Florida International University (FIU) is an urban, multicampus, doctoral-granting institution located in Miami, Florida’s largest population center, with campuses at University Park and North Miami, selected programs offered in Davie and Fort Lauderdale, and off-campus continuing education programs. The mission of this state University is to serve the people of Southeast Florida, the state, the nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering creativity and its expression.

Chartered by the Florida Legislature in 1965, the University opened its doors in 1972 to the largest entering class in United States collegiate history. With strong undergraduate programs centered around a rigorous liberal arts core curriculum, FIU now offers more than 200 baccalaureate, master’s, and doctoral degree programs through its many Colleges and Schools: Arts and Sciences, Business Administration, Urban and Public Affairs, Education, Engineering and Design, Health, Hospitality Management, Journalism and Mass Communication, and Nursing. The University's increasingly prominent art museum, its libraries, and specialized centers and institutes enhance these programs. The University continues to balance its programs for full- and part-time degree-seeking students and to address the special needs of lifelong learners, traditionally and through distance learning. Campus life fosters a sense of community which provides for the intellectual, aesthetic, social, emotional, physical and moral development of students while providing opportunities for leadership training, awareness of cultural diversity, and a sensitivity to social issues and concerns.

Southeast Florida and FIU are alike in their explosive growth, rich ethnic and cultural diversity, and quest for excellence. FIU is a leading institution in one of the most dynamic, artistically expressive, and cosmopolitan cities in the United States, the gateway for Latin America and the Caribbean. The continued globalization of the world's economic, social and political systems adds to the importance of FIU's mission, and combines with our subtropical environment, and our strategic location to strengthen Southeast Florida's role as an information and transportation center.
From this unique setting we have derived five key strategic themes that guide the University's development: **International, Environmental, Urban, Health**, and **Information**. We focus on these themes with a commitment to quality management and cultural diversity. To summarize the University priorities: first, to graduate a well educated, ethnically diverse student body by continuing to enhance our teaching and by broadening our graduate and professional programs; second, to promote research and creative activities by nurturing strategically selected disciplines which contribute to the social, artistic, cultural, economic, environmental and technological foundations for the 21st century; and third, to solve critical health, social, educational, and environmental problems through applied research and service. These strategic themes and priorities guide our pursuit of recognition as one of America's top 25 urban public research universities by the end of this century. (Approved by Florida Board of Regents, September 1993)

**2. UNIVERSITY VISION**

**TOP • PUBLIC • URBAN • RESEARCH • UNIVERSITY**

*These five words summarize FIU’s vision:*

**TOP:** Recognized as one of the top 10% of the 250 urban public universities, the top half of the 43 Urban Public Research Universities, and a leading academic institution for programs that emphasize the five academic strategic themes.

**PUBLIC:** Known for its breadth of academic programs, publicly assisted, and offering affordable tuition. In partnership with local communities, industries, and governments.

**URBAN:** Addresses metropolitan and community problems. Student body, faculty and staff reflect the diversity of the urban region. Student body is predominantly non-residential and older than students at traditional Universities.

**RESEARCH:** Faculty recognized as contributing to the invention, reinterpretation or innovative application of knowledge and technique. Annually awards 50 or more doctoral degrees. Obtains more than $20 million in contracts and grants from the federal government focused in the areas of the five academic strategic themes.

**UNIVERSITY:** “Magistorum et scholarum,” dedicated to teaching and scholarship. Offers a full range of programs from bachelor's to doctorate, with professional schools, and programs for professional development and life-long learning.
The University envisions that in the first years of the 21st century it will be the principal educational, intellectual, and cultural institution in Southeast Florida, serving the people of the region, the state, the nation and the international community by imparting knowledge through excellent teaching, creating new knowledge and solving problems through research, and fostering creativity and its expression in a broad range of disciplines. Future trends are expected to impact upon our attainment of this vision, namely less state support per student, more competition, more accountability and continued student demand and enrollments. Added to these trends are our geographical and historical contexts: Miami and South Florida are in the throes of change. The concept of the university in a post-industrialized society is changing, and the very definition and meaning of knowledge itself is changing. Even though FIU is Miami's public University, and dedication to the local community must be stressed, the rapidly expanding telecommunications technology makes it possible for FIU to be a University without walls, thus capable of reaching distant students throughout the world.

Given our vision, and these external trends, by the Fall of the year 2000, some 250 baccalaureate, master's and doctoral programs will be offered through our many colleges and schools. These programs will address the needs of full- and part-time degree-seeking students and the special needs of lifelong learners, both in the traditional classroom and through distance learning. We will continue to provide strong undergraduate programs centered on a rigorous liberal arts curriculum, while also serving the needs of students in advanced professional and graduate programs. Our libraries, art museum, specialized centers and institutes, and student activities will foster a sense of community by providing for the intellectual, aesthetic, social, emotional, physical and moral development of students while affording opportunities for leadership training, awareness of cultural diversity, and a sensitivity to social issues. Our offices and personnel will be known for their effectiveness, user-friendly services, and humane and fair relations.

By the Fall of 2000, the University will reach 33,500 headcount enrollment, with 1,260 faculty. In that year, 250 baccalaureate, master's and doctoral programs will be offered, and FIU will award 6,000 baccalaureate, 1,250 master's, and 100 doctoral degrees. Grants and contracts will total $60 million annually, and the libraries will contain 15 million volumes. On-campus residence halls and apartments will be the home of 2,100 students.
Overall, the University's vision includes six major goals:

- to graduate a well educated, technologically sophisticated, and ethnically diverse student body, who can think critically about a changing world; and to continue to enhance undergraduate teaching while broadening graduate and professional programs;

- to promote research and creative activities which contribute to the social, artistic, cultural, economic, environmental, scientific, and technological foundations of the 21st century;

- to solve critical social, educational, environmental, health and transportation problems through applied research and service;

- to be recognized as a leading institution for teaching and research in the areas of International, Environmental, Urban, Health, and Information;

- to be recognized as one of the nation's top urban public research universities, while maintaining the highest quality of undergraduate programs; and

- to achieve Carnegie Foundation Research II status by the year 2001, and Research I status by the year 2008.

This vision is possible because FIU is an integral part of Southeast Florida, one of the most dynamic, artistically expressive, and cosmopolitan regions in the United States, the gateway for Latin America and the Caribbean. Given its subtropical environment, diverse population, and strategic location in a time of globalized economic, social and political systems, FIU is destined to become not only one of America's top urban teaching and research universities, but also one of the leading institutions of higher learning in the Western hemisphere and the world.
University Planning

This document focuses on where FIU is in 1996/97 and where it will be in 2001. To achieve the University's vision we must identify strengths and assess the opportunities and challenges facing it during the remainder of the 20th century, and take actions to address them.

In the early 1970s the University's founders put forth their vision of the University in *The Birth of a University and Plans for its Development*. These plans built the foundation upon which the University is built. Systematic and organized planning gained momentum at FIU with President Modesto Maidique's initiatives as a new president in 1986, and was reinforced by the self-study for reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS) from 1988 to 1990. The self-study culminated with recommendations for on-going planning and evaluation, and the President's appointment of the Strategic Planning Advisory Committee. Each year the annual planning cycle has further refined the operational and long-range goals of the University's divisions. This planning built consensus and provided direction for the University community. The fruits of those efforts were consolidated in the August 1992 edition of *Florida International University in the Year 2001: Challenges and Opportunities*. Since that time, broad and intense discussions by groups throughout the University resulted in revisions of the University's mission, themes and directions. The development of the 250-page *FIU in 2001 - Second Edition*, which contains various scenarios, environmental trends, and benchmarks of role-model universities, benefitted greatly from these discussions and the comments received from numerous groups and individuals. The 100-page *Florida International University on the Threshold of the 21st Century*, issued October 28, 1994, summarized these analyses for broader distribution. *Reaching For the Top*, first issued in draft form for broad discussion in September of 1995, further summarizes FIU's image of its future with a focus on the University's vision and strategic themes, as well as obstacles that must be overcome as FIU reaches for the top.
Strategic Themes

Five academic themes focus the development of our educational and research programs, while two basic management philosophies focus the University's operation.

A. INTERNATIONAL STRATEGIC THEME

Florida International University was chartered with a mission to promote international understanding and has successfully addressed that charter through excellence in teaching, research and service by means of curriculum development, scholarship, and policy-related, applied and cultural activities in the community and abroad. The University has assembled a faculty with professional expertise in fields that are international in content and application, and with personal ties abroad. FIU has established a distinguished international reputation in the study of the Latin American and Caribbean region, and now has a strong "comparative advantage" in both the intellectual and applied sense. Southeast Florida, which provides the population base and principal context for the University, is itself uniquely tied to ethnic communities, art institutions, business and economic interests, national security, and concerns for human well-being abroad.

The world has entered a period of great change that provides exciting new opportunities and challenges in teaching, research, and service. Indications of such change in the region, particularly in Cuba and Haiti, will certainly have implications for Greater Miami and the University. The globalization of economic, political and cultural relations demands that the University pay greater attention to Latin American and Caribbean relations with other regions of the world.

Over the past 25 years FIU has attracted outstanding scholars in international studies. The internationally recognized Latin American and Caribbean Center coordinates and provides support to faculty, primarily in the social sciences. In addition to conserving its strength in Latin American and Caribbean Studies, the University will continue its efforts to develop demonstrable, interactive strengths in European, Asian and African studies over the next twenty years, as exemplified
by the launching of the African New World Studies Program, while expanding its expertise in the study of interdisciplinary issues which cut across area studies boundaries. These initiatives will be supported by the new doctoral programs in International Relations and Comparative Sociology.

B. URBAN STRATEGIC THEME

The mission statement of Florida International University defines the University as an 'urban institution' with a mission to serve, first of all, the people of Southeast Florida. The University is located in Florida's largest population center, a dynamic metropolitan region recognized as being in the forefront in its ethnic diversity and growth; a metropolitan region that is at the crossroads of the United States and its neighbors; and a region presenting in the 20th century many of the challenges and opportunities that urban America and the world will face in the 21st century. Urban universities are increasingly facing the problems of their immediate communities, seeking to apply their intellectual resources to those problems through research, teaching, and service that are relevant to an understanding and amelioration of those problems. The faculty of Florida International University has already established a significant record of research, teaching, and service applied to the problems, opportunities, and challenges presented by our urban environment.

Florida International University is in a strong position, because of location, intellectual resources, and capacity, to assume a leadership position, not only within the State University System, but indeed, among US urban public universities in shaping and developing the relationship of the urban university and its community. Fostering strong programs of research, teaching, and service relevant to the local urban community is not inconsistent with, but indeed contributes to, the development of the University's reputation and capabilities in basic research and strong undergraduate education.

The movement of people and materials by means of an efficient transportation system is critical for any metropolitan city or nation to survive in an increasingly competitive international market. Traffic congestion, inefficient land use, and skyrocketing highway construction costs all point to the need for faculty research focused on an integrated intermodal transportation system.

Most of FIU's academic programs have some perspective related to urban issues, including all colleges and schools. Doctoral programs with an urban interest are those in Public Administration, Social Welfare, Education, Economics and Comparative Sociology. Within the College of Arts and Sciences the departments of Visual Arts, Theatre
and Dance, Music, Creative Writing, Religious Studies, Philosophy, and Modern Languages promote an appreciation of the culture of metropolitan South Florida. Most of FIU's disciplines and centers contribute to its urban mission. Centers with on-going urban activities include the Joint Center for Environmental and Urban Problems, the Institute for Public Opinion Research, the Institute for Public Policy and Citizenship Studies, the Center for Labor Research and Studies, the Southeast Florida Center on Aging, the Women's Studies Center, the Institute of Government, the Small Business Development Center, the Center for Banking and Financial Institutions, and the National Center on Nutrition and Aging.

C. ENVIRONMENT STRATEGIC THEME

Understanding the relationships and interactions of our natural and man-made environments is necessary for their continued viability. Causes of environmental problems are diverse. Environmental knowledge relies on all disciplines, from the humanities, which clarify our values and attitudes toward our environment, to the basic and applied sciences, which teach us how the external world works and how we can influence it.

Population growth and careless exploitation of natural resources have created local and global environmental problems that will worsen in the next ten years. Because Miami is an expanding urban center adjacent to fragile and unique marine, freshwater, and terrestrial ecosystems, FIU is challenged by problems of the urban environment, the natural ecosystems, human health, transportation, aesthetics, and the conflicts and interdependencies between them. Our subtropical climate and multiethnic community insure that our solutions to environmental problems will be relevant to developing countries -- especially in the Western hemisphere -- which have some of today's most severe environmental problems. In addition, our ready access to tropical environments and familiarity with tropical cultures will enable us to successfully apply our knowledge to threatened tropical ecosystems.

The University's academic programs in Biological Sciences, Civil and Environmental Engineering, Chemistry, Environmental Studies, Geology, Landscape Architecture, Mechanical Engineering, and Environmental and Urban Systems lead the thrust in environmental research and training, with more faculty in other departments. The Department of Environmental Studies, the only such unit in the State University System, focuses on the interdisciplinary nature of environmental problems. The premier research program, in Biological Sciences, specializes in tropical plant biology and ecology. College of Business research focuses on social and technological issues in the
environment, including environmental ethics. The Drinking Water Research Center brings together efforts of chemists, geologists, biologists and environmental engineers. The Joint Center for Environmental and Urban Problems joins the work of social and policy scientists, and Engineering programs work on waste management and reduction.

The presence of the federally supported Cooperative Park Studies Unit at University Park will boost environmental research, training and service activities. The Southeast Environmental Research Program (SERP), established in the College of Arts and Sciences in 1993, will serve as a coordinating office for environmental research. The location of the National Hurricane Center at University Park in 1995 will support the development of the International Center for Hurricane Damage Research and Mitigation at the University. The potential presence at University Park of other federal agencies, such as the US Geological Survey, will strengthen academic programs with an environmental emphasis.

D. HEALTH STRATEGIC THEME

Based on the University’s mission to solve critical health, social, educational and environmental problems through education, research and service, FIU’s health emphasis is on wellness, rehabilitation, environmental health, and disease prevention, and with a focus on training health professionals to serve urban and international health needs.

The health and general well being of its people are a priority for every nation. Access to quality health care is a critical issue for all Americans. FIU is positioned to contribute significantly to the health issues faced by Americans today. We train health professionals to provide culturally appropriate care, disease prevention, health and nutrition education, and to influence the design, implementation and evaluation of efficient health care delivery systems, and health insurance programs.

We know far more now about how to keep people alive with the technological advances of modern medicine. We must now expand our knowledge beyond the technological, biological and physiological bases of health. Future practitioners must possess a broad understanding of all the determinants of health, such as the environment, socioeconomic conditions, and the cultural, psychological, physical and behavioral dimensions of health. Medical education must place more emphasis on the health care needs of populations and the ways to promote wellness through lifestyle modifications in the context of the family, community, and environment.
With more people living longer we now encounter more of the degenerative and chronic diseases. This has cost implications which pose major challenges between the American ideal of providing comprehensive health care and the harsh reality of prioritizing and rationing services. The current trends in health management, with the conglomeration of health industries, insurance companies and providers, provide major challenges for FIU to train 21st century health professionals practicing in home, community-based, ambulatory, managed care and other long-term care settings.

Over 150 existing faculty staff the University's health programs in the basic medical sciences: anatomy, biochemistry, microbiology, nutrition, physiology, psychology, biomedical engineering and the related health fields of dietetics, public health, nursing, gerontology, health services administration, physical therapy, medical laboratory sciences/clinical pathology, health information management, occupational therapy, social work, and medical sociology/anthropology. Doctoral degrees are currently offered in Biology, Psychology, Social Welfare, Dietetics and Nutrition; within Public Administration, a specialization in Health Services Administration; and within Comparative Sociology, a specialization in Medical Sociology/Anthropology.

In building upon these disciplines FIU can take advantage of the surrounding urban community to prepare the next generation of health care professionals and primary care physicians for practice in diverse community settings. With the national de-emphasis on highly technical specialty training, and reemphasis on prevention and primary care at the community level, FIU has the opportunity to be a unique innovator of curricula and interdisciplinary programs which groom health professionals and physicians to focus on the general health and primary care needs of people, especially those in the under-served urban community. In addressing this trend, rather than adopting a traditional model of a teaching hospital, FIU has the opportunity to develop clinical training through a network of hospitals and other community-based settings.

FIU is located in a diverse multicultural community comprised of persons of a variety of ethnic backgrounds and countries of origin. This rare mixture presents an incredible array of health challenges not seen in other areas of Florida, an opportunity not available at other SUS institutions. Training culturally responsive health care professionals for the under served through a state-funded medical school would allow economically disadvantaged minorities to attain medical degrees without accumulating very large amounts of debt.
In Southeast Florida health care issues are shaped by the challenge of delivering independent, dignified, healthy environments for the growing elderly population, and the legal and ethical health issues concerning immigrants landing on South Florida shores. FIU enjoys a particular advantage of being situated where it can serve the international community (i.e., Latin America and the Caribbean) as a center for training health professionals, as a source of health education programs (nutrition, fitness, etc.) and as a collaborator in health-related research projects (sanitation, water purification, transportation, environmental population, disease prevention, etc.).

FIU is ideally positioned to study and monitor the effect on health and well-being of pollution brought on by urban expansion into environmentally fragile areas. The health programs join in the University's thrust to specialize in disaster studies by focusing on the impact of natural disasters, particularly hurricanes, on the health of individuals, on health-related businesses and industry, and health-care systems, including communication, transportation, and evacuation of the sick and elderly.

By training health professionals who are prepared to meet these challenges, FIU is positioned to uniquely address the health issues faced by America in the 21st century.

E. INFORMATION STRATEGIC THEME

FIU must fully utilize information technology as a revolutionary tool for enhancing the scholarly environment for its faculty, students, and staff. Satellite communications, personal computers, fiber optic information superhighways, the Internet, interactive cable television, facsimile machines, cellular phones and other wireless communications make it possible for ideas, information, materials, and services to move across state, national, and international boundaries at dazzling speeds.

Computers and communication systems are changing the structure and operation of organizations. People working in offices or at home, in cars, airplanes, and even at community multimedia kiosks will exchange information by plugging their personal computer terminals into an international highspeed data network. Computers are sorting, organizing, and condensing massive amounts of information so information can be more readily and easily understood. When 'ubiquitous computing' arrives, we will be limited, not by the quantity of information but by its quality, and our ability to retrieve, manipulate and analyze it. By 2001, computers will talk to each other
as readily as humans now communicate over telephone networks, completing a merger of voice, video, and data technologies that began to blossom in the 1980s.

Classroom instruction is being revolutionized by these information technologies. The classroom is no longer limited to a physical location. Interactive multimedia learning experiences are creating 'virtual' classrooms at locations far from the campus. Asynchronous learning technologies are linking faculty and students who are remote from each other -- across the room, across the hall, across campus, across town, across the state, across the nation, and around the globe -- thus providing education and training experiences more convenient for the consumer/learner. One inescapable by-product of technology-mediated instruction is that it will expand the definition of the classroom and create new possibilities in teaching.

Technology will inevitably modify the service area and demographics of the University. As State policies change, technology will be an equalizing factor, allowing the University to deliver exemplary programs beyond its traditional service area, not only in Florida, but in the Caribbean and beyond.

To remain in the forefront, the University must utilize the dramatic developments in information technologies to improve learning through new modes of instruction and new forms of management and administration. Ways of accessing, processing, and transmitting information will change every discipline's methodology, and all faculty and students must be encouraged to explore these new techniques and approaches.

The unprecedented growth of the information technologies, especially via the Internet, has had and will continue to have great impact on the delivery and application of research findings. These changes present the University with many new venues for academic and student support expansion. The increasing centrality of the Internet will supplement the multiple information sources provided by the University and especially by the libraries, which have a tradition of services that stress individual information needs. Four vital challenges faced by the libraries will be: (1) ownership of key information resources; (2) authentication of information; (3) training of users to access information in a non-traditional way, and (4) access to information that is owned by others. The library's role will expand as ombudsman for the increasingly complex world of information access.
Research on information systems poses an exciting challenge for the University, a challenge motivated by the important technological, commercial, governmental, and ethical problems in telecommunications and data management. All of the University's Colleges and Schools will seek to be innovators in the use of these technologies for education and research. Excellence in computer information systems research will be pursued by the doctoral programs in Computer Science, Electrical Engineering and the Decision Sciences/Information Systems track in the Business doctoral degree. By the year 2001, FIU should be vying for a research leadership position in applied geographic information systems (GIS), and computer software for parallel processing.

Understanding the new ways in which students learn and the optimal learning style of the individual student will enhance the value of the higher education product. Quality should be the driving force for everything that is done in higher education — both in instruction and in the delivery of support services. The issue of quality is important for institutional survival because distance learning via technology-mediated instruction is increasing the reality of competition between institutions of higher education on a global scale. This means that students will have the potential access to the best instruction regardless of where they are located. University Outreach, working in conjunction with the Academic Units, will expand the delivery of courses and programs via distance learning and other instructional technologies. Distance learning also provides the University with the opportunity to exploit its exemplary programs and faculty well beyond its traditional campus community.

2. MANAGEMENT PHILOSOPHIES

A. QUALITY MANAGEMENT

Excellence is an institutional imperative at Florida International University, which strives to employ concepts and methodologies that foster a systematic and institution-wide method of continuously improving the effective and efficient provision of services and the achievement of constituent satisfaction. Information-based decisions made within long-range plans and a strategic vision of the University are the foundation of effective leadership. To these ends, FIU pursues excellence in teaching, research, and service, as expressed in the University's six major goals.

The University will analyze and redesign its systems and processes to foster efficient use of resources and new technologies and to promote timeliness, reliability, dependability, courtesy, and
convenience. The latest technologies will be sought to provide accurate and timely information to decision-makers regarding goal attainment, as well as changes in internal and external strengths and weaknesses. FIU will do this to respond to the needs and directives of its constituencies—students and their families, Florida residents, the Florida Board of Regents, the FIU Board of Trustees, accrediting bodies, research foundations—and those on whom it relies for its students, supplies and services, including secondary schools, community colleges, and contractors. Training, education and teamwork will be the primary tools used to facilitate quality improvement. FIU will encourage University-wide learning to create new patterns of management and leadership, and to enable quality-driven and empowered employees to accomplish their aims efficiently and effectively.

B. DIVERSITY

One of the most pressing challenges facing institutions of higher education over the next decade is how to respond effectively to an increasingly diverse student population. These students will need the support of racially, culturally and gender sensitive faculty and staff. This problem is even more acute for the nation's urban public institutions, which must recruit and retain Hispanic and African-American faculty and students. Among public universities, FIU is unique because of its location—Southeast Florida—which gives it access to a multiethnic pool of highly talented students. An important part of the University's mission is not only to guarantee access, but also to ensure that the student body, faculty, staff and administration reflect the composition of their community. The University will develop programs that explore and engender an appreciation of the differences among men and women of different ages, economic backgrounds, races, ethnic groups, creeds, philosophies, cultures, preferences, as well as those with varying mental and physical abilities. Special efforts will be continuously undertaken to create a campus environment that is inviting and to create curricula and pedagogy that are responsive to our diverse constituencies.
Strengths

When FIU first offered classes in September, 1972, it was primarily an upper-level commuter college with a limited number of master's degree programs. In 1981, lower-division students were added, and in 1984, FIU was authorized to offer doctorates (the first doctoral degree was awarded in 1987). In 1996, FIU is a nationally recognized university offering a broad array of degree programs to freshmen through doctoral students. With more than 29,900 students, 950 full-time faculty and 53,000 alumni, FIU is South Florida's largest public university.

The campus at University Park occupies 344 acres ten miles west of downtown Miami. It has twelve major buildings, apartments for 1550 students, and an athletic arena. About 30 miles away, in northeast Dade County, the North Campus occupies 195 acres on Biscayne Bay. It has six major buildings, an Olympic-sized aquatic center and housing accommodations for 550 students. FIU also collaborates to provide a select number of University programs and services at two sites in Broward County and one in Homestead. The newly acquired Cordis building, with 40 acres of land, offers additional opportunities for our Center for Engineering and Applied Sciences.

Nine strengths of the region and University form the foundations upon which the University's future will be built. Resulting from comprehensive analysis and broad discussions, these can be summarized as:

1. **Youth of Institution:** A relatively young university, not limited by a large stock of aged programs or facilities, it can develop new academic programs, and design new buildings to meet present and future needs.

2. **Regional Needs for Higher Education:** Southeast Florida is a large metropolitan area with expanding higher education needs, and yet comparatively few major colleges and universities.

3. **Regional Growth:** The University's primary service area of Dade, Broward and Monroe counties has experienced consistent economic and population growth with continued increase in high school graduates. The increase in high school graduates is expected to continue beyond the year 2000.
4. Good Feeder Schools: Most of the students are graduates of the Dade County Public School System, one of the largest in the country. Recognized for their high quality, Miami-Dade Community College and Broward Community College provide the majority of upper-division transfer students.

5. International Hub: South Florida is one of the few major metropolitan areas with both major air and sea ports, thus, it is one of the key international nodes for the movement of people, information, capital, and cargo, similar to New York, San Francisco, and Los Angeles. With world globalization of economic and political relations, the University's faculty have easy access to other regions of the world.

6. Diversity: The region's international and ethnically diverse population provides the University access to a large multiethnic pool of students, and staff, which, together with its international flavor, serves as a magnet for faculty interested in a diverse environment. The University has successfully recruited a faculty, staff and administration with positive attitudes toward developing programs and curricula designed to value and fully utilize the talents and capabilities of a diverse campus population.

7. Outstanding Faculty: Our outstanding faculty has developed professional expertise and significant records of teaching, research, and service applied to the international, urban, and environmental themes. Faculty have an international reputation and comparative advantage in the study of the Latin American and Caribbean region. Over 90 percent of the faculty have terminal degrees.

8. Pleasant Climate: The campus environment and public spaces are enhanced by the sub-tropical climate and vegetation.

9. Sufficient Land: The two campuses have many acres of land to construct new facilities. With the addition of the Cordis building, with its 40 acres, and land in Homestead, sufficient land should be available until at least the year 2005.
Strategic Challenges

During the nine years of planning leading to this document, we identified a number of potential obstacles to the attainment of the University's six major goals. Fifteen weaknesses or strategic challenges face the University in its pursuit of recognition as a leading public urban teaching and research university, as well as the region's principal intellectual, cultural and educational resource. Below, each weakness or challenge is stated, followed by proposed actions to address the issues.

1. FOCUS DEVELOPMENT

Focus development by directing resources to programs which address the strategic themes and which make a distinctive contribution.

Advancement from a comprehensive university to a research university will require commitment to a few selected areas of excellence. We must focus our resources and future developments on the five academic strategic themes. International, Environmental, Urban, Health and Information are areas in which we can succeed and be recognized as a leader in teaching, research and the provision of solutions to critically important problems for the state and region.

A. We need to promote broad, interdisciplinary faculty and administration discussion to provide more detailed insights within each theme on:

1. The range of possible future developments and how best to prepare for them;
2. Where to allocate resources for best long-term results;
3. What capabilities must be developed for competitive success; and
4. How to design and organize the University so that the various activities contribute to each other and provide a basis for expecting superior results.

B. We need to incorporate these themes into future efforts of departments, colleges, and schools.

C. We must initiate research centers and refocus the efforts of existing centers to obtain major international, federal, state and corporate support based on these University strategic themes.
D. We must formally collaborate with major federal agencies, such as the U.S. Department of Energy, the Environmental Protection Agency, and the Department of Transportation.

E. We must assure that new resources, such as monies from the capital campaign, are targeted to the development of programs within these themes.

2. LACK OF SPACE

The shortage of classroom, laboratory and office space is the primary factor restricting enrollments and external research funding.

In 1994 it was estimated that by the year 2001, we will need 250,000 square feet of additional research laboratory space but will fall short by 168,000 square feet. We need to increase classroom space as well as faculty and staff office space in order to adequately serve our ever-increasing undergraduate and graduate student population. State PECO dollars are expected to be significantly reduced from now on.

A. Building construction funded by non-state funds must be aggressively sought.

B. Off-campus space for rent or lease should be explored and potential administrative functions identified which could operate efficiently in off-campus facilities.

C. Efforts should be made to acquire private contributions or federal funding for research buildings.

D. A computerized system must be developed for assigning and forecasting space needs as new buildings are constructed and new faculty and staff are added. This system should be designed not only for planning and forecasting space needs, but also for allocating and assigning space for the most efficient room utilization.

3. UNDERDEVELOPED INFORMATION TECHNOLOGIES

Rapid technological growth and innovation places greater demands on the University to keep pace with its telecommunications infrastructure.

A. We need to bring in outside experts to look at the entire telecommunications infrastructure of the University and develop a long-term plan to get FIU onto the information superhighway and to keep it there.
B. More specifically, access to computer information resources is mandatory in administrative and faculty offices, laboratories, and classrooms. Linkage of campuses and administrative offices through the University computer network and teleconferences is critical to addressing the efficient management of multiple campuses.

C. Equipment and service are imperative to support interactive learning, multiple network systems, management and financial data base systems, interactive computer instruction, and telephone banks and other equipment used in surveys.

D. A computer system must be developed to manage the scheduling of courses and the assignment of classrooms based on student needs, availability and course requirements.

E. It is necessary to purchase or develop a set of rule-based, integrated administrative software systems to address student data bases, registration and financial aid accounting; personnel/payroll/budget/and human resource computerized functions; and all financial transactions of the University. Such a system must complement the existing SAMAS and SUPERS systems, be easy to maintain and be compatible with the University requirements and plans for development.

F. Recruitment and retention of trained technical professionals is essential to implementing a technical re-engineering of University administrative systems, as is the training of faculty, staff and students.

4. ENROLLMENT ENHANCEMENT

Until 1992, the University was significantly overenrolled. Several years of below projected enrollments following Hurricane Andrew, reinforced the realization that students come to FIU primarily from Dade County. Recruitment and retention functions, such as support services, student scholarships, and community college articulation need to be further developed.

The projection for FIU's continued enrollment growth is based primarily on two factors: the BOR goal to provide access to a larger percent of Florida high school graduates, and the demographics of South Florida, which indicate the continued increase of college-age students. It is anticipated that by 2001 (fall semester of the year 2000) the University will reach 33,500 headcount enrollment and thereafter reach maturity at 40,000.
By 2001 it is anticipated that both the lower division and graduate students will increase in percentage, while the upper division will decrease in percentage. Overall, the University will be primarily an undergraduate institution with 70% of the students at the undergraduate level. Of the undergraduate degree-seeking students, 30% will be lower division, and 70% upper division.

Traditionally FIU has focused on Dade County as its primary service area. Seventy-eight percent of the first-time-in college (FTIC) FIU students are from Dade County, and a large proportion of our upper division transfer students come to us from Miami-Dade Community College. As we continue our enrollment growth in order to serve more of the students in our region, we must recognize that the rate of growth for Dade County is slower than that of the counties to our north. This means that we must adjust our recruitment and service orientation to the broader region to the north and to Monroe County to the south. Our articulation with Broward Community College and our partnerships with Broward County Schools will become even more important as the center of population growth moves north.

We must achieve the enrollment growth rate the BOR has targeted for FIU. In ten years, there will be many specialized proprietary-type institutions in South Florida and corporations which provide in-house educational programs. The University must understand this reality and the growing pressure for certification, regardless of the institution doing the training. Additionally, with the demand for minority students, universities throughout the nation recruit in Dade County. Given the competition for students we must be continually cognizant of the critical nature of the recruitment process. To recruit and retain the most highly talented students at both the undergraduate and graduate levels, FIU must be able to offer comprehensive scholarship packages to top students throughout the United States and beyond. We need to maintain a multi-level effort to provide more diverse educational services to our students and community even while maintaining quality. In order to meet our enrollment targets and to expand appropriate access, we will need to:

A. Either recruit new kinds of Dade County students or recruit from outside the county;

B. Continue to expand beyond Dade County as our service area and demographic pool;
C. Continue to ensure that retention is a responsibility of all representatives of the institution, faculty and staff alike. All members of the University must express genuine concern and a helpful attitude toward students. Responsibility for student retention should be better focused and coordinated. A comprehensive analysis must result in a plan and activities targeted to retain students at all levels, especially community college transfers;

D. Foster the development of a bond between a student and an academic program. This requires careful attention to the entire experience involved in completing a degree program rather than just coursework. Promoting a student's integration into an academic program enhances the student's commitment to the program and his or her intention to continue;

E. Provide a high-quality learning experience for students that recognizes the integral relationship between the social and academic aspects of student life;

F. Increase resources devoted to academic advising and learning center support services;

G. Work toward greater coordination among support services, including Admissions, Registration, Financial Aid, Undergraduate Studies, Student Affairs and academic departments, to achieve higher retention (and graduation rates) of our students and to provide more satisfying experiences for students;

H. Provide appropriate course offerings at the times our students want them;

I. Identify a stable source of funding to guarantee on-going scholarship commitments and provide a reserve to meet expanded enrollment goals.

J. Recruit students through dual enrollment programs.

5. Growth of Academic Programs and Degrees

Despite over 200 academic degree programs, additional program development, including new professional schools, is required to meet the needs of this metropolitan community.

The awarding of degrees will increase each year, so that in the year 2001 FIU will annually award more than 7,700 bachelors degrees, 3,000 master's, and 100 doctoral degrees. By 2001, 28 additional degree programs are anticipated, 14 at the doctoral level.
The following tables list the new degree programs supported by the Board of Regents in the University's master plan for possible development. Degrees in the following table are those which the BOR will consider for development. Selected goals to address this issue are:

A. The departments, Deans and Provost need to pursue aggressively the initiation of these new degrees by following the BOR procedures of planning/feasibility and implementation.

B. Future opportunities for inclusion on the BOR priority list will be available in 1998. These will be broadly discussed prior to that time.

C. Priority will be placed on the development of new degrees which fit within one of the University's strategic themes and which can add to the amount of federal dollars obtained through science and engineering grants and contracts.

### NEW DEGREES WHICH MAY BE CONSIDERED

<table>
<thead>
<tr>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctoral</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical Engineering</td>
<td>Music</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
<td>Civil Engineering</td>
<td></td>
</tr>
</tbody>
</table>

(Revised 9/17/96)

The next table lists those degrees suggested by various colleges and schools, although not yet recognized by the BOR.

### NEW DEGREES SUGGESTED FOR FUTURE DEVELOPMENT

<table>
<thead>
<tr>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctoral</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>African New World Studies</td>
<td>French</td>
<td>Environmental Studies</td>
<td>Law</td>
</tr>
<tr>
<td>Art History</td>
<td>Philosophy</td>
<td></td>
<td>Medicine</td>
</tr>
<tr>
<td>Geography</td>
<td>Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meteorology</td>
<td>Urban Studies*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Studies*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*On Master Plan - Currently being developed. (Revised 9/17/96)
6. FACULTY RECRUITMENT AND RETENTION

Strains on support services and research facilities challenge the University’s ability to compete with the leading research universities for the recruitment and retention of outstanding faculty.

The faculty are the primary resource a university possesses. The continuing development, enrichment, and enhancement of faculty is essential for an excellent educational experience for students. Achievement of research university status for FIU is dependent upon increasing the number of faculty who excel as teachers and researchers. Emphasis will continue to be on the integration of teaching, research and service activities, particularly the involvement of students in research and community service activities. Tenured and tenure-earning faculty will be expected to provide their graduate and undergraduate students with knowledge and techniques which the faculty themselves have developed. Plans for differentiated faculty assignments will be developed to allow faculty to move from standardized, across-the-board, "one size fits all" assignments, to a system by which faculty are assigned to more of what they do best, to be evaluated on that assignment, and to be rewarded accordingly. The goal is an equitable system whereby faculty are judged on what they actually accomplish in relation to what they agreed to in advance.

In 1984 the full-time faculty totaled 555; in 1995-96, 932 (Filled ranked faculty as noted in chart below). By the year 2001 the number of faculty is expected to increase to 1,263. The number of filled positions averages 85% of the budgeted positions. In 1994 it was estimated that between 1994 and the year 2001, growth of student enrollments to 33,500 would support the hiring of 400 new instructional faculty. From retirement projections it was estimated that 25% of the faculty would be entitled to retire during this time period. Conservatively, if 15% of the faculty retired, at least 120 additional replacement faculty would be hired. With these retirements and new faculty positions the research potential of an additional 520 faculty would be added to the University from 1994 to the year 2001.
From retirement projections it is estimated that 25% of the current faculty will be entitled to retire during this time period. Conservatively, if 15% of the current faculty retire, at least 120 additional replacement faculty can be hired. The research potential of an additional 520 faculty may be added to the University.

FIU has the most ethnically diverse ranked faculty of any doctoral-granting university in the country. Females equal 34 percent of the faculty. Ethnic minorities and females equal 56 percent of the faculty, a percentage that few other doctoral-granting universities have achieved. It is a University goal that faculty diversity should reflect that of the student body.

We need to recruit and retain the highest quality of faculty scholars. In order to recruit the best scholars, we will need to provide salaries well above the average rates. Our salary rates make us competitive with the average comprehensive universities and nearly comparable with the average doctoral-granting universities. Research skills and potential should be major criteria for hiring new faculty as we focus recruitment efforts on priority areas. An important basis for faculty retention is a system of incentives and rewards. Some of these include:

A. Mechanisms to reward faculty both financially and through public recognition need to be further developed.
B. The annual teaching, advising, research, and service awards should be maintained and expanded.

C. Faculty who continually bring in external funding should receive incentives and rewards to continue their productive efforts. Innovative mechanisms must be developed to provide additional salary dollars to principal investigators.

D. Additional seed monies for new research initiatives must be provided.

E. Interdepartmental research projects must be promoted.

F. Faculty should be provided with opportunities to retrain, or be trained in, current research and teaching methodologies.

G. Review and modification of a faculty member's assignments should be done, at least once a year. Faculty evaluations and rewards must be based on these assigned responsibilities. Persons with exceptional teaching skills and interests should be assigned a higher percentage of teaching, while persons with research skills and abilities should be given a higher research assignment. Likewise, faculty with legitimate and documentable service responsibilities to the University, the profession or community should be allowed a higher service assignment. Adjustment of assignments should accommodate changes in an individual's life course and departmental needs.

H. Advertisement and job offers must be made early in the academic year in order to attract the most qualified faculty.

I. Sufficient start-up monies must be available to attract outstanding researchers.

J. Department chairs and Deans must assure that physical accommodations, such as offices, keys, equipment and computers, are available for new faculty upon their arrival so start-up times and stresses are reduced.

K. The Academy for the Art of Teaching, and Instructional Media Services should continue to develop innovative and motivating methods to advance quality teaching at all levels. Additional monies should be sought for faculty development of innovative course curricula and teacher training programs.

L. Monies should be made available to faculty for travel to professional meetings and travel to other institutions in pursuit of the latest knowledge, research methodologies and pedagogical skills.
7. COMMUNITY INVOLVEMENT

Promote more intensive University research involvement in community issues and problems. The achievements of FIU are relatively unknown to the community. Enhance the public's recognition of the faculty and staff's service to the local community by better management of service, artistic and cultural activities.

With state support for research and service dwindling, the University has less capacity to address community problems. Presently, there are no discrete non-state funds to encourage scholarly engagement, despite a range of critical issues on the community agenda. The issues include the development of empowerment zones, the impact of crime, the deepening of urban poverty, the decline of social services, transportation stand-stills and the crises of primary and secondary education.

A. We need to find vehicles within our University's colleges and schools to provide released time and seed grant funding to address these issues.

B. We should encourage units to seek joint ventures and cooperative relations with businesses and organizations in the community. Many of these will have mutual benefits for the University and community organizations and enhance our profile and quality. There is also a curricular element to this issue. Most jobs in the next century will be in the service industry and will come through small- and medium-sized businesses.

C. The new FIU Roz and Cal Kovens Conference Center should focus on outreach programs and events that enhance our relationship with the community.

D. The best academic and student programs should be regularly communicated to the South Florida Community through the media and other means.

E. To become a premier cultural center in the region, the University should welcome the community by offering events which appeal to large numbers of people with a wide array of interests in the sciences, arts and culture.

8. LIBRARY

With the limited library holdings and staff, it has been difficult to provide the information resources needed for the increased number of faculty and students.
While the SUS Library Formula for library materials has been reformed, the allocation of new staff lines is still based on the New Washington Formula. Change is clearly needed to bring about the required addition of two or three new staff members each year. Without this supplement, it will be difficult for the Libraries to provide the kind of access to information resources, and instruction in their use, that the University community clearly deserves.

A. The library materials distribution formula, which determines each SUS institution's share of funds the Legislature appropriates, was reformed in the 1994 Legislative Session. With this reformulation of the funding formula, FIU should receive its fair share of state library funds. If current appropriation levels are maintained, it will be possible to provide credible support to academic programs and substantial support for research.

B. The challenge of providing adequate staffing has not yet been met. More staff are needed for timely processing of library resources and for the provision of instruction and assistance in the use of new information systems that equals the demand for this service. Finding ways of increasing library staffing requires high priority.

C. When the major addition to the current University Park Library is complete, both campuses will have modern library buildings that offer excellent venues for using both new information technologies and traditional resources. The structure serving University Park will be one of the largest academic library buildings in the Southeast. From 1996 to 1998, with the library renovation and addition of the upper floors, the challenge is to coordinate this activity in the central part of the campus, while maintaining access to library collections and resources.

D. Funding must be identified for provision of sufficient equipment for information access, for the processing of library materials, and for maintaining the telecommunications infrastructure that both require.

9. Campus Life

Campus activities must be sufficient to foster out-of-classroom experiences which promote a sense of community and University commitment.

Promoting a spirit of community and commitment to the University, at a nontraditional urban campus, can be achieved through a blend of traditional and non-traditional programs and activities. Campus activities, programs, and environment must foster a sense of community
and University commitment by providing for the intellectual, social, emotional, cultural, physical, moral and aesthetic development of students. The campus milieu should be one that provides students an opportunity for self understanding, leadership training, cultural diversity awareness, health and wellness enhancement, civic and community responsibility, and sensitivity to social issues and concerns. By emphasizing the interdependence between academic and out-of-classroom development, student affairs units should assist students in their personal growth, awareness of self, and respect for others in the FIU community and beyond.

Campus life on the Urban Campus of the future will Center around two major facilities, the Campus Center (Union) and the Recreation Center. Campus life will also be enhanced by increasing the number of students in residence halls. To promote learning, the challenges in these three areas will require an integration of programs and services provided by both Academic and Student Affairs. This is achieved through:

A. Providing campus wide programs which enhance student development and campus life, such as Black History Month, Hispanic Heritage Month, homecoming, distinguished speakers, concerts, comedy shows, and leadership workshops.

B. Continuing to develop the Wolfe and Graham centers as focal points of student learning, activities and gathering.

C. Ensuring that a sufficient number of students living on-campus participate in campus activities and organizations. In the Fall of 1996 campus residence halls and apartments accommodated 1584 students. This will increase to 2100 students by the Fall semester of the year 2000, and 3000 students in the year 2005. Overall, this is a target of 10% of the student FTE. The residence facilities at North Campus will need to be substantially upgraded during this time.

D. Promoting the importance of co-curricular participation in the visual and performing arts, for students as artists, and students as audience.

E. Developing intercollegiate athletics, recreational and intramural sports programs which enhance the sense of community, spirit, pride and participation at the University.

F. Providing out-of-the classroom learning through shared governance and programming experiences for students who live off campus, as well as the increasing number living on campus.
G. Providing learning opportunities that will foster better intergroup relations and identify more appropriate ways for handling conflict management and resolution.

H. Accounting for the needs of non-traditional and international students on an urban campus by providing correspondingly adjusted delivery of programs and services.

I. Creating stronger faculty-student association through initiatives that allow students and faculty to interact on a curricular and cocurricular level.

J. Continuing the expansion of service learning through the promotion of volunteer and community service projects.

K. Promoting the importance of campus aesthetics, cleanliness, and respect for property.

10. INADEQUATE SALARIES AND SUPPORT FUNDS

Funds have been inadequate not only for competitive salaries and the reduction of salary compression, but also for professional development, travel, start-up monies, and capital equipment.

Salary compression should be addressed by the administration in concert with the UFF and BOR. This issue is compounded every year with the lack of adequate pay raises and the hiring of new faculty at higher national market rates. The legislature must be persuaded that this issue is a priority that must be addressed. We must become competitive not only with other doctoral granting universities, but also research universities. Adequate funds are essential not only for competitive salaries, but also for professional development, travel, affirmative action hires, and start-up monies.

The SUS salary structure pertains to hiring throughout the state. Given the high cost of living in South Florida, it is difficult to recruit and retain staff at the prescribed SUS salary levels. This is of special concern with skilled technical employees such as those in University Computer Services. To keep the best of our present A&P and USPS personnel and to attract the best in the future, the salary structure needs to be improved sharply.
11. INSUFFICIENT SUPPORT STAFF

The lack of state funding for the administrative and academic support units has resulted in an erosion in the number of staff positions that are critical to providing services to the academic units.

Presently SUS funding increases are based on FTE enrollments and the addition of new building square footage. The enrollment funding has resulted in increases to the Instruction and Research (I&R) units, and the positions authorized for new building square footage have been limited to the Physical Plant operation within Business and Finance. The lack of system-wide funding increases for the administrative support units has resulted in an erosion in the number of staff positions that are critical to providing administrative support services to the academic units. Given these reductions in the number of support staff relative to the number of faculty, our staff must devise ways to become more efficient while producing quality services.

A. The University must formulate a reasonable faculty/support staff funding ratio which can provide guidance to the annual allocation of positions and funding.

B. Staff enhancements are necessary in Purchasing, Financial Aid, the Registrar, Admissions, Physical Plant, the Controller, Telecommunications, Instructional Media Services, University Computer Services, and academic department clerical staff. With the implementation of administrative computing systems it will be necessary to review staffing requirements in all support areas.

C. Provide human resource development education and training which promotes faculty, staff and administrator utilization of the skills and talents of a diverse work force and student population. Implement an evaluation process to assess the effectiveness of the University’s training programs.

D. Through staff education and training promote empowerment, teamwork, and the redesign of systems and processes with the use of computer technologies.

12. DEPENDENCE ON ENROLLMENT-DRIVEN STATE FUNDING

FIU is dependent on state funding to a greater extent than benchmarked universities. The State University System is funded primarily by sales taxes which fluctuate with the economy. The University's funding from the state is calculated on student enrollments, but as enrollments increased during the past five years, funding per student decreased.
Since its establishment FIU has depended primarily on the State of Florida for its income. These dollars are generated from the number of students enrolled at the various academic levels. Total revenue from the state increased from $80 million in 1987/88, to $165 million in 1996/97. General revenues, those derived from state taxes, decreased during this time; however, these were partially offset by increases in student tuition and state lottery monies. Since 1987-88, state general revenue appropriations per student for FIU’s operating budget, adjusted for inflation, have declined steadily, falling by more than 43 percent, while enrollment has grown more than 65 percent over the same period. This recent history has shown that the University is highly vulnerable to the vagaries of state funding, especially when most of these monies are derived from student enrollment and tuition. FIU in 1983/84 obtained 77% of its income from the State of Florida; today the amount is less than 50%.

As compared to our benchmark role model universities a large percentage of the University’s income derives from state funding, further indicating our dependence on state sources. This high percentage of state revenues means we are enrollment-driven. This is our major weakness. A national trend is for state universities to become less reliant upon state sources of revenue. To pursue our goal of becoming a research university, we must fully understand and evaluate this weakness. We must evaluate all forms of current and potential revenues and develop alternative strategies to become less dependent on state funding.
Special funding initiatives include:

A. The continuation of the special state allocation for the Comprehensive University Presence (CUP), which guarantees support for Broward and graduate programs.

B. A special local tax to support scholarships for Dade County students.

C. Already the capital campaign has significantly increased our endowment. In 1994/95 our endowment is the lowest of the nine operating SUS universities, and we are 10th in endowed chairs; in 1996 we are in the middle. Private dollars should continuously be sought for endowed chairs, specific programs and signature projects.

D. Pursuit of contracts and grants through sponsored research, the foundation of a research university. We must aggressively put into place the people and resources to accomplish this.

13. ENDOWMENT GROWTH

The University endowment must keep pace with the growth of the student body and academic program needs. Since the need to increase the University’s small endowment was identified as a strategic challenge, the endowment has grown substantially.

Over the past generation, sharp distinctions between public and private universities have blurred considerably. Today, state tax dollars provide less than 50 percent of the operating budget of FIU and many other U.S. public universities. State funding alone provides the basis for no more than an "adequate" education for students attending FIU.

State funding for FIU has not kept pace with the University's rapid growth. The prospect of declining state resources, coupled with continued growth, make it imperative for FIU to substantially increase private support in order to maintain and enhance its academic excellence.

The Campaign for FIU, announced in February 1996, is an essential element of the University's long-range plan to become one of the nation's best urban public universities. It seeks to raise $65 million to
provide FIU with the financial resources and flexibility to enhance the University's educational excellence and meet the challenges of the next century. With the completion of the capital campaign the endowment will have grown from $6 million to over $40 million.

The $65 million in campaign funds will be utilized to:

A. Increase the University’s endowment by a factor of five, the single most important goal of the campaign. At least two-thirds of the campaign’s $65 million goal will be directed for endowment purposes, which will be used to create eminent scholar chairs, endowed professorships and academic program endowments.

B. Enhance major campus facilities. Although FIU currently has more than $120 million in much-needed construction projects under way or in the final planning stages, the state budgetary allocation for each of has been scaled back from what was originally proposed and approved. Funds are sought to help equip several major facilities and to construct a free-standing facility for The Art Museum at FIU.

C. Ensure access through scholarships. To attract students of the highest caliber and keep the very best local students in South Florida, the University must increase scholarship availability. The University is now able to provide financial aid to only 55 percent of students who apply for assistance, and only a small percentage of that aid is in the form of scholarships.

D. Strengthen priority academic programs. Gifts are sought to expand and enhance a number of academic programs and centers of excellence, some of which are within individual Schools and Colleges and others which are interdisciplinary.

In planning for the Campaign, the President, Provosts and Deans identified key areas of need totaling more than $100 million. The success of The Campaign will be judged, not only by the amount received, but also by how these new resources support the University's strategic themes and programs which advance our long range goals. The $65 million in private support to be raised in The Campaign for FIU will be able to meet only the highest priority needs.

By September 1, 1996, the University secured $40 million in gifts and commitments, including eleven eminent scholar chairs and $5 million in scholarship endowments. This moved FIU from last among the ten SUS universities in the number of Eminent Scholars Chair commitments, to being tied for fourth place.
The growth in the number of employees will challenge the communication and personal relationship skills of faculty and staff. Without specific attention and resources, multi-campus management and equity will become more of an issue.

As we enter the twenty-first century, the University must link modern human resource information system (HRIS) technology with time-honored concepts of job satisfaction and employee motivation. Employee Relations' focus on this combination will enhance performance and productivity, as well as support the consistent communication essential to effective performance in a multicampus environment. Our concerted efforts must support a broader University mission that centers on improvements in the capabilities, motivation, and continuing commitment of our most valuable human resources, the men and women whose skills and talents represent critical University assets.

Motivation and job satisfaction emerge from work itself, along with individual perceptions of achievement, responsibility, recognition, personal growth and compensation. People perform at higher levels when they become completely involved with the University's mission and feel empowered to improve their own capabilities and value to the organization.

Equity in compensation is critical to employee empowerment and will require greater systematization as well as resources. To remain competitive in our compensation system we must permit greater flexibility in a process that can be easily understood, reduces administrative costs, and provides more rational standards for both classifying positions and establishing pay ranges. In the establishment of this process we must maintain equitable relationships across and among positions, and duly reward employees for performance through the utilization of broad pay ranges now permissible due to SUS Rules reform.

In recent years the University has made progress in establishing performance competencies for staff as well as the formalization of staff training and development programs. Professional development and internal employee training will lead to a reduction in employee turnover and improvements in overall productivity. However, ongoing success will require taking the next step in employee development and link employee training and development efforts to performance and compensation.

Information and communication technologies have revolutionized the workplace of many institutions and industries. With implementation of new University telecommunication systems, operational functions will
need to be modified and staffing requirements assessed. In situations where output is measurable and primarily performed on an individual basis, employees telecommuting from their homes may be a promising solution to difficult space and overhead problems. These changes in the workplace challenge us to address current state policies, University operating procedures, and management methods.

Specific employee relation goals include:

A. Proactive recruitment search practices that begin early in the academic year in order to attract the most qualified staff.

B. Establishment of a good employee relations environment must begin on the first day of employment. Direct greater focus on reducing new employee startup times and stresses by assuring smooth transition onto payroll and benefits enrollment, parking services and new employee orientation to the University, workplace, and technologies.

C. Allow individual employees the freedom of self-expression in a non-threatening environment congruent with University policy and procedure.

D. Assure that all individuals are treated equally, fostering an environment of collegiality and minimizing class distinctions based on job status.

E. Expand supplemental insurance packages to allow for greater menu selection and customization to the needs of our employees.

F. Link employee training and development efforts to performance and compensation enhancements.

G. Evaluate and plan for workplace efficiencies evolving from computer technological developments.

H. Promote, expand and develop employee recognition programs, such as service awards, merit awards and other special events.

I. Develop innovative mechanisms to provide incentive salary dollars for consistently superior employee performance.

J. Foster fair and consistent employee relations and communications through the development, implementation and evaluation of training and development programs, general employment practices, and University rules, policies and procedures.
K. Advocate changes in SUS personnel policies and position structure when these are needed to achieve equity, improved morale, and effectiveness in the workplace.

15. DIVERSITY

The diversity of the University community is both a strength and a challenge. The range of backgrounds and perspectives reflected by the students, faculty and staff offers the challenge for FIU to develop programs and activities which assist community members in valuing differences, communicating across cultures and working together to support all persons.

As the leading public university in South Florida, Florida International University is reflective of the mosaic of the various cultures, races, and ethnic groups of the community we serve. The broad representation of minority group members within the University means that diversity within its student body is a reality, rather than a goal as it is at many other institutions of higher education. It is in the University’s institutional interest, as well as in the individual interests of its student body, faculty and staff, to ensure that access, retention and graduation are equally available to all students, regardless of race, national origin, gender, age, sexual orientation, disability, economic status, marital status, religion, creed, and the range of other differences that exist among people. This should occur within a framework of valuing, appreciating and promoting diversity, rather than in a setting which presumes that its participants to blend into a melting pot. Achieving this goal requires the University to build upon its programs and activities which assist community members in valuing differences, communicating across cultures, working together to support all persons, and weaving diversity/minority issues into all aspects of University life.

Diversity issues go beyond interpersonal dimensions. There is an immediate need to define the overall goal(s) of the University’s diversity effort. At the same time, some general areas for inquiry can be identified. Some issues clearly reflect an area(s) of institutional strength, others need further attention, and some are difficult to classify because they reflect a mixture of institutional strengths and challenges:

A. Identify how the South Florida community-at-large perceives the University and how we relate to and serve the larger community.

B. Identify how we can most effectively spread the messages of commitment and accomplishment on diversity issues within the University and the larger communities.
C. Complete an institutional climate assessment to identify whether there are differences in perceptions about the campus based on race/national origin, gender, age, sexual orientation, disability, economic status, marital status, religion, creed, etc.

D. Valuing these differences and accepting them is not enough, we must go further to look at and correct inequalities based on these differences. How can that be accomplished?

E. Review current recruitment and retention efforts, and identify what can be done to increase the hiring, retention and promotion of minority and female faculty and staff.

F. Identify the payoff of “valuing diversity” for non-minorities (students and staff), thereby winning their commitment to the diversity effort.

G. Clarify the role of faculty in the diversity initiative. Ensure that faculty have the skills to infuse diversity issues in existing courses and curriculum; the pedagogical skills to teach learners with diverse learning styles effectively and to relate to students as learners; and provide assistance to strengthen these skill areas.

H. Clarify the question of how broadly diversity issues should impact the curriculum. Review the degree to which diversity issues are infused into the current course offerings, and look at the recent changes made to the core curriculum, especially as they relate to the diversity and language requirements.

I. Review current majors/programs/certificates/courses that we offer that address issues of diversity. Address gaps that are identified, as well as whether there is a need for more integrated course offerings.

J. Review current research and scholarly activities to identify those areas in which we have strength (i.e., LACC, Center on Aging, Women's Studies, Africa/New World, etc.), and identify whether there are gaps or areas that should be strengthened.

K. Review tenure and promotion criteria to identify what should/can be done to recognize and reward leadership in teaching and curriculum innovation.

L. Assess current academic retention activities and determine whether we provide adequate and appropriate retention support for all students.
M. Develop strategies to moderate the impact of the change of scale within the University and to assist faculty in developing and maintaining personalized relationships with students which help to bridge cultural differences.

N. Identify and provide appropriate solutions to conflicts within student life, including relationships among students within University Housing; membership patterns within and relationships across student clubs and organizations, including Greek organizations; involvement of students in Athletics and in support of Athletics; and diversity in cultural/social programming.

O. Proactively encourage extra-curricular activities which help to build cross-cultural experiences and expertise among the student body.

P. Enhance administrative and support staff competency in providing services to a diverse University community.

Q. Design ways to assess the success of these efforts and develop a schedule for implementation.
Conclusion

Although a young institution, our University has already matured into a young, national university which now faces a new and even more demanding set of challenges as it looks forward to its second quarter century.

In the next quarter century, the world will be changing faster than ever before. Some scholars of world history believe we are now experiencing a time of turbulence and a change greater than that of any other time since the 1848 Revolutions and the 1917 Russian Revolution. It is within that context that we are developing and growing as a university. The world continues to be a smaller place through technology and through our shared and interactive ecosystem. Poverty continues to present a challenge in this continent, in the hemisphere, and in Africa and Asia. With a population that is expected to double in 40 years, we in the Americas are governed by fragile democracies that look to the United States, and in particular Florida and Miami, for assistance, help, and support. The United States, too, is witnessing radical changes in the foundations of its society. The demographics of South Florida, with its aging and increasingly diverse population, bring new challenges and opportunities to the nation and to the University. The challenge of adapting to these changes has become more difficult as, according to some observers, the United States public has become increasingly bitter, frustrated, cynical, and distrustful of public institutions.

Geography is a key determinant of destiny. As the economy globalizes, Florida is poised to leap ahead into the twenty-first century. In December 1994, Florida hosted the single most significant event in its state history—the Summit of the Americas. Thirty-four democratically elected heads of state converged in Miami. Given its advantages of climate, location, diverse population, and tremendous communications and transportation infrastructure, Miami was portrayed in best light, thus pointing the way to future opportunities. Miami is at the crossroads of the Hemisphere—and FIU is at the epicenter of that crossroads.

In higher education, rising tuition is distancing private universities from the reach of the middle class. In this state, public universities have seen education’s share of the state budget and funding per student FTE decline in many recent years. At the same time the public is demanding greater accountability, leading to increased monitoring of the use of our resources.
The legislature is further asking us to do everything we were doing before yet direct more of our time to instruction. Even though higher education is in transition nationally, with many institutions facing declining enrollments, budget cuts, department eliminations and reduction in the number of faculty, the long-range prospects for public education in Florida, particularly higher education, are favorable no matter which party is in power. This is because there is a growing understanding on the part of our leaders that education, in particular higher education, will be the determining and differentiating characteristic of the successful geographic regions of the next century.

This document chronicles the dramatic growth and development of Florida International University. As portrayed in the opening comments, there will be a continuation of the globalization of world economies, thus adding to the importance of our international mission. Globalization, combined with North and South American trade agreements, will strengthen South Florida’s role as a gateway for these new commercial and political developments.

In the face of radically changing assumptions about the world’s direction, we need to engage the faculty in a full-scale re-examination of our current plans, strategies, goals and traditions. Although much discussion is needed on these trends and the consequences, as well as important considerations we have surely overlooked, the outline of a possible overarching strategy can be sketched.

Fortunately, we are not without considerable strengths relevant to the trends discussed above. We need to promote broad interdisciplinary faculty discussion on the strategic themes, and incorporate them into future efforts of departments, colleges, and schools. Similarly, we need to initiate or refocus research centers which can obtain major federal, state and corporate support based on these University strategic themes. FIU will be formally collaborating with major federal agencies, such as the U.S. Department of Energy and the Environmental Protection Agency.

Two mutually reinforcing trends, international economic integration and a worldwide green movement, could form the backbone of FIU’s strategic design for the 21st century. This strategy must be carried out in a manner that takes into account the new demands for performance by institutions such as ours. All of this is to say that we must not only choose the right direction, but we must also execute with the quality and efficiency that will insure that we continue to maintain the public trust under new and more challenging circumstances.
FIU, then, is poised to continue to grow and to gain increased status and recognition. We must, however, take firm control of FIU's destiny before the whirlwind of changes within which we are developing engulfs us. If we do not take steps to determine our future direction, others will. And those others do not understand as much about our institution, higher education, and the needs of our students as we do. Our goal is nothing less than becoming one of the great national, public universities in America, which, given the prestige of American higher education internationally, will make FIU truly one of the great universities of the world.

The current circumstances provide a young and, hence, adaptable institution, with the opportunity to adjust and refine its strategy so that it is in tune with a world focused on peaceful economic competition, environmental protection, and the improvement of the way in which we manage our lives and our political institutions.

Our unique location and diverse populations, affords the University an opportunity to acknowledge and appreciate the diversity among people of different genders, ages, races, economic backgrounds, ethnicities, religions, creeds, philosophies, and preferences, as well as those with varying mental and physical abilities. The unique characteristics of location and diversity, combined with watershed world events of the 1990s will determine the destiny of Florida International University as it becomes not only one of America's top urban research universities, but also one of the leading institutions of higher learning in the Western hemisphere and the rest of the world. There is much to think about, even more to do. The 21st century will not arrive without a formidable wake.