

FIU*BeyondPossible2020* proposes great advances and innovations for FIU in the next five years. The plan establishes high expectations and offers a framework and guide for FIU to fulfill these aspirations of future excellence. While the plan includes concrete goals and strategies, it does not include implementation details. These details will be developed in the following manner:

- A standing strategic plan steering committee will be formed and meet on at least a quarterly basis with the task of assessing and reviewing status reports from each of the implementation committees and recommending course modification as necessary.
- Multiple implementation committees will be formed and co-chaired by academic and administrative leads. Implementation strategies will be prioritized by the steering committee working with the implementation committees.
- Unit strategic plans will align with FIU*BeyondPossible2020*.
- Funding needed to implement FIU*BeyondPossible2020* will be identified from auxiliary and/or foundation funds, returned overhead from contracts, and grants and/or E&G funding.
- Each FIU*BeyondPossible2020* strategy will align with one or more of the critical performance indicator goals.
- Specific annual targets will be set in order to meet the 20 critical performance indicator goals by 2020 as seen in the table on the next page.

Updates on the progress toward achieving the strategic plan's goals will be communicated with the university community annually.

As we begin the next phase of FIU*BeyondPossible2020* – implementation – we call upon all of the university's stakeholders, including faculty, staff, students, alumni, our political leaders, the Board of Governors, the business and philanthropic communities and others to join us in creating a future worthy of our great university – a future that is truly Worlds Ahead.



## 20 Critical Performance Indicator Goals

2014	Performance Indicator	2020
79%	FTIC 2-year retention with GPA above 2.0	90%
53%	FTIC 6-year graduation rate	70%
64%	AA transfer 4-year graduation rate	70%
68%	Percent bachelor's degrees without excess hours	80%
77%	Percent of bachelor's graduates employed full-time or in continuing education	80%
46%	Bachelor's degrees in strategic areas	50%
52%	Graduate degrees in strategic areas	60%
\$26K	Average cost per bachelor's degree	\$20K
\$36K	Median wage of bachelor's graduates	\$40K
6,219	Bachelor's degrees awarded to minorities	7,200
1,982	Number of First Gen graduates	2,300
4,737	Number of students participating in internships	6,000
159	Research doctoral degrees per year	200
83	Research staff/post-doctoral Fellows	129
2	Number of patents per year	20
2:8	Number of startups-AUTM:SBDC definitions	5:20
\$176M	Private gifts - overall endowment	\$300M
\$53M	Private gifts - annual gifts	\$70M
\$197M	Auxiliary revenue per year	\$240M
\$20M	Auxiliary operating income	\$25M
\$133M	Research expenditures	\$200M
\$107M	S&E expenditures	\$165M
54,000	Total number of FIU students enrolled	65,000
67:8:25	Mode of delivery (face-to-face:hybrid:online)	30:30:40







# FIU *BeyondPossible* 2020

Acknowledgments









## Acknowledgments

President Mark B. Rosenberg

### **Strategic Plan Steering Committee**

Provost Kenneth G. Furton, Chair  
Elizabeth Bejar, Co-chair  
Carlos Becerra  
Alexis Calatayud  
Andres G. Gil  
Yolangel Hernandez-Suarez  
Barbara Manzano  
Eric Wagner  
Kathleen Wilson  
Staffed by C. Emily Gresham

### **Student Success Committee**

Kathleen Wilson, Chair  
Alexis Calatayud, Co-chair  
Isis Artze  
Elizabeth Bejar  
Connie Boronat  
Eric Brewe  
Susan Clemmons  
Juan Carlos Espinosa  
Nicole Kaufman-Glasgow  
Matthew Hagood  
Michael Hughes  
Patricia Pereira-Pujol  
Leslie Richardson  
Dorret Sawyers  
James Sutton  
LeAnne Wells  
Staffed by C. Emily Gresham

### **Preeminent Programs Committee**

Eric Wagner, Chair  
Terry Witherell, Co-chair  
Carlos Becerra  
Todd Crowl  
Yesim Darici  
Jennifer Doherty-Restrepo  
Adam Drisin  
Christina Jardim  
Shivani Joshi  
Michelle Mason (Angela Friedman)  
Richard Miltner  
William Pelham  
Carolyn Runowicz  
Staffed by C. Emily Gresham

### **Very High Research Committee**

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Ranu Jung, Co-chair  
Shahed Al-Tammar  
William Anderson  
Dorothy Brooten  
Leonardo Ferreira  
Winifred E. Newman  
Maureen Pelham  
Darden Pyron  
Jean Muteba Rahier  
Meri-Jane Rochelson  
Yukching Tse-Dinh  
Dale Williams  
Staffed by C. Emily Gresham

### **Financial Base/Efficiency Committee**

Barbara Manzano, Chair  
Aime Martinez, Co-chair  
Jose Aldrich  
Jerry Cohen  
Juan Cueto  
Carlos Flores  
Jeff Gonzalez  
Deborah Hasson  
Yolangel Hernandez-Suarez  
Cem Karayalcin  
Liane Martinez  
Mihaela Plugarasu  
Dileep Rao  
Marta Torres-Berlingeri  
Staffed by C. Emily Gresham

Special acknowledgment and thanks to Mary Carabeo, who organized nearly 70 strategic planning meetings; Sandra Gonzalez-Levy, Terry Witherell, Karen Cochrane, and Aileen Solá-Trautmann from the Division of External Relations; Laird Kramer from the College of Arts & Sciences and STEM Transformation Institute; Howard K. Holness and Atilda Alvarido from the Office of the Provost; and many others who participated in this nearly two-year long planning process.





# FIU *Beyond Possible* 2020

Appendix



## Appendix Figure1

### FIU iREAL

#### Commissioners

##### 1. Kenneth G. Furton, Chair

2. Carlos Becerra
  3. Elizabeth Bejar
  4. Connie Boronat
  5. Jerry Cohen
  6. Pablo Haspel
  7. Yogi Hernandez-Suarez
  8. Christina Jardim
  9. Mihaela Plugarasu
  10. Kathleen Wilson
- Staffed by Emily Gresham and  
Meredith Newman

#### Commission Workgroups

*What are the major drivers of change, now and in the foreseeable future, in the delivery of educational services, and how will they likely impact FIU and our predominantly minority and non-traditional (working) students who have been shown to have a greater need for high-touch educational experiences? (Becoming more student-centered, improving teaching, expanding evidence-based learning, LA program, flipped classrooms, etc.)*

##### 1. Commissioner Connie Boronat

2. Leslie Richardson
  3. Jeanette Cruz
  4. Alexandra Quadra
  5. Eric Brewe
  6. Shekhar Bhansali
  7. Leanne Wells
  8. Ive Barreiros
  9. Julian Edward
  10. Norma Goonen
  11. Elianis Nieves
- Staffed by Liz Greb

*What are the major drivers of change in the assessment of learning (i.e., prior learning and competency-based assessment) at the university level, and how will they impact FIU? For instance, the recently passed HB7029 requires the Board of Governors to develop rules to enable students to obtain university credit for online courses, including MOOCs, taken before they enroll in a SUS institution.*

##### 1. Commissioner Elizabeth Bejar

2. Janie Valdes
  3. Susan Himburg
  4. Rosa Chang
  5. Bridgette Cram
  6. Ida Rodriguez
  7. Barbara Manzano
  8. Nancy Colon
  9. Susan Clemmons
  10. Matt Hagood
- Staffed by Jennifer Gebelein

*How will new modalities of education impact the six-year graduation rate of our first-time-in-college students, the primary performance funding indicator used by the Board of Governors?*

##### 1. Commissioner Kathleen Wilson

2. Adam Drisin
  3. Jamie Sutton
  4. Alan Gumerson
  5. Christine Dundas
  6. Bruno Phanord
  7. Katherine Perez
  8. Danilo LeSante
  9. Adam Owenz
  10. Diana Ashley
  11. Enrique Villamor
- Staffed by Valerie Johnsen

*The American public research university is built upon instructional revenues providing the salary support for faculty to pursue their research. How can the research university survive if the focus is on providing validation of individual learning in ways that are “less expensive than ever before”? (Increasing research & Ph.D. production)*

##### 1. Commissioner

##### Kenneth G. Furton

2. Lidia Kos
  3. Maureen Pelham
  4. Ranu Jung
  5. Shahed Al-Tammar
  6. Dale Williams
  7. Peter Hernandez
  8. David Chatfield
  9. Nancy Borkowski
  10. Fu Zhou
- Staffed by Meredith Newman

*What alternative scenarios of institutional change should we consider, and what are the pros and cons as well as the costs of the initiatives proposed? (Smaller and more focused could improve our national rankings but reduce our local impact, being a leader in sustainability, improving athletics)*

##### 1. Commissioner Jerry Cohen

2. Mike Heithaus
  3. Christopher Bultnick
  4. Stuart Kennedy
  5. Mariel Acosta-Garcia
  6. Aime Martinez
  7. Karen Fuller
  8. Medjy Pierre-Louis
  9. Sara Lipman
  10. Peter Campbell
- Staffed by Emily Gresham



*How can faculty, staff, students, and the community be thoroughly engaged with changes that are proposed? (Continuous use of social media and open forums with live polls for suggestions and feedback, becoming more community engaged, maintaining a life-long relationship with graduates)*

**1. Commissioner Pablo Haspel**

2. Duane Wiles
  3. Amy Woltman
  4. Amanda Garcia
  5. Teresa Ponte
  6. Lori-Ann Cox
  7. Michelle Mason
  8. Luis Bolanos
  9. Lauryl Collins
- Staffed by Gisela Casines

*How will FIU respond to, and benefit from, the changes in the global educational market? (Expanding overseas educational activities)*

**1. Commissioner Mihaela Plugarasu**

2. Mahfoud Oubadji
  3. Shlomi Dinar
  4. Hilary Landorf
  5. Mercedes Ponce
  6. Rocco Angelo
  7. Eunju Suh
- Staffed by John Stack

*How do we balance the pressure to deliver inexpensive degrees with the need to maintain a high quality product that represents excellent value to our students and maintains FIU's trusted brand status? (Expanding access to online and hybrid classes and programs, improving graduation rates)*

**1. Commissioner Carlos Becerra**

2. Joyce Elam
  3. Diane Singh
  4. Francisco Valines
  5. Laura Padron
  6. Valerie Patterson
  7. Juan Carlos Espinosa
  8. Philip Koenig
  9. John Stuart/Faquiry Diaz
  10. Javier Rodriguez
- Staffed by JoAnn Adkins

*How can we best harness the innate entrepreneurial spirit of our students, staff, faculty and alumni? Business rep? (Expanding and diversifying income streams)*

**1. Commissioner Christina Jardim**

2. Seema Pissaris
  3. William Trueb
  4. Dileep Rao
  5. Rafael A. Paz
  6. Elizabeth Rockowitz
  7. Tina Vidal
  8. Francisco Mora
  9. Yanfei Zhang
- Staffed by Mike Maunder

*How can we get maximum benefit from FIU's growing health-related initiatives that include building on existing FIU expertise and demonstrating value to our university, South Florida, and global constituencies?*

**1. Commissioner Yogi Hernandez-Suarez**

2. Bill Pelham
  3. Henry Henao
  4. Monica Hough
  5. Monica Chiarini-Tremblay
  6. Eneida Roldan
  7. Jessica Robb
  8. Simone Morgan
  9. Angela Laird
  10. Pedro Greer
  11. Yukching Tse Dinh
- Staffed by Suzanna Rose



Appendix Figure 2

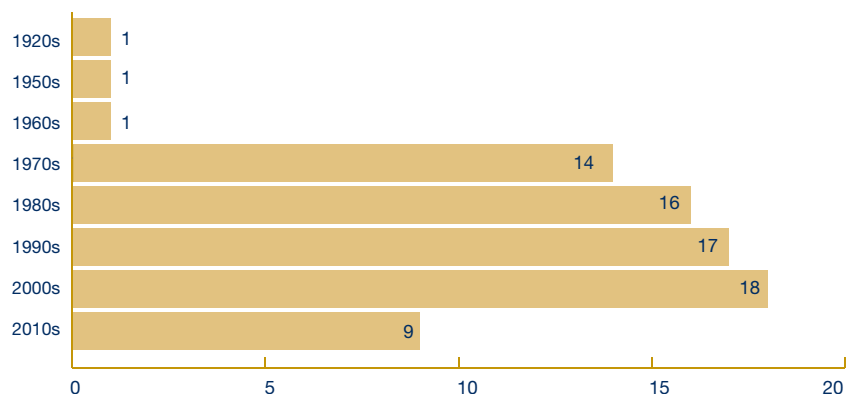
## Board of Governors Performance Goals and Outcomes – FIU

	Excellence (achieving system goals)					Improvement (recognizing annual improvement)				
Key Metrics Common to All Universities	5	4	3	2	1	5	4	3	2	1
1. Percent of Bachelor's Grads Employed and/or Continuing Education 1 Year After Graduation	80%	75%	70%	65%	60%	5%	4%	3%	2%	1%
2. Median Average Full-Time Wages of Undergrads Employed in Florida 1 Year After Graduation	\$40,000	\$35,000	\$30,000	\$25,000	\$20,000	5%	4%	3%	2%	1%
3. Average Cost Per Undergraduate Degree	\$20,000	\$22,500	\$25,000	\$27,500	\$30,000	5%	4%	3%	2%	1%
4. Six-Year Graduation Rate <i>Full-time and part-time FTIC</i>	70%	67.5%	65%	62.5%	60%	5%	4%	3%	2%	1%
5. Academic Progress Rate Second Year Retention with GPA Above 2.0	90%	87.5%	85%	82.5%	80%	5%	4%	3%	2%	1%
6. Bachelor's Degrees in Areas of Strategic Emphasis <i>(includes STEM)</i>	50%	45%	40%	35%	30%	5%	4%	3%	2%	1%
7. University Access Rate Percent of Undergraduates with a Pell grant	30%	27.5%	25%	22.5%	20%	5%	4%	3%	2%	1%
8. Graduate Degrees in Areas of Strategic Emphasis <i>(includes STEM)</i>	60%	55%	50%	45%	40%	5%	4%	3%	2%	1%
<b>Institution-Specific Metrics</b>										
9. Percent of Bachelor's Degrees without Excess Hours	80%	75%	70%	65%	60%	5%	4%	3%	2%	1%
10. Bachelor's Degrees Awarded to Minorities	6,100	6,050	6,000	5,950	5,900	200	175	150	125	100

Appendix Figure 3

## FIU's Aging Infrastructure

(A sampling of the ages of FIU-owned structures on MMC, BBC and Miami Beach)







FLORIDA CONSORTIUM  
OF METROPOLITAN  
RESEARCH UNIVERSITIES

FIU-UCF-USF



Florida Consortium of Metropolitan Research Universities FIU, the University of Central Florida and the University of South Florida have formed the Florida Consortium of Metropolitan Research Universities, or Metro U. The goal is to drive economic development by creating synergies and efficiencies among the state's three largest metropolitan public research universities, which serve collectively nearly half of the students enrolled in the SUS.

Through this consortium, the universities will share best practices, policies and programs to provide maximized career readiness, particularly among under-represented and limited-income students.

The consortium has already received \$8.5 million in funding to address gaps in the areas of information technology and accounting.

## TRANSFORMING LIVES

THROUGH COLLABORATION

Our economic impact is more than

**\$30 billion**

We serve more than

**160,000 students**



## Appendix Figure 5

### FIU Case Study: Mastery Math Program

The university's experience with the Mastery Math Program illustrates the impact effective course redesign has on student success. A component of FIU's Project Gateways – a university initiative to enhance the core competencies of our students through a high-tech, high-touch approach – the Mastery Math Lab allows all College Algebra and Intermediate Algebra students to do math while having access to trained Learning Assistants (LAs) as well as their instructors. There are two overarching principles guiding the instructional and operational choices of the Mastery Math transformation. First, we take advantage of appropriate technology to maximize the amount of time faculty interact with students and to maintain an ongoing, inclusive dialogue between faculty and student. Second, we are committed to a high-touch environment where students and faculty are treated with respect, are agents of their own success, and enjoy communication that is clear, engaging and personal.

The Mastery Math Program began as a pilot program in Spring 2011, but by Fall 2012, with the construction of our new Mastery Math Lab with 204 computers, the program was implemented for all College Algebra and Intermediate Algebra students at MMC Campus. Students attend one or two lectures per week in a regular classroom setting. In class, faculty pull together the major concepts that the students are working on outside of class. Students use personal response devices such as iClickers to answer individual and small-group questions, providing real-time feedback for themselves and their instructors. Students then practice the concepts presented in class at the Mastery Math computer lab where they have access to expert help from Learning Assistants (LAs) and their instructors. The LAs are undergraduates who like math and have coursework and weekly training in subject matter knowledge and best instructional practices for teaching algebra. LAs also lead weekly problem-solving sessions, called Math Gym, that target concepts, mathematical thinking and common mistakes. Students are required to spend a minimum of three hours per week in the lab, and College Algebra students are required to attend Math Gym while Intermediate Algebra students have optional Math Gym sessions.

Key to the Mastery Math Lab success is a consistent core of full-time instructors who are engaged constantly in creating and supporting these positive learning environments. The critical faculty roles in Mastery Math success include:

- Ongoing professional development with CAT
- Syllabus redesign
- Writing course goals and learning objectives
- iClicker question design
- Backward instructional design
- Weekly working meetings to plan instruction and assessment
- Ongoing attention to and analysis of student learning activities
- Regular personal communication with students when warranted by grades and/or participation in learning activities
- Design and use of iClicker questions for immediate feedback
- Ongoing item analysis and improvement of test questions
- Faculty ownership of courses and student success

Dramatic gains have been documented since the lab's opening: an increased College Algebra pass rate in face-to-face courses from 33 percent in 2010-11 to 63.7 percent in 2013-14 – a nearly 31 percent increase. A revamped online Algebra course increased student pass rates from 10 percent to 64.9 percent, performing at the same level as the bricks-and-mortar class. Additionally, adoption of the Mastery Math model to a Finite Math class in the Fall 2014 semester by a Mastery Math Lab instructor resulted in a pass rate of 88 percent. Finite Math is the leading critical math course for non-STEM majors and, although textbook and curricular changes were made for the Fall 2014 semester, the department-wide pass rate was only 60 percent. Finite Math instructors are currently asking for access to the Mastery Math Lab for all sections.

The impact of the Mastery Math Program is extensive. Between Fall 2012 and Spring 2014, 6598 MAC 1105 and MAT 1033 students visited the lab more than 207,999 times for 320,000 hours of time on math tasks.



Appendix Figure 6

## iREAL Self-Evaluation Instrument for Applying for Preeminent Programs Designation Evaluation Matrix

Categories/score	1	2*	3	4**	5	Score
<b>University Priorities</b>						
Advance FIU's Strategic Themes	No relevance to FIU's strategic themes		Limited relevance to FIU's strategic themes		Direct and positive relation to FIU's strategic themes	
Support FIU's Mission	No relevance to FIU's mission		Limited relevance to FIU's mission		Direct and positive relation to FIU's mission	
Produce Auxiliary Revenue	Total revenue < \$50,000		Total revenue > \$100,000		Total revenue > \$200,000	
Produce Philanthropic Revenue	Total fundraising < \$100,000		Total fundraising > \$500,000		Total fundraising > \$1,000,000	
National Ranking Criteria	No formal ranking/Not ranked		Ranked, but low		Highly Ranked	
<b>Research/Creative Activities</b>						
Increase Post-doctoral Fellows	No potential to increase postdoctoral Fellows		Limited potential to increase postdoctoral Fellows		High potential to increase postdoctoral Fellows	
Increase Doctoral Students	No potential to increase doctoral students		Limited potential to increase doctoral students		High potential to increase doctoral students	
Recruit/Retain Preeminent Faculty	No impact on the university's ability to recruit top faculty		Limited impact on the university's ability to recruit top faculty		Significant impact on the university's ability to recruit top faculty	
Increase Grant Awards	Total grants < \$100,000		Total grants > \$500,000		Total grants > \$1,000,000	
Diversify Grant Portfolio	No impact on grant sources		Increases sources by 1-3		Increases sources by > 3	
Expand potential for patents/spin-off	No patents/spin-off potential		Limited patents/spin-off potential		High patents/spin-off potential	
<b>Education Outcomes</b>						
Undergraduate, Professional and Graduate Students	< BOG & BOT criteria		At BOG & BOT criteria		> BOG & BOT criteria	
<b>Costs to Benefits</b>						
Existing Infrastructure	< 25%		26-75%		> 75%	
Existing Faculty/ Sustainability	< 3 faculty		4-9 faculty		> 10	
Existing E&G Support	> 75%		26-75%		< 25%	
Existing O&M Support	> 75%		26-75%		< 25%	
Time to Maturation	> 3 years		2-3 years		< 1 year	
Perception Liability	Lowers perception of FIU		Does not affect perception of FIU		Enhances perception of FIU	
					<b>Total Score</b>	

\* Exhibits most characteristics of 1 and some of 3

\*\* Exhibits most characteristics of 3 and some of 5



## *Appendix Figure 7*

### **STEM Transformation Institute**

The mission of the STEM Transformation Institute is to advance research and educational change through evidence-based practices that will ultimately increase the number of well-prepared STEM professionals, including teachers, graduating from FIU. The institute builds on multidisciplinary collaborations across the Colleges of Arts & Sciences, Education, and Engineering & Computing to engage all stakeholders in the community: students, faculty, administrators, local K-12 systems, local colleges, business and industry, foundations, and national education organizations. The institute positions FIU as a living laboratory for developing future STEM professionals, especially those from statistically underrepresented groups, as a response to national calls for 100,000 new STEM teachers and an additional 1,000,000 STEM professionals by 2020.

The STEM Institute advances educational change by facilitating the adoption of evidence-based educational practices across campus. The institute operates the undergraduate Learning Assistant (LA) and Faculty Scholar programs to foster implementation of active learning. The LA program provides undergraduates with the opportunity to experience the reward of teaching, develop skills to engage in the challenges of effective instruction, and deepen their content knowledge. At the same time, they serve a critical role as dedicated and skilled facilitators in the classroom thus easing the transition to active learning. FIU hosts the nation's largest LA program, with 168 LAs serving in 98 course sections across eight STEM departments, impacting more than 6,300 enrollments in Fall 2014. LAs also serve a vital role in the Math Mastery Lab, leading to improved student success in College Algebra course by raising passing rates across College Algebra by more than 30 percent in three years.

The Faculty Scholars program directly supports faculty adoption of evidence-based instructional methodologies, providing summer salary and dedicated time to transition to their preferred active learning paradigm. They also receive intellectual support, dedicated LAs, and the opportunity to publish research results. Almost two dozen faculty have participated as Faculty Scholars, most seeing improved student learning outcomes while enjoying increased personal fulfillment.

The STEM Transformation Institute is a research center at its core, thus its research mission guides instructional practice on campus, builds our STEM education research scholarship, and advances FIU's national prominence. Research primarily targets student outcomes but also includes development of faculty and the institution. Publications have reported improved learning, improved favorable attitudes and success for FIU students across multiple courses and departments. FIU's work has also been cited in prominent reports and publications, including those from the National Academy of Sciences. Faculty Scholars are developing manuscripts and publishing, furthering their scholarship and FIU's reputation.

The institute launched its Faculty Fellows program in 2015 with its induction of 70 Founding Faculty Fellows. The Fellows form the core membership that drives the institute's future, directly benefits from the institute's activities, and amplifies the institute's mission. Evolving out of the Scholars program, Fellows have the opportunity to participate in STEM education research projects, develop and lead funding proposals, innovate their classroom instruction, and advocate for STEM education advancements at FIU and nationally.



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For full details, please visit [stratplan.fiu.edu](https://stratplan.fiu.edu)

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