

# MILLENNIUM STRATEGIC PLAN

2001-2010



# FIU

FLORIDA INTERNATIONAL UNIVERSITY  
*Miami's public research university*

*A History of Forward Thinking*





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► This document records the formal product of countless discussions among many of us with deep interest in the future of Florida International University. What this document will never be able to present, however, are the many variations, the alternative visions, developed with care and presented with passion, that did not carry the day. To all the contributors to these dialogues and to all the authors of this Millennium Strategic Plan, I offer, on behalf of the Board of Trustees of Florida International University, my congratulations and thanks for your excellent work.

Universities are inevitably a product of the communities they serve, and their futures are inextricably dependent on each other. As universities go, so go their communities. Research universities serve as one of the critical components of the economic engine of the community. My fellow Trustees and I are fully confident that Miami's

communities and the South Florida region will benefit from the successes of Florida International University. Its graduates and their teachers help us build on what has gone before. Its scholars, scientists, and artists, through their insights, discoveries, and creativity, show us the present through new eyes. They provide the vision of what this new millennium can mean for us. In partnership with the communities we serve and their leaders, Florida International University will achieve its vision as a premier urban public research university.

*Armando M. Codina*

Armando M. Codina, Chairman  
Board of Trustees  
Florida International University





Modesto A. Maidique

► Florida International University is poised to reach a new level of distinction as one of the top urban, public, research universities in the world. This Millennium Strategic Plan provides a comprehensive vision for the University and identifies areas of focus. The plan does not seek to provide specific details but to serve as the foundation for future growth and development to ensure that we achieve our potential. The University's academic programs, research capabilities, institutional goals, international partnerships, and advantageous location will foster the achievement of this vision.

During the first decade of the new millennium, institutions of higher education will have opportunities to utilize the profound advances in communication and technology to enhance learning and to engage the world community in the advancement of knowledge for societal gains. The FIU community must seize these opportunities. We must move beyond conventional and dated views of the past to create institutional images of the future that will shape our view of the world and that will portray the University's role in understanding and improving the quality of life locally and globally.

The strategic planning process was a participatory activity involving individuals from all segments of the University community, including faculty, students, professional staff, administrative staff, Board of Trustees, Council of 100, alumni, and community members. It is through comprehensive

strategic planning and engagement of the University with its community partners that we can identify factors that are critically important to the realization of our vision of FIU as one of the top universities in the world.

We live in an era in which opportunities for FIU are unlimited, but nothing is guaranteed. If we follow the direction of the Millennium Strategic Plan, develop meaningful partnerships, and use our resources effectively, we will be a top urban, public, research university with a transformational impact on South Florida as a global community.

Many have contributed to shaping the vision of the future of the University. Yet this vision must be understood and appreciated by many more. For the strategic plan to become a reality, it must be disseminated and discussed with a much broader community. The effectiveness of the University in implementing this plan will shape the economic development and cultural climate in this region. I am confident that this community will have the excellent public university envisioned in this plan. Nothing less will do.

Modesto A. Maidique  
President  
Florida International University

# PLANNING FOR THE FUTURE



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# INTRODUCTION

## ► HISTORY

FIU was established by the Florida Legislature in 1965. Classes began in September 1972 with 5,667 students enrolled in upper-division and graduate programs, the largest opening day enrollment in the history of American higher education. In 1981, the University added lower-division classes for freshmen and sophomores. In 1984, the University received authority to begin offering degree programs at the doctoral level; these programs received Level IV accreditation from the Southern Association of Colleges and Schools (SACS) in 1986. In 1994, the Carnegie Foundation for the Advancement of Teaching classified FIU as a Doctoral I University. In 2000, the Carnegie Foundation reclassified the University as Doctoral/ Research University-Extensive, the highest ranking in the classification system for research universities.

The Florida Board of Regents appointed Charles E. Perry as the first president of FIU in 1969. He was succeeded in January 1976 by Harold B. Crosby. Gregory B. Wolfe was named the third president in February 1979. Modesto A. Maidique was appointed president in August 1986 and has guided the University for the past sixteen years.

## DESCRIPTION OF THE UNIVERSITY

Florida International University – Miami’s public research university – is one of America’s most dynamic institutions of higher learning. Since opening in 1972, FIU has achieved many benchmarks of excellence that have taken other universities more than a century to reach. The University is nationally known for outstanding teaching and research. The students come from throughout the U.S. and more than 130 foreign countries. Alumni have risen to prominence in every field and give testimony to the University’s academic excellence.

FIU is a public research university offering a diverse selection of undergraduate, graduate, and professional programs. Through its 19 colleges and schools, FIU offers more than 190 baccalaureate, master’s, professional, and doctoral degree programs and conducts basic and applied research.

Committed to both quality and access, FIU meets the educational needs of traditional students as well as those of part-time students and lifelong learners. Interdisciplinary centers and institutes conduct research and teaching that address economic and social concerns.

The University currently has more than 33,000 students, 1,100 full-time faculty, and



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**FALL 2001 ETHNIC DIVERSITY  
(UNIVERSITY WIDE)**

- 52.5% Hispanic
- 21.1% White (non-hispanic)
- 13.7% African American/ Black
- 8.5% Foreign
- 3.6% Asian
- 0.7% Did not report
- 0.2% Native American



95,000 alumni, making it the largest public university in South Florida. FIU is a member and has a chapter of Phi Beta Kappa, the country's oldest and most distinguished academic honor society. It has been ranked among the top 100 public national universities in the *U.S. News & World Report* "America's Best Colleges" rankings. The magazine reported that FIU students are among the least indebted college students in the nation and recognized the University as a "best buy" in higher education. It is classified as one of the nation's 151 Doctoral/Research Universities – Extensive by the Carnegie Foundation for the Advancement of Teaching.

In 1998, *Kiplinger's Personal Finance Magazine* ranked FIU as the country's 18th best value in public higher education. FIU was named one of the top 10 public commuter colleges in the U.S. in the 1995 edition of *Money Guide* and has been cited in several other leading college guides as an excellent educational value.

### THE MILLENNIUM STRATEGIC PLANNING PROCESS

The approach used in the Millennium Strategic Planning process emphasized broad-based participation and the use of data to increase our understanding of the external and internal context in which the University will operate during the coming decade. The primary vehicles for participation were the following:

- **Strategic Planning Council:** The Strategic Planning Council was appointed by President Modesto A. Maidique and is composed of representatives from all units of the University. The Strategic Planning Council is chaired by Provost and Executive Vice President Mark B. Rosenberg. The Council was responsible for the implementation of the University's strategic planning efforts. Members of the Strategic Planning Council provided a direct link between their constituents and the strategic planning process.

- **Millennium Meetings:** More than 20 meetings were conducted by President Maidique with all segments of the University community: faculty, staff, students, alumni, and the general public.

- **Millennium Strategic Planning Web Site:** All materials related to the Millennium Strategic Planning process were posted on the Millennium Strategic Planning web site. Members of the University community were notified when new materials were posted and were encouraged to submit suggestions and comments. Interactive web sites were also used to encourage members of the University community to provide their insights and opinions to the Strategic Planning Council. The Millennium Strategic Planning web site is located at <http://www.fiu.edu/~pie/>.



Millennium Meetings

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The approach used in the Millennium Strategic Planning process was built on the existing University mission, vision, goals, philosophies, themes, and challenges. In Fall 2000 and in early Spring 2001, the emphasis was on developing an institutional values statement and generating insights concerning the external environment of the University. The external scanning efforts resulted in several reports: *Scanning the Horizon: Higher Education & FIU in the 21st Century*, *Mega-Driving Forces*, *Macro Conditions and Trends*, and *Micro Conditions and Trends*. The synthesis of these

During Spring and Summer of 2001, the Strategic Planning Council used the external and internal scanning results to review and make changes to the existing mission and vision statements, institutional goals, strategic themes, and management philosophy. In addition, the Council identified a number of critical issues the University will face during the coming decade.

The Strategic Planning Council's efforts provided the foundation for the appointment of Action Planning Teams to focus on the goals, themes, and critical issues identified in the

## ► THE EXTERNAL AND INTERNAL SCANNING PROCESS

reports is presented as *The External Environment: Scanning the Horizon, FIU in the 21st Century*.

During Spring 2001, the strategic planning efforts focused on understanding the current performance of the University. The approach used to conduct the internal scan was a modified version of the balanced scorecard model developed by Kaplan and Norton. Our model included five performance areas: outcomes/ results, academic processes, support service processes, financial processes, and institutional learning and improvement. The detailed result of these efforts is available in the Appendix as *Assessing Our Capabilities*. The synthesized version of this material is presented as *The Internal Environment: Institutional Capabilities and Challenges*.

Millennium Strategic Plan. The Action Planning Teams are cross-functional in their composition and will be assigned the responsibility to identify strategic initiatives and develop action plans. ◀



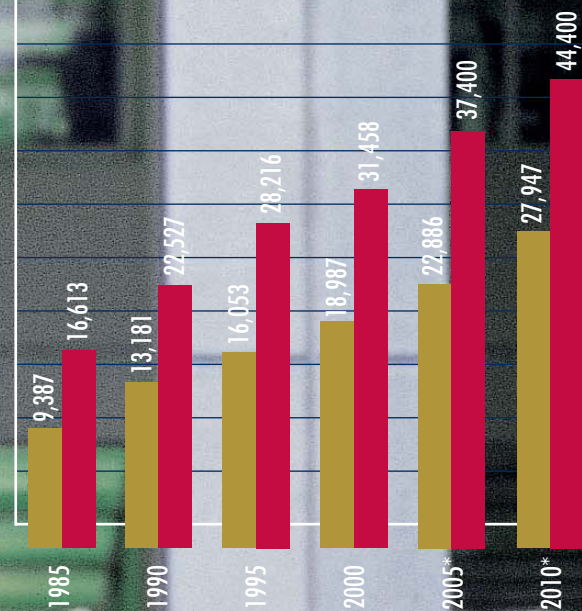


## FALL HEADCOUNT ENROLLMENTS VS FULL-TIME EQUIVALENT

Total FTE

Total Headcount

	1985	1990	1995	2000	2005*	2010*
Undergraduate	15,009	17,186	21,651	25,192	29,300	33,900
Graduate	1,604	5,341	6,565	6,266	8,100	10,500
<b>Total Headcount</b>	<b>16,613</b>	<b>22,527</b>	<b>28,216</b>	<b>31,458</b>	<b>37,400</b>	<b>44,400</b>
UG FTE	8,271	11,161	13,530	16,096	18,817	22,020
GR FTE	1,116	2,020	2,523	2,891	4,069	5,927
<b>Total FTE</b>	<b>9,387</b>	<b>13,181</b>	<b>16,053</b>	<b>18,987</b>	<b>22,886</b>	<b>27,947</b>



\* Projected Headcounts





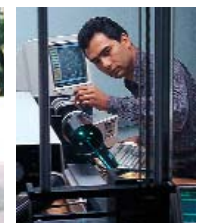




# FIU'S VISION

## ► THESE FIVE WORDS SUMMARIZE FIU'S VISION

TOP	URBAN	PUBLIC	RESEARCH	UNIVERSITY
To be recognized in national rankings as one of the top urban public research universities.	To address metropolitan and community issues and contribute through teaching, research, and service to the economic growth and cultural richness of the region. Students, faculty, and staff reflect the diversity of the urban region.	To be known for the breadth and quality of academic programs, affordable tuition, and engagement with local communities, industries, and governments.	Faculty to be recognized as contributing to the discovery, invention, and reinterpretation of knowledge and for the innovative application of knowledge and technique as well as for contributing to the enhancement of human understanding and to the promotion of artistic accomplishment.	Universitas Magistrorum et Scholarium—"a university of teachers and students," dedicated to serving its communities through teaching, scholarship, and service while offering a full range of programs from baccalaureate to doctoral level with professional schools and programs for professional development and lifelong learning.



# INSTITUTIONAL MISSION STATEMENT

- ▶ FLORIDA INTERNATIONAL UNIVERSITY is an urban, multi-campus, research university serving South Florida, the state, the nation and the international community. It fulfills its mission by imparting knowledge through excellent teaching, promoting public service, discovering new knowledge, solving problems through research, and fostering creativity. ◀





# INSTITUTIONAL VALUES STATEMENT

AS AN INSTITUTION OF HIGHER LEARNING, FLORIDA INTERNATIONAL UNIVERSITY IS COMMITTED TO:

- Freedom of thought and expression
- Excellence in teaching and in the pursuit, generation, dissemination, and application of knowledge
- Respect for the dignity of the individual
- Respect for the environment
- Honesty, integrity, and truth
- Diversity
- Strategic, operational, and service excellence







# OPERATIONAL PHILOSOPHY

► Strategic operational and service excellence is an institutional imperative at Florida International University. The University seeks to employ concepts and strategies that foster systematic institution-wide continuous improvement in providing services and in achieving constituent satisfaction. We have the following guides for management excellence:

- **QUALITY:** generating outcomes and services that exceed constituent expectations
- **COMPETITIVENESS:** performing in a way that allows the University to achieve a comparative advantage in our endeavors

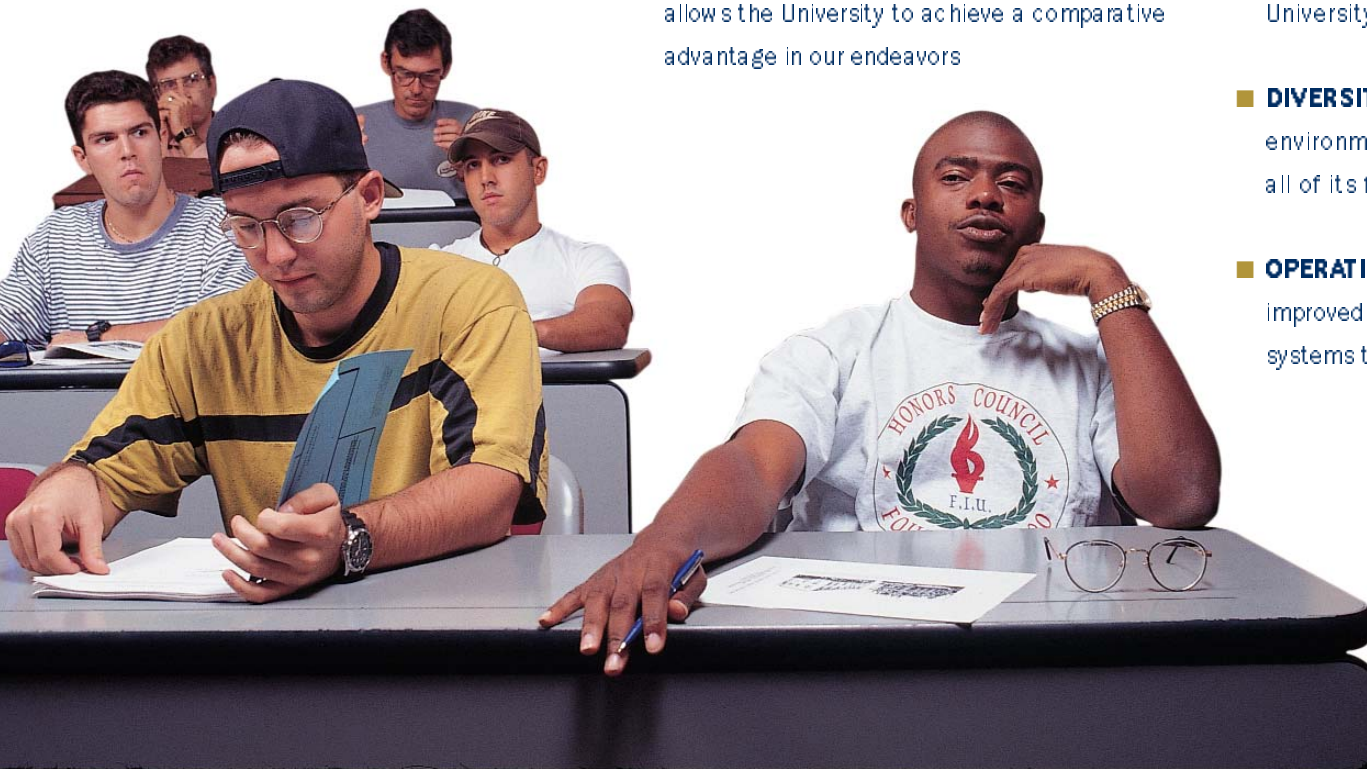
■ **ACCOUNTABILITY:** monitoring and assessing the results of policies, programs, and processes to ensure that results are achieved in an efficient, effective manner

■ **INNOVATION:** exploring and implementing new ideas in our administrative, research, and academic endeavors

■ **COLLEGIALITY:** formulating decisions, policies, and management practices through a consultative process engaging the University community

■ **DIVERSITY:** creating a University environment that is responsive to diversity in all of its forms

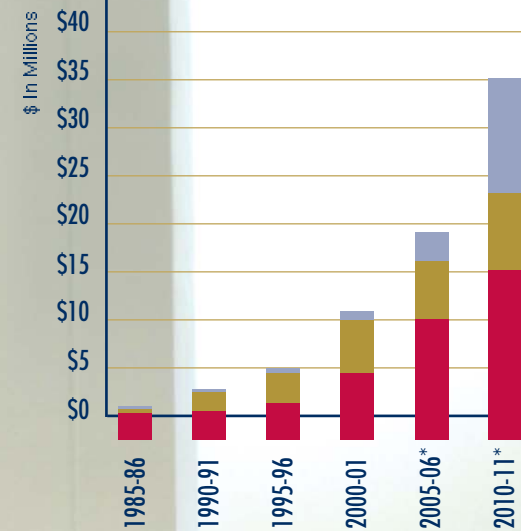
■ **OPERATIONAL EXCELLENCE:** implementing improved information and management systems to optimize use of our resources ◀



## SCHOLARSHIPS

1985-86, 1990-91, 1995-96, 2000-01, 2005-06\* & 2010-11\*

	1985-86	1990-91	1995-96	2000-01	2005-06*	2010-11*
State	\$20,600	\$552,311	\$1,331,972	\$5,831,411	\$10,000,000	\$15,000,000
Institutional	\$603,096	\$1,874,440	\$3,179,529	\$4,078,402	\$6,000,000	\$8,000,000
Private	\$210,968	\$297,005	\$485,874	\$875,529	\$3,000,000	\$12,000,000
Total	\$834,664	\$2,723,756	\$4,997,375	\$10,785,342	\$19,000,000	\$35,000,000



\* Projected Scholarships







# STRATEGIC THEMES

- Strategic themes are areas of activity (academic programs, research, and service) that offer opportunities for development and the potential to achieve strategic advantages in higher education. Given rapid globalization in the 21st century, FIU's strategic themes necessarily involve engagement at both the local and global level.

## INTERNATIONAL

Florida International University was originally chartered with a mission to promote international understanding. We responded to this mission by appointing faculty who have professional expertise in fields that are international in content and application and who have professional experience abroad as well as by encouraging our students to pursue a bilingual/ biliterate competency and study abroad experience. These efforts led to a distinguished international reputation, particularly in international business and the study of the Latin American and Caribbean region.

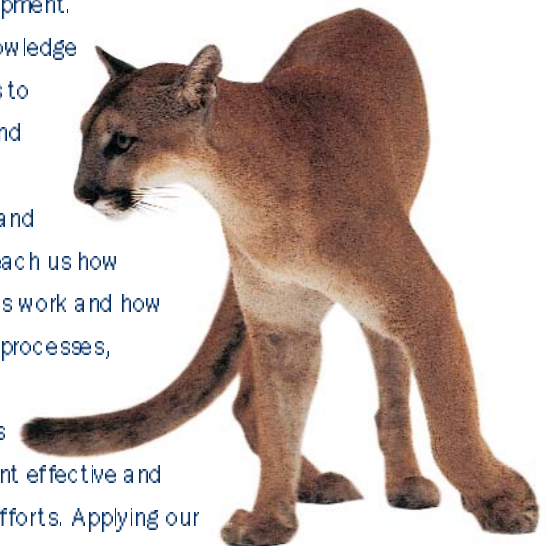
Our efforts in the international sphere are supported by our geographic location; the cultural and ethnic diversity of the South Florida community; the continued globalization of the Florida and national economies; and the state's desire to be a global leader in economic development in the 21st Century. These conditions provide a unique opportunity for FIU

to be a major connecting point between nations and their citizens.

## ENVIRONMENT

South Florida is a fragile blend of the ocean, the Everglades, and urban areas. Continued development of the area provides a unique opportunity for environmental education and research. Understanding our natural and man-made environments and the relationships between them is necessary for the continued vitality of both. Population growth and exploitation of natural resources and the environment have created local and global environmental problems that must be addressed to ensure a sustainable environment and development.

Environmental knowledge relies on the humanities to help clarify our values and attitudes toward our environment, the basic and applied sciences that teach us how environmental processes work and how we can influence these processes, and planning and management disciplines to develop and implement effective and efficient improvement efforts. Applying our







understanding of the dynamics of these systems can provide models that will assist in addressing both local and global environmental issues.

### FLORIDA AND LOCAL ECONOMIC DEVELOPMENT

FIU's future is strongly tied to the economic health and development of the state of Florida and the South Florida community. The opportunity to partner with the local community to provide the research and innovation required to address social and economic problems and to enhance economic development is critical to the University's future. Our greatest contribution to economic development is our graduates, who constitute a major portion of the region's educated workforce. However, the University's role in economic development extends beyond the local community to include the global community. The state of Florida has a vision of "being a global leader in knowledge-based jobs, leading-edge technology, and competitive enterprises in traditional and new businesses" (*Partnering to Shape Florida's Economic Future: 2001-2006*). FIU has a major determining role to play in helping the state achieve this vision and enhancing the economy of the local community by providing

expertise in management, law, economics, commerce, science, and especially in new technologies, such as information and biomedical technologies, which are critical to South Florida.

### HEALTH

Primary care, prevention of disease, rehabilitation, public health, and environmental health are concerns of every community. FIU has established a role as a provider of health professionals – nurses, physical therapists, biologists – and researchers dedicated to addressing the health needs of the local community. In recognition of the increasing multidisciplinary nature of health care, FIU encourages multidisciplinary instructional and research activities, including the creation of a Center for Biomedical Engineering. The University intends to continue its engagement with the health care needs of the community and to expand its engagement as the needs of the community grow and evolve. Our involvement in these efforts will help meet the needs of the local community and provide us with the experience needed to develop health care services and techniques that have application beyond the local community.

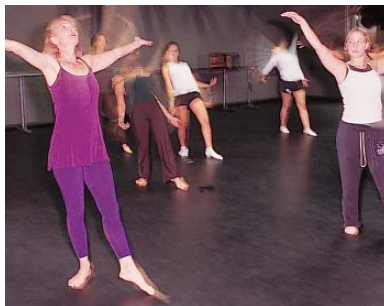
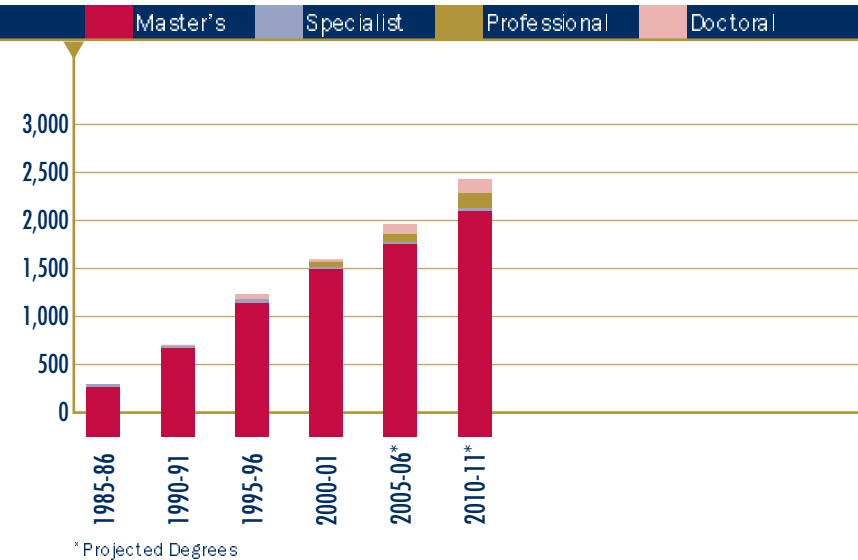


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**GRADUATE DEGREES AWARDED**

1985-86, 1990-91, 1995-96, 2000-01, 2005-06\* &amp; 2010-11\*

	1985-86	1990-91	1995-96	2000-01	2005-06*	2010-11*
Specialist	5	2	26	14	20	25
Masters	399	660	1,147	1,490	1,750	2,100
Professional	n/a	n/a	n/a	n/a	90	160
Doctoral	0	14	74	69	100	150
Total	404	662	1,173	1,504	1,860	2,285

**ARTS, CULTURE, AND DIVERSITY**

South Florida and FIU have diverse populations that create opportunities to understand and appreciate different artistic and cultural traditions and modes of artistic expression, recognize the interplay of culture and artistic expression, and celebrate diversity. FIU's two museums, The Art Museum and The Wolfsonian-FIU, and outstanding programs in Music, Art, Theatre, Dance, and Film offer students unique academic and professional experiences. These facilities and programs enrich campus life, enhance community involvement, and support our quest for excellence. FIU will continue its leadership in these areas and in providing learning opportunities to meet the needs of diverse populations.

**LEARNING OPPORTUNITIES**

Formal education is and will continue to be a major element of FIU's engagement with its constituent

communities, particularly the South Florida community. Graduates are encouraged to pursue a bilingual/ biliterate competency and to experience study abroad programs. However, opportunities for the future lie beyond the traditional undergraduate and graduate education models. Changes in the economy and career patterns will result in situations in which individuals will have to renew/develop career skills. This shift will create a need for new or additional programs in adult learning, continuing professional education, and technology-based education as well as self-improvement programs. Meeting these needs will require the increased use of distance learning technology as a means of enhancing access to educational opportunities. Moreover, the need for traditional students to become better integrated into their communities will increase the demand for experiential and service-learning programs. ◀





### BACHELORS DEGREES AWARDED

1985-86, 1990-91, 1995-96, 2000-01, 2005-06\* & 2010-11\*

	1985-86	1990-91	1995-96	2000-01	2005-06*	2010-11*
Bachelors	2,116	3,132	3,863	4,069	5,000	5,800



Projected Degrees





# INSTITUTIONAL GOALS



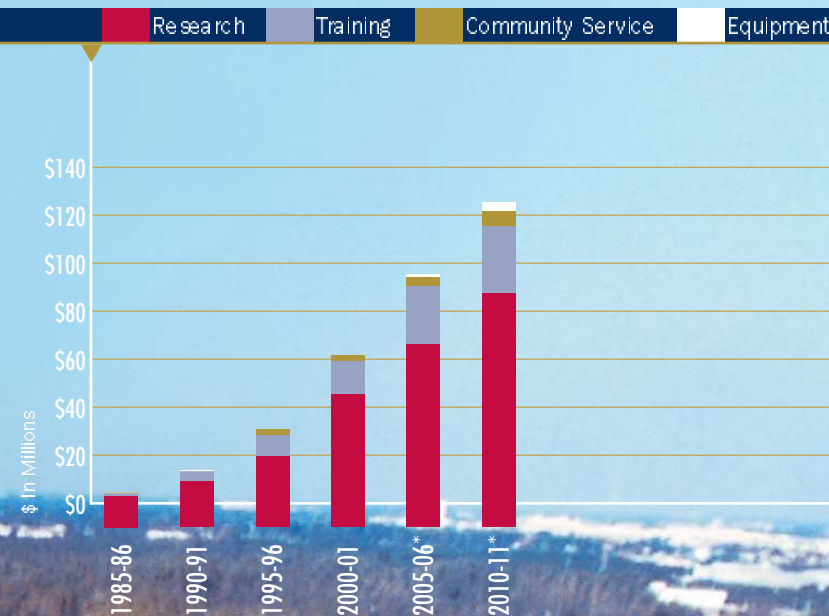
► In pursuit of our vision of being a Top Urban Public Research University, we have established the following goals:

1. To educate undergraduate students:
  - To become critical thinkers empowered to learn how to learn and to integrate their understanding in a variety of areas of knowledge, creativity, and accomplishment
  - To possess the intellectual and personal competencies needed to excel in their fields throughout the world
  - To understand their culture and the cultures of others and appreciate the complexities and diversity of our global society
  - To understand and commit to their civic responsibilities
2. To educate graduate and professional students:
  - To demonstrate an ability to synthesize knowledge and practice in ways that produce new insights
  - To add to the existing body of knowledge in a discipline area
  - To understand the obligation of the holders of advanced degrees to apply their knowledge and critical intellectual abilities in an ethical manner to issues important to society
3. To generate research results and creative contributions that achieve national and international recognition and to have at least five academic programs ranked among the top twenty-five in the United States while fostering quality in all of our programs
4. To be a leading university in engagement by developing and implementing effective programs that address educational, economic, social, cultural, and environmental needs through life-long learning opportunities, research, service, and creative endeavors
5. To be a leader in developing information technology alliances and in the effective application of selected information technology to the teaching-learning process, research activities, institutional administration, and global engagement
6. To enhance the financial infrastructure of the University by achieving funding equity within the university system, increasing the proportion of external contracts and grants funding, and expanding significantly the University endowment ◀

## C&G AWARDS BY SERVICE TYPE

1985-86, 1990-91, 1995-96, 2000-01, 2005-06\* & 2010-11\*

	1985-86	1990-91	1995-96	2000-01	2005-06*	2010-11*
Research	\$3,286,428	\$9,721,769	\$20,121,456	\$45,587,094	\$66,500,000	\$87,500,000
Training	\$2,805,272	\$3,457,968	\$8,402,037	\$13,474,327	\$23,900,000	\$27,500,000
Community Service	\$159,570	\$282,784	\$1,697,530	\$1,823,023	\$3,850,000	\$6,350,000
Equipment	\$0	\$0	\$47,949	\$288,961	\$750,000	\$3,650,000
Total	\$6,251,270	\$13,468,521	\$30,268,972	\$61,173,405	\$95,000,000	\$125,000,000



\* Projected C & G Awards







# CRITICAL ISSUES

- During the strategic planning process, four critical issues were identified. Critical issues are conditions, events, or trends that must be addressed to achieve our vision and goals. Failure to address critical issues will have a significant negative impact on the future development and success of the University. The first issue focuses on the University's infrastructure. This issue was identified by the internal scanning teams and during the Millennium Meetings conducted by President Maidique. The other areas identified as critical issues are undergraduate education, graduate education, and the SUS governance system.

1. INSTITUTIONAL INFRASTRUCTURE	
<b>INSTITUTIONAL CHALLENGE:</b> How can we develop and support our information and communications technology systems to be competitive in the effective use of technology in the teaching-learning process, research, service activities, and institutional administration?	<b>Information Technology</b> <i>Condition/Trend:</i> The continued development of information and communication technology and its application to all activities is reducing the barriers of time and space and changing how educational services are delivered. Major universities are continuously enhancing their capabilities in the application of information technology to the teaching-learning process, research activities, service activities, and administrative activities.
<b>INSTITUTIONAL CHALLENGE:</b> How can we improve the quality of our service activities so that they meet the needs and expectations of our students, faculty, staff, and other stakeholders?	<b>Support Services</b> <i>Condition/Trend:</i> A driving force in higher education is the increased competition for both traditional and nontraditional education. A key factor in being competitive is the quality of the services provided to students as well as to faculty and staff.
<b>INSTITUTIONAL CHALLENGE:</b> How can we ensure the integration of planning processes that will allow us to manage the physical environment in an effective, efficient, and environmentally sound manner; to increase the funding available for facility construction; and to increase the amount of space available for instruction, research, and support services?	<b>Physical Facilities and Environment</b> <i>Condition/Trend:</i> At present, the integration of the Facilities Master Plan and the Millennium Strategic Plan is not complete. State funding for construction is not sufficient to allow the University to meet the State standards for space or to initiate needed expansion efforts.

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## UNIVERSITY EXPENDITURES

1985-86, 1990-91, 1995-96, 2000-01, 2005-06\* & 2010-11\*

	1985-86	1990-91	1995-96	2000-01	2005-06*	2010-11*
C & G	\$8	\$10	\$25	\$61	\$95	\$125
E & G	\$61	\$106	\$146	\$216	\$285	\$360
Total	\$69	\$116	\$171	\$277	\$380	\$485

\$ In Millions



\* Projected Expenditures





### Financial Support

*Condition/Trend:* During the coming decade, financial support for higher education is likely to be limited by slowdowns in economic growth at the local, state, and national levels; stable or declining financial support for institutions of higher education, particularly public institutions; and stable or decreased philanthropic giving.

**INSTITUTIONAL CHALLENGE:** How can we increase the level of funding from all of our sources with emphasis initially on achieving equity funding at the state level? How can we be more effective and efficient in the allocation of our financial resources in both the administrative and academic areas?

### 2. UNDERGRADUATE EDUCATION AND LEARNING CULTURE

*Condition/Trend:* Providing a quality undergraduate education with a sound foundation in the liberal arts is the core University activity. A major component of our success in this activity depends on our ability to attract, retain, and graduate academically talented students. At present, the University does not attract enough academically talented students and loses a significant portion of those who enroll as undergraduates. Competition for academically talented students is increasing nationally and will become even more intense at the local level when the Florida community colleges are authorized to offer four-year degree programs.

**INSTITUTIONAL CHALLENGE:** How can we enhance the number of academically talented students attending the University while preserving our role as the provider of public university education for the local community? How can we increase the retention rates of all students and ensure that our graduates possess the intellectual and personal competencies needed to compete with graduates in their fields throughout the world?

### 3. GRADUATE EDUCATION

*Condition/Trend:* The quality of graduate students defines the quality of the research university because graduate students are partners with the faculty in the creation and application of knowledge. Competition for the highest quality graduate students will increase during the coming decade. This competition will be fueled by new competitors such as for-profit and corporate universities, the availability of distance-learning courses and programs offered by accredited institutions, and the emergence of new approaches to the certification of competencies that challenge the role of traditional academic degrees as the primary certification process. The cost of attracting the highest quality graduate student is also expected to increase during the coming decade. The National Science Foundation (NSF) has increased graduate fellowship stipends to \$21,500 with the announced expectation that they will increase to \$25,000 in the next two years. The NSF funding level is the benchmark for graduate student support.

**INSTITUTIONAL CHALLENGE:** How can we develop and support the mix of graduate programs that will meet the needs of our stakeholders and the needs of a research university? How can we attract, retain, and support academically talented graduate students?

### 4. SUS GOVERNANCE SYSTEM

*Condition/Trend:* The uncertainties of the state and local governance process for FIU may influence our plans. Over the next several years, this issue will resolve itself as the political processes play out. We must recognize that our plans are subject to challenges in this environment and, as a result, may ultimately change. ◀

**INSTITUTIONAL CHALLENGE:** How can we develop the strategies and structures needed to be successful under the new SUS governance system?



# EXTERNAL SCAN:

HIGHER EDUCATION AND FIU IN THE 21<sup>ST</sup> CENTURY



► The external scanning process was designed to identify factors in the external environment of the University that could impact its future development and success. Specifically, it was designed to identify factors that could produce changes related to:

- The expectations students and other stakeholders have of the University
- The characteristics of the students and other stakeholders served by the University
- The expectations that the students and stakeholders have for the nature, scope, and quality of the University's performance – including access to our services and the means we use to certify student competencies
- The nature and scope of the competition we will face in the coming decade
- The nature and scope of fiscal, physical, and human resources needed to provide services and to compete successfully
- The availability of resources and the processes through which resources are provided to the University

The external scanning process was carried out by teams of faculty and staff. Their work resulted in three major reports: *Mega-Driving Forces*, *Macro Conditions and Trends*, and *Micro Conditions and Trends*. A review of the material provided in these reports led to the selection of nine factors as the most critical to the future development and success of the University. Six of these factors were identified as forces that will drive the development of general society and higher education during the early decades of the 21st century. These factors are development of information and communications technology, movement toward an information/ knowledge-based economy and society, globalization of the economy and society, expectation for the economic role for higher education, competition in higher education, and demands for accountability in higher education. These factors have structural implications for both society and higher education; thus, they provide the context in which other conditions and trends will operate in the coming decade. In short, they not only present opportunities and threats for the University but also provide the context in which other conditions and trends must be assessed as opportunities or threats to the University's future.

CONTINUED ►





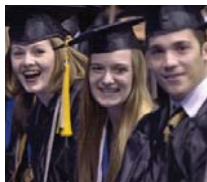








The three remaining forces are of critical importance, but they do not meet the criteria of being global in nature. The forces are economic and financial conditions and trends; the needs, wants, and expectations of students; the employment market and society; and the image and reality of Miami-Dade County and FIU.



#### DRIVING FORCES

The driving forces focus on developments in general society, including the economy. They are as follows:

1. Information/Communication Technology (I/CT)
2. Information/Knowledge-Based Economy and Society
3. Globalization
4. Increased Economic Role of Higher Education
5. Increased Competition
6. Increased Consumerism and Accountability
7. Economic and Financial Conditions and Trends
8. Needs, Wants, and Expectations: Students, the Employment Market, and Society
9. Images and Reality of Miami-Dade County and FIU





# INTERNAL SCAN:

## INSTITUTIONAL CAPABILITIES AND CHALLENGES



► The internal scan was designed to identify factors in the internal environment of the University that could help or hinder the future development or success of the University. To address the impact of these factors, we focused our attention on educational outcomes and the processes necessary to achieve the desired outcomes/ results. The components are as follows:

### OUTCOMES/RESULTS

Focus on performance measures that indicate the impact of our efforts and that are important to our primary stakeholders: students, employers, and the community as well as those who benefit from our research and those who provide our funding. This component of the internal scan involves student learning outcomes, community engagement, academic reputation, and research outcomes.

### ACADEMIC PROCESSES

Involve five performance areas: the teaching-learning process, faculty performance, indicators of quality, institutional performance outputs, and the nature and scope of academic and research programs.

### SUPPORT SERVICE PROCESSES

Focus on five core areas: human resource processes and infrastructure, the physical environment, information technology infrastructure, acquisition and distribution of goods and services, and the development and maintenance of a University culture which encourages performance excellence as well as engendering the appreciation of intellectual and cultural diversity.

### FINANCIAL INFRASTRUCTURE

Focuses on the University's ability to acquire financial resources and the manner in which those funds are expended in support of the University mission, vision, goals, and strategic themes.

### INSTITUTIONAL LEARNING AND IMPROVEMENT

Focus on four core processes: the recruitment and professional development of the faculty and staff, the acquisition and appropriate use of technology, improvement of core processes and operations, and continuation of a quality-oriented culture. ◀







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