TEN COMMANDMENTS

1. Focus on your work
2. Communicate with your Chair
3. Find a mentor
4. Stay out of politics
5. Appreciate your students
6. Learn about this community
7. Be positive – there’s a great deal to celebrate
8. Avoid negative faculty
9. Set a high standard; understand your rights; carry out your responsibilities
10. Respect and communicate with the professional staff
FIU will have a transformative impact on our community by reaching unprecedented levels of student success and research preeminence.
<table>
<thead>
<tr>
<th>Metric</th>
<th>2014 Actuals</th>
<th>2017 Actuals</th>
<th>2020 Goal</th>
<th>% Progress towards Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTIC 2-yr Retention Rate (GPA &gt; 2.0) (2016-17*)</td>
<td>79%</td>
<td>85%</td>
<td>90%</td>
<td>55%</td>
</tr>
<tr>
<td>FTIC 6-yr Graduation Rate (2011-17*)</td>
<td>53%</td>
<td>55%</td>
<td>70%</td>
<td>11%</td>
</tr>
<tr>
<td>FTIC 4-yr Graduation Rate (2013-17*)</td>
<td>25%</td>
<td>33%</td>
<td>50%</td>
<td>33%</td>
</tr>
<tr>
<td>AA Transfer 4-Yr Graduation Rate (2013-17*)</td>
<td>64%</td>
<td>66%</td>
<td>70%</td>
<td>27%</td>
</tr>
<tr>
<td>Percent of Bachelor's Degrees Without Excess Hours (2016-17*)</td>
<td>68%</td>
<td>70%</td>
<td>80%</td>
<td>17%</td>
</tr>
<tr>
<td>Percent of Bachelor's Graduates Employed ($25,000) or Enrolled (2013-14 Graduates*)</td>
<td>68%</td>
<td>69%</td>
<td>72.8%</td>
<td>21%</td>
</tr>
<tr>
<td>Bachelor's Degrees in Strategic Emphasis (2016-17*)</td>
<td>46%</td>
<td>49%</td>
<td>50%</td>
<td>73%</td>
</tr>
<tr>
<td>Graduate Degrees in Strategic Emphasis (2016-17*)</td>
<td>52%</td>
<td>60%</td>
<td>60%</td>
<td>95%</td>
</tr>
<tr>
<td>Average Cost to Student/Net Tuition (2016-17*)</td>
<td>$17,760</td>
<td>$16,320</td>
<td>$14,728</td>
<td>47%</td>
</tr>
<tr>
<td>Median Wages of Bachelor's Employed FT (2014-15 Graduates*)</td>
<td>$36,000</td>
<td>$38,800</td>
<td>$40,700</td>
<td>60%</td>
</tr>
<tr>
<td>Bachelor's Degrees Awarded to Minorities (2016-17*)</td>
<td>6,219</td>
<td>7,466</td>
<td>7,200</td>
<td>127%</td>
</tr>
<tr>
<td>Number of First Generation Graduates (2016-17*)</td>
<td>1,982</td>
<td>1,969</td>
<td>2,300</td>
<td>4%</td>
</tr>
<tr>
<td>Number of Students Participating in Internships (2016-17*)</td>
<td>4,737</td>
<td>8,697</td>
<td>6,000</td>
<td>314%</td>
</tr>
</tbody>
</table>

*All dates/years in the metric title correspond to the most recent data available for that metric represented in "2017 Actuals" column
## FIU Beyond Possible 2020 Progress

<table>
<thead>
<tr>
<th>METRIC</th>
<th>2014 Actuals</th>
<th>2017 Actuals</th>
<th>2020 Goal</th>
<th>% Progress towards Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Doctoral Degrees Per Year (2016-17*)</td>
<td>159</td>
<td>196</td>
<td>200</td>
<td>90%</td>
</tr>
<tr>
<td>Research Staff/Post Doctoral Fellows (2016-17*)</td>
<td>83</td>
<td>211</td>
<td>200</td>
<td>109%</td>
</tr>
<tr>
<td>Number of Patents per calendar Year (CY 2016*)</td>
<td>2</td>
<td>17</td>
<td>20</td>
<td>83%</td>
</tr>
<tr>
<td>Research Staff/Post Doctoral Fellows (2016-17*)</td>
<td>83</td>
<td>211</td>
<td>200</td>
<td>109%</td>
</tr>
<tr>
<td>Number of Patents per calendar Year (CY 2016*)</td>
<td>2</td>
<td>17</td>
<td>20</td>
<td>83%</td>
</tr>
<tr>
<td>FIU Tech Startup (AUTM) (CY 2016*)</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>-33%</td>
</tr>
<tr>
<td>Startups assisted (CY 2016*)</td>
<td>8</td>
<td>18</td>
<td>20</td>
<td>83%</td>
</tr>
<tr>
<td>Private Gifts - Overall Endowment (FY 2016-17*)</td>
<td>$176M</td>
<td>$184M</td>
<td>$300M</td>
<td>6%</td>
</tr>
<tr>
<td>Private Gifts - Annual Gifts (FY 2016-17*)</td>
<td>$53M</td>
<td>$60M</td>
<td>$70M</td>
<td>41%</td>
</tr>
<tr>
<td>Auxiliary Revenue per Year (FY 2016-17*)</td>
<td>$197M</td>
<td>$220M</td>
<td>$240M</td>
<td>54%</td>
</tr>
<tr>
<td>Auxiliary Income (FY 2016-17*)</td>
<td>$20M</td>
<td>$33M</td>
<td>$25M</td>
<td>260%</td>
</tr>
<tr>
<td>Research Expenditures (FY 2016-17*)</td>
<td>$133M</td>
<td>$175M</td>
<td>$200M</td>
<td>63%</td>
</tr>
<tr>
<td>Total Headcount (Fall 2016*)</td>
<td>54,000</td>
<td>55,112</td>
<td>65,000</td>
<td>10%</td>
</tr>
<tr>
<td>Mode of Delivery (Face-to-Face:Hybrid:Online) (2016-17*)</td>
<td>75:02:23</td>
<td>65:07:28</td>
<td>30:30:40</td>
<td>21%</td>
</tr>
<tr>
<td>Face-to-Face</td>
<td>75%</td>
<td>65%</td>
<td>30%</td>
<td>21%</td>
</tr>
<tr>
<td>Hybrid</td>
<td>2%</td>
<td>7%</td>
<td>40%</td>
<td>13%</td>
</tr>
<tr>
<td>Online</td>
<td>23%</td>
<td>28%</td>
<td>40%</td>
<td>28%</td>
</tr>
</tbody>
</table>

*All dates/years in the metric title correspond to the most recent data available for that metric represented in "2017 Actuals" column.
Reshuffling the Academy

• We are at an inflection point in human history with this decade likely the most disruptive period in higher education since the Academy was created by Plato 24 centuries ago.
• There will be a reshuffling of the leading institutions of higher education in the 21st century and FIU is poised to be a top institution if we respond quickly.
• There has been a paradigm shift in how students select schools with students increasingly focused on the future value of a degree versus reputation.
• There has been a paradigm shift in how education is funded with most new funding contingent on outputs such as course completions and graduation rates.
• We are in the midst of the 4th industrial revolution coinciding with paradigm shifts in education including transformations in how students learn with online learning surpassing face to face learning likely within a decade.
50 years ago where FIU now stands was an abandoned airfield and S&P 500 companies’ tenure on that list extended for more than 50 years at a time.

Today FIU is the fourth largest university in the country, is a top ranked research university and Fortune 500 companies’ time spans are less than 15 years on the S&P.

Within ten years $\frac{1}{3}$ of all current jobs will no longer exist and $\frac{2}{3}$ of S&P 500 companies have yet to be created – many by our graduates.

The future success of graduates will be determined by how well they can think critically, be creative, collaborate effectively, communicate clearly and work efficiently.

This accelerated rate of technological and social change requires graduates to be less focused on subject knowledge and more focused on adaptable problem finding, problem framing and solution building (design thinking).
FIU is a Top Ranked Research University and a Top Ranked Social Innovation University. 115 Carnegie R1 universities (2.5% of 4,660 universities) and 40 Ashoka Changemaker Campuses Worldwide.

Social Challenge Solutions Led by FIU’s Preeminent Programs:

Education Technology
- Course innovations
- STEM transformation

Health Innovations
- Brain and behavior
- Child mental health
- Health disparities

Urban Sciences
- Bridge engineering & transportation
- Extreme events
- Tropical biodiversity
- Water and the Environment
- Latin America & Caribbean gateway

12 Carnegie R1 & Ashoka U Universities:
- ASU
- Brown
- Colorado
- Cornell
- Duke
- FIU
- George Mason
- Johns Hopkins
- Northeastern
- Maryland
- Tulane
- UC San Diego

The Carnegie Classification is the leading framework in U.S. higher education with the top category being R1: Doctoral Universities – Highest Research Activity.

Ashoka U is the leading designation for social innovation in higher education recognizing institutions globally that have embedded social innovation as a core value.
FIU Freshman Class 2017

- Projected full-time FTIC enrollment for the Fall: 2490
- 4.11 GPA, 1207 rSAT and 26 ACT
- 5 National Merit Scholars and 21 National Hispanic Scholars
- 1251 have been awarded the Golden Promise award
- 1266 earned micro-scholarships through Raise.Me
What are you doing today to...

1. Engage and retain every FIU student
   (>90% 2nd year retention of students (w/GPA above 2.0))

2. Graduating students without extra classes
   (>50% of students graduating within 4 years)
   (>80% of students graduating without excess hours)

3. Employing and/or enrolling graduating students
   (>73% of graduates employed/or enrolled)
New Faculty Orientation – August 2017
Student Success Overview

Elizabeth M. Bejar, PhD
Vice President for Academic Affairs

Student Success is a National Issue

Nationwide, 60 percent of whites but just 40 percent of African Americans and 49 percent of Latinos who start college earn bachelor’s degrees six years later.

--Education Trust, 2016
You *may* already know this….

FIU was

– born in 1965

– chartered in 1969

– and welcomed in first class in 1972… a young and energetic urban institution, - now one of the largest public research universities in the country
You *may* already know this….

We are FIU:

- Dynamic and bright student body
- Entrepreneurial faculty
- Responsive administration
- Thriving academic and campus community
- Nationally renown – Hispanic Serving Institution
- Carnegie Foundation for the Advancement of Teaching
  - Highest Research Classification – R1
  - Engaged Institution

Laser-sharp focus on **Student Success**
How WE Define Student Success

Makes A Difference

- Completion Rates
- National Rankings
- BOG Performance Funding Metrics
- Student Development Theory
- Student Learning/Outcomes
- Community Support/Reputation
- Debt Ratios
- Strategic Plan
- Student Beliefs

SUS BOG – Multi-Pronged Approach

Retention – and Progression (>2.0 GPA)
Graduation – Timely – Credits and Years
Employment (Gainful $/Graduate School)
Leadership Matters

The Role of Leadership

- Students
- Faculty
- Staff
- Family
- Chairs
- Deans
- Senior Leadership
- Boards

Effective Student Success Leaders are INCLUSIVE
Leadership Matters

What Are the Determinants of Student Success?

- Students’ College Experiences
- Students’ Expectations
- Academic Preparation
- Economic Context
- Access to Financial Aid
- Campus Climate
- Institutional Support

---College Board, 2011
Comprehensive Approach to Student Success Program

It’s Environmental!
Social and Academic
Teaching and Learning
Leadership, Leadership, Leadership

- New student orientation that is accessible and cost-effective for students; first-year and transfer
- Prescribed curriculum for first-year students
- Early warning system – identify “at-risk students” early and ACT on it
- Faculty-student interaction prompted by active & engaged classes, mentors and intrusive advising
Comprehensive Approach to Student Success Program

- Active engagement on campus (residence hall activities, work-study jobs; volunteer opps)
- **Widely-distributed information about tutoring/academic support**
- Parental/family involvement
- Use of data to analyze and predict success
- **Faculty and Staff dedicated to retention**
- Co-curricular activities to support learning
- Engaged and committed governing board
Leadership Matters: Expectations

✧ Repeatedly express the value of student success
✧ Nurture a supportive institutional culture
✧ **Engage both faculty and staff in efforts to support students**
✧ Use disaggregated data to address problem areas
✧ **Develop and use research on structured curriculum, best advising practices and interventions**
✧ Be creative and make the maximum use of human and fiscal resources
✧ Foster a culture of pride as a result of student success
✧ Strengthen engagement with local communities that support student success
✧ Keep the Board informed
Leadership Matters: Partnerships DO Work

✓ Academic Affairs and Deans must **connect with chairs and faculty** as well as faculty senate – everyone must be on board

✓ Institutional Research needs to know why the data are important and be creative in finding new ways to communicate information

✓ **Departments need to ensure that they are responding to student needs for tutoring and advising**

✓ Human Resources needs to accept new and creative job descriptions
Student Success

Every Student Counts

Emphasis on Quality Teaching and Learning
- F2F; Online and Hybrid

Purposeful Advising
- Retention with academic success
- Milestones along the major
- Career Integration
- Graduation
- Employment

Responsiveness
- Proactive
- Rooted in Data Analytics
- Central Coordination/Local Deployment
Lifelong Learning at FIU

✓ We want you to be successful
✓ Explore the value of building partnerships
✓ Feel free to ask
✓ Get Involved

Opportunities are Endless
The FIU Paradigm: Navigating Tips - Keeping on the Right Path

Amanda Niguidula
Director, Disability Resource Center

Cathy Akens
Associate Vice President and Dean of Students, Student Affairs

Isis Carbajal de Garcia
Senior University Counsel, Office of the General Counsel

Marlynn Jones
Assistant Director, Equal Opportunity Programs & Diversity

Nelson Perez
Assistant Compliance Officer, Office of University Compliance & Integrity
Part I

A student, Jenny, approaches you after class and says that she needs extra time on an upcoming quiz because she has a learning disability. Would that be a problem?
Carlos, a student in your class, confides in you that he attended an on-campus party over the weekend and says there was a lot of drinking and people were smoking marijuana.

As he was leaving, he saw one of his fellow female classmates go into a room with someone, who she later told him pressured her into a non-consensual sexual interaction, but she doesn’t want to make a big deal about it. What should he do?
A few weeks go by and you notice that Isabela is arriving late to class, is unusually quiet during class, and today she had an uncharacteristic outburst towards another student - in other words she is behaving very different from her usual open, friendly demeanor.

You are concerned about her wellbeing and you don’t want this issue to escalate and become disruptive to the rest of your students. You are not sure if this is because of her grades or if something personal is bothering her.
After mid-terms, your students ask you to send them their grades since they want the feedback quickly and don’t want to wait for them to be posted. They tell you that all their other professors in the past have sent it to them.

You also receive an email from Maria, a parent of one of your students. She’s concerned her son is not doing well in your class and wants to know his grades, she is paying his tuition after all.
Review Questions
A student asks for special accommodations based on a disability. What would you need to do?

A. Immediately call the Disability Resource Center and report them.

B. Ask the student for documentation from the Disability Resource Center. And if they don’t have it, refer the student to the DRC.

C. If it’s not on your syllabus you are not required to provide accommodation.

D. Call Equal Opportunity Programs and Diversity Office and wait for direction.

E. None of the answers above are correct.
A student asks for special accommodations based on a disability. What would you need to do?

A. Immediately call the Disability Resource Center and report them.

B. Ask the student for documentation from the Disability Resource Center. And if they don’t have it, refer the student to the DRC.

C. If it’s not on your syllabus you are not required to provide accommodation.

D. Call Equal Opportunity Programs and Diversity Office and wait for direction.

E. None of the answers above are correct.
If any allegations of sexual assault/misconduct are reported, whether it’s from a student or another faculty member, who should be contacted immediately?

A. The Department Chair.
B. The HR contact in your department.
C. The Office of the President.
D. Title IX officer and/or Equal Opportunity Programs and Diversity Office.
E. Student Conduct and Conflict Resolution.
If any allegations of sexual assault/misconduct are reported, whether it’s from a student or another faculty member, who should be contacted immediately?

A. The Department Chair.
B. The HR contact in your department.
C. The Office of the President.
D. Title IX officer and/or Equal Opportunity Programs and Diversity Office.
E. Student Conduct and Conflict Resolution.
Which department would you contact if a student is disruptive during class and you have already addressed it with them three or more times?

A. Student Conduct and Conflict Resolution
B. Equal Opportunity Programs and Diversity
C. Disability Resource Center
D. The Office of the General Counsel
E. Office of University Compliance & Integrity
Which department would you contact if a student is disruptive during class and you have already addressed it with them three or more times?

A. Student Conduct and Conflict Resolution
B. Equal Opportunity Programs and Diversity
C. Disability Resource Center
D. The Office of the General Counsel
E. Office of University Compliance & Integrity
Which of the following must NOT be disclosed regarding a student’s education record, without prior written authorization?

A. Major and minor fields of study.
B. Degrees and awards received.
C. Grades.
D. Panther ID.
E. All of the above.
Which of the following must NOT be disclosed regarding a student’s education record, without prior written authorization?

A. Major and minor fields of study.
B. Degrees and awards received.
C. Grades.
D. Panther ID.
E. All of the above.
What is the name of the FIU Compliance System that sends out notifications of policies and compliance related training?

A. PantherSoft
B. Blackboard
C. Campus Solutions
D. Convercent
E. Conduct Code
What is the name of the FIU Compliance System that will be sending out notifications of policies and compliance related training?

A. PantherSoft  
B. Blackboard  
C. Campus Solutions  
D. Convercent  
E. Conduct Code
Resources

Disability Resource Center
305.348.3532

Dean of Students
305.348.2797

Office of the General Counsel
305.348.2103

Ethics and Compliance Hotline
1.844.312.5358

Equal Opportunity Programs and Diversity
305.348.2785